



CTE Inclusive Excellence Self-study

Submitted April 5, 2021

Introduction

Brief overview of the Center for Teaching Excellence's mission, services, and work.

The Center for Teaching Excellence (CTE) promotes excellence and innovation in teaching at the University of Virginia and contributes to national and international conversations on instructional development. We have a wide variety of programs, initiatives, and services aimed at helping individual instructors, departments, schools, and the institution enhance their teaching missions. While deep understanding and application of diversity, equity, and inclusivity (DEI) issues are fundamental to our work, we have only recently begun explicitly acknowledging this and identifying strategic opportunities.

How CTE work attends to diversity, equity, and inclusivity (DEI) within our team and with outside stakeholders is influenced by several factors:

- Our team is comprised of full-time administrative and professional staff, general faculty, and post-doctoral scholars and part-time faculty fellows and graduate and undergraduate student workers. Our stakeholders include undergraduate and graduate student instructors, all ranks and statuses of faculty, administrators, and a range of academic and service units. We also interact with vendors, such as external presenters and local caterers.
- Historically, our profession—educational development—is predominately white and female, and this composition is reflected in CTE staff composition.
- We have no permanent staff with deep training in DEI or critical/social justice pedagogy.
- We have worked hard to integrate DEI considerations into all our programming, but our lack of deep DEI expertise has us falling behind peer institutions in this regard.

Overview of our Inclusive Excellence (IE) plan in relation to CTE's mission and vision.

In Fall 2020, we committed funding to engage an external consultant to help us identify strategic opportunities for improving the CTE's DEI work. On the recommendation of Kevin McDonald, Vice President for Diversity, Equity, Inclusion, and Community Partnerships, we hired Dr. Whitney Peoples, Director in Educational Development & Assessment Services and Coordinator of DEI Initiatives & Critical Race Pedagogies, University Michigan Center for the Research of Teaching and Learning. Since January

2021, we have worked with Dr. Peoples on a multi-stage process to review primarily the programmatic aspects of CTE work to help us 1) identify areas of strength and of strategic opportunity in relation to equity, inclusion, and diversity, 2) determine appropriate changes to implement, and 3) support accountability. This review also includes aspects of recruitment, hiring, and retention of a more diverse staff. Dr. People’s work involves document review (e.g., annual reports, program websites and materials, and hiring documents) and stakeholder interviews and focus groups.

To complement our external-facing review process, we chose to focus the EVPP Inclusive Excellence process on internal-facing aspects of our work, such as building a more diverse team, systematically learning from and collaborating with DEI experts across Grounds, enhancing our understanding of inclusion and equity implications of our internal policies and processes, attending to our physical spaces and the people who engage in them, and becoming a better neighbor in our larger community.

External DEI Review	EVPP Inclusive Excellence Process
Focuses primarily on the CTE’s constituents, i.e., the people we serve through our educational development work, including UVA instructors, departments, schools, administration, and units.	Focuses primarily on CTE staff & faculty, internal policies, physical space, and CTE connections to the broader community.

Importantly, what we learn from the external review and IE processes will help us develop a new strategic plan for the Center that includes DEI as a cornerstone.

Description of the process used to develop the CTE strategic IE plan.

CTE Director Michael Palmer charged Assistant and Associate Directors Lynn Mandeltort and Dorothe Bach with designing and leading the CTE team, including full-time staff and faculty, through the process of collaboratively developing the CTE’s IE plan. Claire Reeger, Associate Program Manager, joined them after the first few meetings.

We dedicated several team meetings to facilitate activities aimed at...

1. familiarizing ourselves with the EVPP IE framework;
2. reflecting on the dimensions of the framework within the context of the CTE team and work;
3. identifying concerns and opportunities;
4. delineating the IE process from our external DEI review process;
5. brainstorming self-study questions related to areas of concern and opportunities;
6. defining priorities for the IE plan; and
7. refining our goals and objectives.

In designing activities, we intentionally dedicated time for anonymous individual brainstorming on a shared Google Doc during and after meetings to ensure that all CTE team members’ voices were heard.

In addition, Claire helped take a lead in ensuring that administrative and professional staff interests were included among the final priorities.

In between meetings, Lynn and Dorothe used the IE framework to organize comments from the “free brainstorming” session, consolidate similar comments into themes, and design additional activities to further fine-tune our plans.

In a final step, the CTE team broke into small groups, each tackling a particular goal, to flesh out actions, outcomes, timelines, and resources related to each goal as well as identify responsible parties.

We are pleased with our process and believe that the team has a sense of shared ownership over the plan. We also trust that the plan strikes a balance of being at once aspirational, ambitious, and practical.

Assessment/Self-study

Reflections on our current strengths, challenges, opportunities, and needs in relation to equity, inclusion, and diversity issues, lessons learned and key findings.

Building on the self-study we undertook in preparation for our external review (see Appendix A), our IE process provided an opportunity to assess and reflect on 1) the depth of our DEI and critical pedagogy expertise, 2) the demographic diversity and of our team and internal culture, 3) accessibility and historic context of our physical space, and 4) our relationship to the broader community, equity and inclusivity of our internal policies and practices.

We provide here brief overviews of the strengths, challenges, opportunities, and needs that influenced our specific goals, actions, outcomes, and resources. Details are provided in the subsequent tables.

1. Increase CTE Capacity for Advancing DEI in Teaching.

Strengths: CTE is deeply committed to becoming effective change agents by supporting UVA instructors, departments, schools and the institution in creating vibrant, equitable and inclusive classrooms where students from all walks of life can develop their full potential. We are also committed to designing inclusive programs that model practices for establishing welcoming spaces in which all instructors can learn. In our [Black Lives Matter Statement](#), we acknowledged the insufficiency of promoting equitable and inclusive pedagogies in general terms and made a public commitment to advocate for explicitly anti-racist educational practices. Through self-study, reading groups, and participation in DEI workshops, individuals and groups of CTE faculty are building DEI expertise, and we have made strides integrating DEI reflections and principles into all of our programming and being more explicitly color conscious. In addition, the CTE has significantly benefited from the UVA Acts pilot and the generosity of its current Artistic Director, who shares her expertise with our constituents and helps educate CTE faculty about social justice-oriented professional practices.

Challenges: Although we bring good intentions and hold some DEI expertise, the CTE team has no permanent staff member with deep training in social justice education, and/or racial justice, and/or critical pedagogy. In addition, as a largely White team, and without current data on how BIPOC instructors and instructors holding other marginalized identities are experiencing our programming, we have considerable blind spots. This makes it difficult to serve the large and growing demand from faculty, departments, and schools who look to us to help them a) make their classrooms more inclusive and equitable and b) teach a politically conscious and diverse student population how to productively engage across difference.

Opportunities: With additional data and increased staff expertise in critical pedagogy, we can more systematically integrate DEI principles throughout our programming and to the highest standards. To that end, we are currently working with an external consultant who is gathering data about our programs and how they are experienced by different constituents.

As we continue to develop our internal DEI expertise, we see opportunities to collaborate more systematically with experts across grounds and pursue avenues for developing graduate students and faculty fellows with DEI expertise and eventually hire an educational developer trained in DEI and/or critical pedagogy.

Needs: Continuing professional development for existing staff and a new, full-time faculty position dedicated to DEI work.

2. Ensure that CTE culture is inclusive of all staff.

Strengths: We have historically hired and retained a highly productive, dynamic, and collegial team. Though we are not visibly diverse, we bring a range of identities to the workplace, such as varied geographic, cultural, economic, and religious backgrounds.

Challenges: While the CTE team appears to work well together, it is difficult to know how individuals experience the climate and how well different classifications of team members (e.g. faculty and administrative staff) interface. In addition, as a predominantly White team, we are missing insight into how we are perceived by job candidates who hold non-white racial identities.

Opportunities: We can increase our understanding of how current team members are experiencing the CTE work climate and create mechanisms through which all feel included. We also have an opportunity to review our processes and procedures to ensure that they are transparent, equitable and inclusive, including, but not limited to hiring, onboarding, professional development, annual review, and promotion.

Needs: Time to collect and analyze feedback on internal climate and culture, update onboarding processes and review and revise processes, procedure and policies as warranted.

3. Imagine and actively foster a more accessible, inclusive, and historically-conscious physical CTE space.

Strengths: The CTE is physically located at the heart of the University in the historic Hotel D on the East Range. Located centrally, it is easily reachable by able-bodied constituents from most locations close to Central Grounds.

Challenges: Hotel D is part of UVA's historic landscape of slavery and includes a former kitchen and dining hall where enslaved laborers cooked, cleaned and waited on UVA faculty and students. In addition, Hotel D is inaccessible to visitors who use wheelchairs or/and cannot climb stairs. Finally, it is too small for our team and multiple people are crowded in small basement offices. Poor ventilation and insulation make for an unhealthy and noisy workplace.

Opportunities: We can re-examine and revise our proposed space plan in light of DEI and post-pandemic conditions and explore how work-from-home models might help create a more inclusive work environment. We can also learn more about the history of Hotel D and how that history shapes the perspectives of those of us who work in the space as well as those who visit it.

Needs: CTE time; possible financial resources to adapt physical spaces.

4. Contribute positively to communities within and beyond UVA that intersect with and/or that are impacted by CTE work.

Strengths: Our team is interested in contributing to and learning from the local community, for example, by offering our expertise to community organizations, engaging in volunteer work and choosing local vendors for supplies. We are also committed to sustainability and have a "green workplace" designation. In addition, we recently hired an Assistant Director for Community-Engaged Learning Initiatives, which adds some capacity for building relationships with community organizations.

Challenges: Considering our heavy workload, we have limited capacity to deeply engage beyond our Center's mission and build and sustain multiple authentic relationships.

Opportunities: We see opportunities for building mutually beneficial and reciprocal relationships with local organizations such as, for example, PVCC. There are also unexplored possibilities for collaboration with UVA Wise and UVA's Liberal Arts Center. In addition, we can build on the emerging partnership with the Equity Center to determine productive ways to contribute expertise to the community. We have opportunities to go beyond the requirements

of the “green workplace” designation and further reduce our footprint, enhance our stewardship of our community’s resources, and contribute to environmental justice.

Needs: Time and/or additional staff/faculty who bring expertise in building and strengthening ties with organizations and stakeholders outside of UVA.

Goals, Actions & Implementation

Steps the CTE will take over the next three to five years, based on our self-study.

The tables below detail objectives, actions, outcomes, responsible persons and resources for our four main goals. Individual subgroups for each goal took slightly different approaches to organizing the table and we have retained the variations in formatting. As with any plan, this is a work in progress. We will refine it in response to what we learn along the way.

GOAL 1: Increasing CTE's Capacity for Advancing DEI in Teaching

Objectives and Rationale (3-5 year timeframe)	Actions (0 - 3 years)	Outcomes (Data/Metric)	Timeframe(s)	Responsible Person(s)	Funding/ Resource Allocation
<p>Create a DEI strategic plan for the CTE.</p> <p>Rationale: We need to update our strategic plan and hope to make DEI concerns a centerpiece.</p>	<ol style="list-style-type: none"> Analyze data collected through our external review as well as data we gather during the first year of implementing the IE plan outlined here. Conduct a strategic planning retreat. 	Strategic plan	2022	Director & Associate Director	Time & funds for strategic planning retreat
<p>Systematically evaluate CTE DEI work and identify opportunities for growth.</p> <p>Rationale: Over several years, CTE has worked to integrate DEI principles into its programming on an ad hoc basis. We also recognize that we may not be serving BIPOC as well as we could. It is timely for us to review our work and explore opportunities for strengthening it.</p>	<ol style="list-style-type: none"> Hire and work with external consultant, Whitney Peoples (U. Michigan), to review CTE's DEI capacity through document review, stakeholder interviews and focus groups. 	Based on external review report and planning conversations with external consultant, we will create an improvement plan for programming, staffing, and policy and procedures.	Feb-Dec 2021	Director & Associate Director	\$12k consultant fee

<p>Create and foster a diverse team that is responsive to diverse stakeholders, reflects diverse perspectives in our work, and allows us to thrive both individually and as a team.</p>	<p>2. Advocate for the creation of a DEI-focused position within the CTE.</p> <p>3. Develop graduate and faculty fellows positions with an explicit focus on DEI</p> <p>4. Revise position descriptions, hiring/recruiting practices, policies to encourage a diverse set of applicants.</p> <p>5. Do targeted networking to reach and encourage applications from diverse pools of potential applicants (ex: diversity committee in our profession's national organization)</p>	<p>Hire a person with DEI expertise (with full-time, faculty status)</p> <p>For each application cycle, recruit at least one faculty member and one graduate student in the role of grad/faculty fellow with a DEI focus</p> <p>For both of these outcomes, the metric we will use to determine success is the diversity of the applicant pools we receive for new positions after changes to position descriptions and networking practices have been made</p>	<p>ASAP (depends on getting permission to create a new position)</p> <p>1-2 years</p> <p>Ongoing - starting now and continuing with each position we hire</p>	<p>Director and Associate Director</p> <p>Will vary year to year depending on who is recruited to serve as a fellow</p> <p>Director, whoever serves as the search committee chair</p>	
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<p>Systematically draw on DEI expertise across the University.</p> <p>Rationale: Currently, individual CTE faculty form relationships with DEI experts on an ad hoc basis. To build our DEI capacity more systematically, we need a process by which we can take stock of existing relationships, identify gaps, and expand our network of campus partners. We also need a process for sharing DEI partnerships internally in order to more intentionally and systematically build and leverage mutually beneficial partnerships.</p>	<ol style="list-style-type: none"> 1. Create an organizing spreadsheet that documents existing relationships and partnerships between the CTE and units/individuals across the university that work on DEI. 2. Develop mechanisms for communicating internally about collaborations with units/individuals to ensure synergies. 3. Create a document that articulates our approach/guidelines to cross-institutional collaborations and how we internally communicate about them. 	<p>We will have achieved the desired outcomes when:</p> <p>We have built a strong partnership with ODEI and have regular pathways of communication and joint undertakings.</p> <p>We have articulated a systematic, intentional process to build upon/expand and internally communicate about cross-unit collaborations that advances CTE’s DEI goals, as part of the University’s broader DEI mission</p>	<p>1 year and ongoing</p>	<p>Various - CTE staff and faculty will be assigned to each outcome and action based on their pre-existing relationships with partners across the university</p>	<p>\$2000/year to enable the CTE to serve as a convener of conversations around DEI (would support lunch meetings, coffee, etc.)</p>
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GOAL 2: Ensure that CTE culture is inclusive of all CTE staff.

Objectives & Guiding Questions (3-5 year timeframe)	Outcomes	Timeframe	Responsible Person(s)	Funding/ Resource Allocation
<p>Be intentional about our on-boarding process to enable new CTE members to understand their position, feel they belong, and can contribute to the community.</p> <ul style="list-style-type: none"> • How well do we currently on-board new colleagues? How might we better and more consistently do this? 	<ol style="list-style-type: none"> 1. Create a CTE onboarding checklist to complement HR’s onboarding checklist (e.g., CTE values & Mission, DEI and historical context, cultural values, norms for acculturation, meet & greet). 	6 mo.	Iris, Ted, Dorothe/ Michael	CTE time
<p>Make policies more transparent and inclusive.</p> <ul style="list-style-type: none"> • How transparent are our existing policies? Do they tend to clarify or obfuscate? • Who benefits and who is disadvantaged by policies? • How well do policies reflect practice? 	<ol style="list-style-type: none"> 1. Review and revise policies, both implicit and documented, from an equity perspective (e.g., remote working, time off). 2. Develop a routine (e.g., annual) process for reviewing and revising policies and procedures. 3. Articulate a plan for communicating policies. 	6-12 mo.	Claire, Lindsay, Lynn, Kristin	CTE time
<p>Create mechanisms through which all faculty/staff in the CTE feel included in shaping the work culture.</p> <ul style="list-style-type: none"> • How might a shared vision help guide our work and interactions? 	<ol style="list-style-type: none"> 1. Collaboratively create a <i>living</i> ‘cultural values’ document that articulates the concrete ways we seek to create a positive culture. 2. Develop a routine (e.g., annual) process for gaining feedback from individuals on climate/culture that informs ‘cultural values’ document 	24 mo.	Entire CTE team	CTE time

GOAL 3: Imagine and actively foster a more accessible, inclusive, and historically-conscious physical CTE space.

Objectives & Guiding Questions (3-5 year timeframe)	Outcomes	Timeframe	Responsible Person(s)	Funding/Resource Allocation
<p>Re-examine and revise space plan in light of DEI and post-pandemic conditions.</p> <ul style="list-style-type: none"> • How might we address existing accessibility issues? • How might we make the space more inviting/accessible to a range of stakeholders (e.g. staff, instructors, students, visitors)? • How might we reinterpret the space? How would vacating Hotel provide opportunities for others to experience a historically-conscious experience of UVA? 	<ol style="list-style-type: none"> 1. Conversation with Facilities Management to identify actionable ways to increase building accessibility. 2. Revised CTE space plan responsive to inclusive excellence. 3. Concrete plans for how we greet and welcome visitors and guests into our space. 	12-18 mo.	Claire, Ted, Michael	CTE time
<p>Explore how work-from-home models might help create a more inclusive work environment.</p> <ul style="list-style-type: none"> • What have we gained from our current work-from-home model and what have we lost? • How might we inhabit our work space differently in post-pandemic work conditions to leverage preferred work styles that benefit both individuals and the team? • How do we conduct meetings, nurture collaborations, and connect socially? 	<ol style="list-style-type: none"> 1. Overall strategy to guide work-from-home decisions, including a set of shared expectations around availability, accessibility, productivity, etc. 2. An adaptive and responsive office usage plan for shared CTE offices. 	6-12 mo.	CTE Team, led by Director	CTE time; possible financial resources to adapt physical spaces.

<p>Learn more about the history of Hotel D and how that history shapes perspectives of those who work in the space as well as visitors.</p> <ul style="list-style-type: none"> • What do we already know about the history of Hotel D? • How might we better highlight and share the building’s history? • How might we participate in tours and events (e.g., History of Black Americans at UVA) while balancing CTE staff time to interact with visitors? 	<ol style="list-style-type: none"> 1. Conversations with UVA historians/architects about Hotel D, its origins and lived history. 2. Design a visual (physical and electronic) timeline of the building. 3. Establish a mutually beneficial relationship with UGuides. 	<p>6 mo.</p>	<p>Kristin</p>	<p>CTE time</p>
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GOAL 4: Contribute positively to communities within and beyond UVA that intersect with CTE work and/or that are impacted by CTE work.

Objectives & Guiding Questions (3-5 year timeframe)	Outcomes	Timeframe	Responsible Person(s)	Funding/Resource Allocation
<p>Establish mutually beneficial relationships with communities whose work intersects directly or indirectly with CTE work.</p> <ul style="list-style-type: none"> • Whose work intersects most with the CTE mission, either directly or indirectly? Whose voices and expertise are we missing? Whose expertise could make our work better? What can we learn from untapped communities? • Whose work might benefit from our expertise? How might our expertise help advance others’ missions? • How do we better keep each other informed? 	<ol style="list-style-type: none"> 1. Designated CTE liaisons for various communities. 2. Strong, sustainable, and reciprocal relationships with internal communities, including Equity Center, Carter G. Woodson Institute, Center for Liberal Arts and UVA WISE 3. Strong, sustainable, and reciprocal relationships with external communities, including PVCC, SCHEV Faculty Development Group. 4. Amplification of others’ work through CTE communication channels. 	0-24 mo.	Director + identified liaisons	CTE time
<p>Increase use of SWAM vendors, especially local ones.</p> <ul style="list-style-type: none"> • How can we better support or local community, and especially small business owners, women and BIPOC vendors? 	<ol style="list-style-type: none"> 1. List of SWAM vendors supporting various aspects of CTE work. 	on-going	Admin Team	CTE time

<p>Continue to embrace sustainable practices around our events and programming.</p> <ul style="list-style-type: none"> • How can we reduce our environmental footprint even more? • How might reimagining our programming improve impact and reduce waste? 	<ol style="list-style-type: none"> 1. Maintain “green workplace” designation. 2. Waste reduction strategy. 	<p>on-going</p>	<p>Claire + CTE Team</p>	
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APPENDIX A

External Review Self-Study

Prior to this IE reflection process, in preparation for our ongoing external review, CTE compiled materials for our external reviewer. Aside from basic documents such as our mission statement, organizational chart, team composition, and annual reports, each CTE faculty member created summaries and reflections on central CTE programs and projects for which they hold responsibility. The program/project summaries and reflections included signature programs such as the CTE's Course Design Institute, c3Design, Ignite, Teaching Consultation Program, Tomorrow's Professor Today, Curriculum Redesign, CTE Faculty Fellows, SoTL Scholars Program, and Community-engaged Teaching Scholars. We also included reflections on projects with DEI facets, such as our data liberation project as well as two DEI-focused pilots including UVA Acts and Religion, Race and Democracy: Teaching for Equity and Social Justice Institute.

Below is a list of high-level reflection questions we developed for the external review process followed by a sample self-reflection for an individual program.

External Review Questions:

- 1) Mission/vision/purpose
 - a) What questions should we consider as we align our Center's mission and purpose with DEI goals?
- 2) Programming
 - a) How do we compare to other R1 institutions with regard to our DEI work? What are our strengths? What are our gaps in programming?
 - b) How can we make existing programming more responsive to DEI issues?
 - c) How can we better serve BIPOC instructors?
 - d) How can we better collaborate with and support the work of other stakeholders and units (Associate Deans for Diversity and Inclusion, Departmental Directors of Diversity and Inclusion, Office of Diversity, Equity and Inclusion, Office of Equal Opportunities and Civil Rights, Office for African American Affairs, Woodson Institute, SDAC, etc.)?
 - e) How can we create and improve DEI accountability structures and processes?
- 3) Organizational development
 - a) How can we better leverage our current assets to create positive change on an organizational level?
 - b) What additional resources (expertise, skills, money, etc.) would be needed to more effectively support institutional DEI goals (Inclusive Excellence Initiative, anti-racist curriculum development/pedagogy, etc.)
 - c) What potential collaborations should we initiate or maximize?
 - d) How can we create and improve accountability structures and processes?
- 4) Operations

- a) How can we make our internal policies and procedures more equitable?
- b) How can we attract a more diverse pool of applicants to our Center?
- c) How can we create a sustainable path for staff development around DEI?
- d) What future staffing needs should we consider?
- e) How can we create and improve accountability structures and processes?

Sample Self-Reflection for Individual CTE Program generated for External Review

[Ignite](#)

- Goal: Since 2014, the Ignite program has provided new faculty with the knowledge, skills, and supportive community they need to develop their teaching skills. [Note: the predecessor to this new faculty development program was the Excellence in Diversity Fellow Program which ran from 2003-2013. This program was specifically focused on supporting faculty with minoritized identities and faculty with a dedication to mentoring minoritized students. We abandoned this program (which had a more holistic faculty development approach to include research) to focus on teaching and serving the teaching needs of all new faculty.]
- Intended participants: new faculty (i.e., approximately five years or fewer at UVA) regardless of rank and type of appointment.
- Actual participants: In recent years, we have seen more non-tenure track faculty and less tenure-track colleagues. We have not done an analysis of how that compares to composition of new hires. We have no race data.
- # of participants: between 12-35 Ignite Scholars a year, depending on hiring numbers and other factors such as COVID. # to date: 160
- Format: the core program components include our Course Design Institute/c³Design, a day-long retreat, and participation in seven 90-minute (online 75 minutes) learning community meetings for one semester.
- Strengths related to DEI: In Fall 2020, I (Dorothe) have pivoted much of the curriculum towards DEI considerations in teaching and learning, including but not limited to integrating two new modules provided by UVA Acts (our endangered theater program). Ignite also seeks to cultivate connection and community among new faculty to counter collegial isolation, which is often more acutely felt by faculty who hold marginalized identities.
- Collaborators: UVA Acts; Provost's Office provides contact information.
- Challenges/Opportunities related to DEI: Although we continuously update the curriculum to integrate DEI considerations, we lack the expertise in critical and anti-racist pedagogy to do this well. We also miss opportunities for specifically supporting faculty who teach about race and BIPOC faculty who may benefit from an affinity space.
- Immediate and long-term DEI needs and/or plans: Short of having an inhouse expert, we look forward to continuing our collaboration with UVA Acts and hope to build strong collaborations with the future hire in Office of Diversity, Equity and Inclusion dedicated to DEI education.
- Relevant documents:
 - [Ignite website](#) (public facing)

- [Participant site](#)
- Participant feedback ([2018-19](#), more surveys available upon request)
- IJAD Article on CTE interventions, [Understanding the Impact of Educational Development Interventions on Classroom Instruction and Student Success](#)