### Recruitment and Retention
(Access & Success)

#### 2022-2026: Achieve and maintain a more diverse and inclusive undergraduate, graduate/professional student body, faculty and staff

<table>
<thead>
<tr>
<th>SMART Goals/Objectives</th>
<th>Actions</th>
<th>Outcomes (Data/Metric)</th>
<th>Timeframe(s)</th>
<th>Responsible Office/Position</th>
<th>Funding/Resource Allocation</th>
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<tr>
<td>Develop student-created accessibility tutorials for tools commonly recommended by Student Accessibility Services.</td>
<td>Coordinate with SAS to identify recommended accessibility tools. Assign to STLI Student Partners for creation to be included in STLI Accessibility YouTube channel. Share with SAS staff to review tutorials and share with their students.</td>
<td>Schedule coordination meetings each semester. Create 4-6 tutorials each academic year. Develop system for SAS to provide feedback and revision suggestions on tutorials.</td>
<td>August and January of each academic year. May of each academic year.</td>
<td>STLI/SAS</td>
<td>Current budget</td>
</tr>
<tr>
<td>Coordinate with standing committees focused on inclusion, including: Diversity and Inclusion Committee, WMSURE, FGLI to identify needed supports.</td>
<td>STLI representatives on committees</td>
<td>TBD</td>
<td>Committees meet throughout the academic year</td>
<td>Various committees/STLI</td>
<td>Current budget</td>
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### Campus Climate

**2022-2026:** Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations

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| Support other units by offering professional learning opportunities to address their needs and support their efforts in implementing inclusive facilitation practices. | Design and offer a workshop on adult learning principles and inclusive facilitation practices to inform the development of training programs.  
Revise facilitation workshop based on participant feedback. | One workshop offered each semester for units across W&M  
Participant feedback and evaluation results | July and January each year | STLI | Current budget |
| In partnership with the Diversity & Inclusion Committee, establish an Inclusive Excellence in Teaching Award. | Draft a call for nominations with selection criteria  
Establish process for collecting, reviewing, and selecting awardee(s)  
Host celebration for awardee(s) and share on STLI website and W&M newsletter. | Call and process established  
Awardee(s) are selected  
Award(s) presented at ceremony hosted by D&I and STLI | January 2023  
March 2023  
May 2023 | STLI/D&I | Current budget  
Current budget  
Current budget |
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<td>Inclusive teaching practices are embedded in STLI training materials and experiences for faculty</td>
<td>Launch Inclusive Teaching Course with optional in-person sessions</td>
<td>Tracking course enrollment and completion over the course of each academic year</td>
<td>August 2022, offered on demand through the academic year</td>
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<td></td>
<td>Offer Online Course Development Seminar</td>
<td>Tracking of seminar enrollment and completion and implementation of inclusive teaching practices embedded in courses</td>
<td>Twice yearly</td>
<td></td>
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<td>Offer Story School program</td>
<td>Tracking of program enrollment and completion and implementation of inclusive teaching practices embedded in class projects</td>
<td>Multiple implementations throughout the academic year</td>
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<td>Connect the STLI Inclusive Excellence Action Plan goals and actions to the STLI Strategic Plan.</td>
<td>Review both plans for alignment and gaps. Integrate new goals and actions with Strategic Plan.</td>
<td>Identify and address gaps with new actions. Revise Strategic Plan to incorporate new goals and actions.</td>
<td>September 2022; October 2022</td>
<td>STLI; STLI</td>
<td>Current budget; Current budget</td>
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Innovation, Community and Reconciliation (Community & Partnership)  

**2022-2026:** Grow institutional philanthropy and community partnerships to improve outcomes in local/regional communities

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| Collaborate with Strategic Cultural Partnerships (SCP) to advance diversity and democracy initiatives | Document Bray School work  
Document First Baptist Church  
Serve as a resource for the democracy working group | Short video series  
Event support and media  
Outreach to working group | Summer and Fall 2022  
Ongoing  
2022-23 | SCP/STLI  
SCP/STLI  
SCP/STLI | Part-time media assistant sharing  
Part-time media assistant sharing  
Current budget |

*Template courtesy of Dr. Kevin McDonald, University of Virginia*
William & Mary

Departmental Diversity Action Plan (DDAP)

Update Report Summary (Due each September)

Please respond to the following questions below and submit the document via email to Thomas Alexander (talexander@wm.edu) by September 1.

Name of Department/Unit: _Studio for Teaching & Learning Innovation_

Name/title of Person Submitting Report: Amanda Morris, Instructional Design Specialist

1. What Departmental DAP goals and priorities will you focus on during the past academic year?

- Develop student-created accessibility tutorials to promote accessibility tools and normalize them.
- Continuing to serve on committees related to inclusive teaching and learning initiatives.
- Continue providing professional learning opportunities and resources for faculty that promote diversity, equity, and inclusion.
- Build partnerships and collaborations with other units including SCP, SAS, and D&I.

2. Please describe the process by which you have continued to engage your department’s faculty, students and staff in discussions in order to seek feedback and in the implementation of your Departmental DAP. How inclusive has the process been?

We met as a team to do a SWOT analysis of our current work and our position at the university in relation to our inclusive plan. The entire team contributed to the goals and strategies we plan to implement in the upcoming academic year. We continue conversations on how to best connect our work to the efforts of the D&I committee and our faculty.
3. What **best practices** would you like to share regarding your approach to your Departmental DAP implementation to date?

We served on the D&I committee, created an Inclusive Teaching course for faculty, we worked with faculty fellows to research and deliver learning opportunities for faculty on UDL and accessibility in higher education. We collaborated with other units across campus to ensure we had a good pulse on the diverse needs of our faculty and students.

4. What are the **challenges** you have faced in your DAP implementation to date?

COVID was a challenge for us to continue some of those relationships in person and hold the number of events we wanted. It also left faculty fatigued and less available or willing to do additional professional development with us. We also have had a challenge with communicating who we are and what we do which impacts our work and outreach.

5. Please share **example(s) of positive outcome(s)** generated by the DAP implementation work you have done to date.

- The Inclusive Teaching course we developed for faculty. We see this course as something all faculty can take and become more aware of the strategies that create a more inclusive learning environment.

- The cross-disciplinary collaborations allowed us to capitalize on opportunities for sharing best practices, resources, perspectives, and experiences.

- Serving on the various committees allowed us to learn about the diverse needs of our faculty and students on campus and think of meaningful ways to address them.