



DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN PROGRESS REPORT

OCTOBER 2018



YEAR ONE

YEAR TWO

YEAR THREE

YEAR FOUR

YEAR FIVE

MANY VOICES OUR MICHIGAN



**YEAR
TWO**

OCTOBER 2018

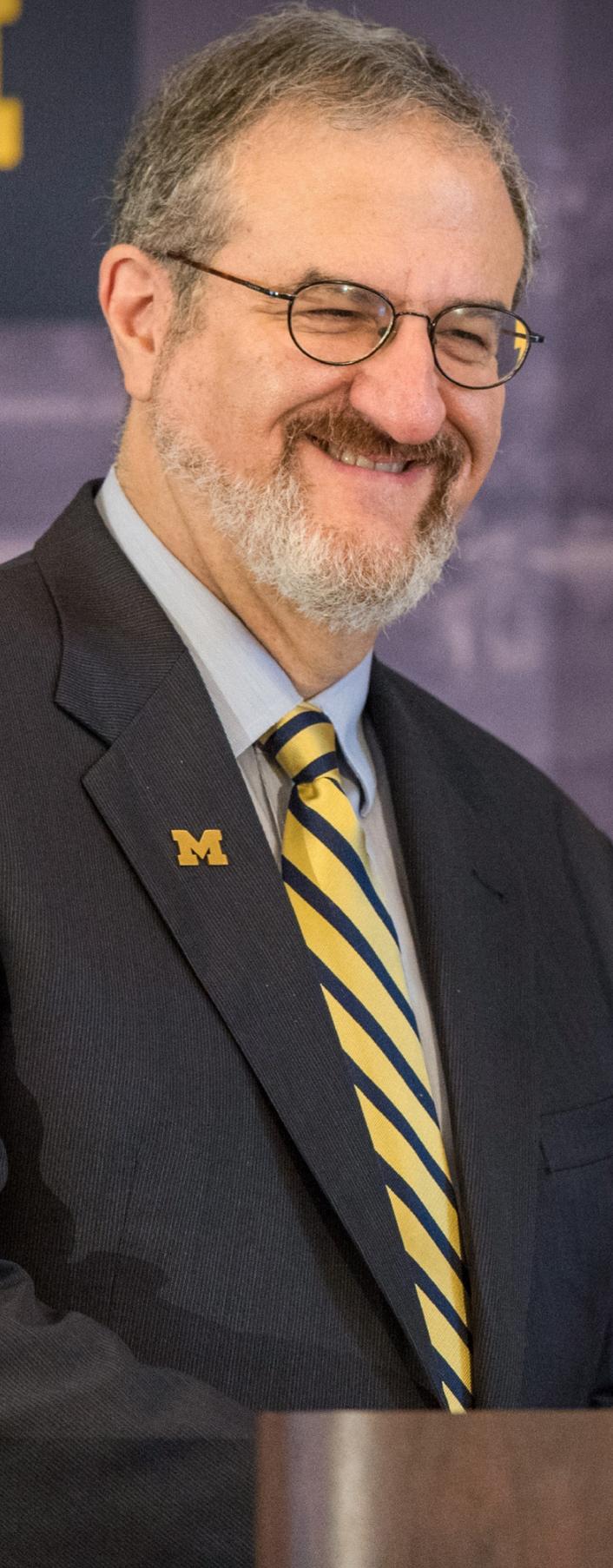
DIVERSITY, EQUITY & INCLUSION **STRATEGIC PLAN PROGRESS REPORT**

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“Over the past year, I have been continually inspired by interactions with our implementation leaders, and students, faculty and staff from many different parts of the university. In the plan and in emerging grassroots efforts in our community, we are seeing true innovation.”

– President Mark S. Schlissel



To the University Community,

Thanks to the outstanding work by many individuals across our campus, the University of Michigan's Diversity, Equity and Inclusion Strategic Plan has made significant progress in its second year.

Implementation of the plan's actions and programs is enhancing our academic excellence, improving our campus environment and extending our impact nationwide. At the same time, we know that many challenges remain as we strive to ensure that U-M is welcoming for all who live, work and study here. These challenges will drive our work in the months and years ahead, as will our evaluations of progress to ensure that we are achieving the greatest possible impact for all members of our community.

Over the past year, I have been continually inspired by interactions with our implementation leaders, and students, faculty and staff from many different parts of the university. In the plan and in emerging grassroots efforts in our community, we are seeing true innovation. Student organizations are hosting civil conversations between thought leaders with different perspectives. Faculty are sharing their expertise on issues of societal conflict with broader audiences. Staff are creating changes to improve the experiences of students and patients. Second-year successes in the Strategic Plan include:

- Construction of the Trotter Multicultural Center on State Street is scheduled for completion and the building will open in the spring of 2019. Programming in the works includes an interfaith program, a Trotter Distinguished Leaders speaking series and a disability culture initiative led by Student Life's Services for Students with Disabilities.
- The first students completed our Wolverine Pathways program, and many more were admitted and are now studying on our Ann Arbor and Dearborn campuses.
- Our Center for Research on Learning and Teaching increased the number of DEI-focused sessions, including its Inclusive Teaching @ Michigan series. The series now includes undergraduate students serving as consultants to provide feedback to faculty and graduate student instructors on course materials and teaching practices.
- We have created a staff ombudsperson position to assist with information and referrals, serve as a campuswide resource for policy and make recommendations for change.
- Our National Center for Institutional Diversity is helping scholars address important current issues related to diversity and higher education through grants and support to assist with writing for the public.
- U-M executive officers and deans began a yearlong professional development program on DEI leadership, with an emphasis on improving the campus culture and climate.

These milestones, taken together with many others described in this report, reflect our ongoing commitment to advancing diversity, equity and inclusion at the University of Michigan. Our Strategic Plan remains a pledge that will guide our focus as we work to live up to our most cherished ideals. Our university cannot be excellent without being diverse in the broadest sense of that word, and we must ensure that our community provides all individuals with an equal opportunity to contribute and succeed.

Thank you for your commitment to diversity, equity and inclusion at the University of Michigan.

Sincerely,

Mark S. Schlissel, *President*

Dear Students, Faculty and Staff,

When the University of Michigan launched its five-year strategic plan for diversity, equity and inclusion (DEI) on October 6, 2016, we strived to accomplish both immediate and long-term changes that would leave a lasting impact on our institution.

It is truly remarkable how quickly the time has passed since then. As we complete our second year, and begin our third year of implementing this plan, we have made significant strides toward accomplishing our goals. We have also learned much about ourselves as a community, and how we are able to succeed in both the planned and unanticipated moments of this process.

Institutionally, we have positioned ourselves to sustain long-lasting, impactful change.

The second year of the strategic plan initiative has provided us with the opportunity to track the progress of 2,177 individual actions items across the university. To date, 92-percent of these efforts have been implemented or are in progress. Among the action items were many faculty, staff and student programs that embody our commitment to creating a diverse, equitable and inclusive university.

The Go Blue Guarantee, a new initiative that began during 2018 winter semester, has immediately impacted students across our campus. This promise provides Michigan residents who are accepted into the university and have a family income of less than \$65,000 and assets below \$50,000, with the opportunity to receive free in-state tuition for four years of undergraduate study on the Ann Arbor campus. The majority of students are also eligible for additional financial aid covering costs such as residence hall housing, meals and books.

Wolverine Pathways, entering its third academic year, continues its effort in making a college education accessible for all students who are highly motivated in achieving academic excellence. This supplemental educational program for students in the Detroit, Southfield and Ypsilanti school districts is offered at no cost. Those students who successfully complete the program, apply to U-M and are admitted, receive a four-year, full-tuition scholarship. The impact of this program has been substantial for many students, including the first graduating class in Spring 2018, in which 51 students were accepted to the UM-Ann Arbor, and 33 to the U-M Dearborn campus.

Staff training is also ongoing across the university. Human Resources Learning and Professional Development has developed DEI training courses (e.g., Unconscious Bias, Change It Up, Disability Awareness) for departments and individuals that provide staff with the awareness and skills necessary to interact effectively and respectfully across our differences. These are being continuously refined to meet the changing needs of a community that is increasing in its DEI skill level.

As we approach the midpoint of our initial five-year strategic planning effort, I am incredibly proud of the advancements we've made, and truly believe the foundational infrastructure for a long-term institutional transformation is underway. At the same time, we must acknowledge that there is still much work to be done. As we reflect on the challenges we've faced, and how we've overcome them, it is crucial that we remember these lessons, and apply them to what lies ahead. This hard-earned wisdom will be key to us achieving our collective goal of making the University of Michigan a more diverse, equitable and inclusive community.

Sincerely,



Robert M. Sellers
Chief Diversity Officer
Vice Provost for Diversity, Equity and Inclusion





**YEAR
TWO**

EXECUTIVE SUMMARY

This past year has been characterized by a sense of energy and growing momentum as the 50 units representing our vast community continued implementing their DEI plans, launched in year one. In classrooms, labs, offices, lecture halls, meeting spaces and public settings, Michigan's students, faculty and staff engaged in initiatives aimed at creating a university in which resources and opportunities for success are inclusive and equitable, and where everyone feels respected and heard.

A UNIVERSITY-WIDE CHALLENGE

In September 2015, as one of his first official acts as president, Mark Schlissel challenged the U-M community to unite in creating a more diverse, equitable and inclusive campus. To provide an institutional map for achieving that goal, the university would develop a five-year strategic plan for diversity, equity and inclusion.

In keeping with Michigan's broad academic scope and decentralized structure, university leaders launched a distributed process that initially involved 49 individual units, each with its own "local" planning leads. These initial units included all 19 Ann Arbor schools and colleges, other academic affairs units, Student Life, Athletics, Michigan Medicine and various administrative

offices. Since then, the addition of Information and Technology Services and, more recently, the Duderstadt Center has brought the total number of participating units to 51 for the upcoming 2018–2019 academic year.

In September 2016, one year after the president's call to action, each of the units introduced a set of detailed action steps corresponding with the [three overarching strategies](#) laid out in the university-wide plan. Together, the nearly 2,000 action items outlined in the unit plans—along with the initial 34 campuswide central action items—formed the basis of the university's Five-Year Strategic Plan for Diversity, Equity & Inclusion.





During year two, the university's 50 participating units initiated and/or completed 2,177 DEI-related action items

YEAR ONE: BUILDING INFRASTRUCTURE, LAUNCHING ACTION PLANS AND MONITORING PROGRESS

On October 6, 2016, all 49 units began implementation of their respective action plans. To assure progress, both the campuswide and individual plans are monitored, evaluated and refined on an ongoing basis.

Among its most significant year one achievements, the university established a central office for Diversity, Equity & Inclusion (DEI) to serve as an organizational hub and support center for the units. DEI operational support was also incorporated into the university's annual budget process. To help identify areas of success and concern, the U-M conducted its first climate survey, and the Division of Student Life piloted an annual Intercultural Development Inventory (IDI) to provide students with an assessment of their intercultural acumen along with training and support programs.

YEAR TWO: MOVING FORWARD, EVALUATING OUTCOMES AND MAKING COURSE ADJUSTMENTS

In year two, we continued to embed DEI in the structures and processes of the university. By way of example: Michigan Medicine partnered with U-M Human Resources to develop faculty and staff recruitment toolkits aimed at creating more diverse candidate pools; similar best practices were implemented within units across the university; deans and other senior officers embarked on a yearlong DEI leadership development experience; 13 schools and colleges made DEI part of their annual faculty review process; and an overwhelming number of units have also incorporated DEI factors in annual staff assessments.

Year two was a period of intense action, assessment and recalibration. In addition to celebrating our successes, which were considerable, we gave close attention to areas where progress was lagging and made necessary changes.

It was also a year rife with challenge. As political strife escalated, the national conversation around

diversity, equity and inclusion became increasingly heated. A series of hateful incidents on campus made for an emotionally challenging year. These events pointed up the dual reality that exists within our community and our country as a rising tide of progress is, at times, met with waves of opposition.

The university's response to these difficulties and challenges has been a strengthening of resolve and a redoubling of efforts. As this report demonstrates, our campus community is moving ahead on many fronts and is successfully implementing scores of initiatives aimed at building a truly diverse, equitable and welcoming campus.

SIGNIFICANT ACHIEVEMENTS OF YEAR TWO

Wolverine Pathways

This innovative pipeline program partners with Southfield, Ypsilanti, and Detroit school districts to reach middle and high school students from underserved communities. The program graduated its first class of 88 scholars in Summer, 2018. Of the 88 scholars, 80 are attending a 4-year college or university (91%). Of these, 45 are currently enrolled on the Ann Arbor campus and 15 are at U-M Dearborn.

Intercultural Development Inventory (IDI) Pilot Program

Having demonstrated its effectiveness in improving targeted learning outcomes, this annual student assessment enlisted the support of U-M faculty to increase its year two participant levels. Student participation in Fall 2018 is expected to more than double. IDI also trained additional staff and faculty to serve as student coaches in intercultural development.

Inclusive Teaching Initiative

As part of the Inclusive Teaching Initiative, the Center for Research on Learning and Teaching (CRLT) increased its offerings to include 23 different workshops on inclusive teaching for faculty across the university, ranging from lecturers and graduate student instructors to tenure track faculty. This was in addition to 34 customized workshops and retreats offered to faculty in nine schools and colleges.

Trotter Multicultural Center

In year two, construction on the new student facility entered its final phase, and a cross-unit team of stakeholders provided recommendations on best-practice programs in cultural competency, heritage and traditions for consideration by the center's newly appointed director.

DEI Leadership Development

A daylong retreat on DEI Leadership for executive officers and deans represented the first step in a yearlong professional development journey for U-M's senior leadership.

Department of Organizational Learning (DOL) DEI Staff Training

To advance leadership training in DEI for managers, supervisors and directors, Michigan Medicine rolled out its new multi-format DEI Lifelong Learning Model, and the U-M Office of Organizational Learning presented more than 700 courses on DEI skill development that engaged 17,000 participants from all campus units with a DEI plan.

Staff Ombudsperson

The university instituted this new position based on the recommendations of a DEI working committee. Beginning in Fall 2018, the Staff Ombudsperson will provide university staff members with impartial conflict resolution services, function as a campuswide policy resource, identify organizational concerns and offer guidance for systems change.

Go Blue Guarantee

Launched in 2018, this program makes college affordable for Michigan families with incomes of \$65,000 or less and assets below \$50,000 by providing financial aid packages totaling, at a minimum, the cost of tuition and mandatory university fees. In the Winter 2018 term, 1,687 students received over \$11 million in institutional support.

Success Connects

Open to all students, this support program enhances academic, social, cultural and personal development through one-on-one professional coaching, mentoring, monthly workshops and, now, tutoring. In year two, program participation increased from 292 to 465 registered scholars.

LSA Collegiate Fellows Program

The program added nine new scholars in year two, bringing the total cohort to 16. Representing disciplines that span the liberal arts and sciences, all of the fellows have been actively engaged in diversity, equity and inclusion efforts through scholarship, teaching and/or service at their prior institutions.

Faculty Leadership Development Fellowships

The university continued to expand the offerings of its New Leadership Academy through partnerships with national organizations and expanded its impact by opening the programs to more U-M faculty and staff. The Academy also developed a MOOC (massive open online course) on leadership practices which is now being used in leadership programs and graduate schools nationwide.

DEI Data Support: Metrics and Reporting

One of our key accomplishments in year two was the development of a DEI Dashboard, designed to help track and generate university-wide, goal-related metrics. The first set of DEI Metrics Reports will be delivered to schools, colleges and units across campus in Fall 2018 to provide categories for continued tracking over time.

Distinguished Diversity Scholar Career Award

In 2017, this newly established award was presented to James S. Jackson, the Daniel Katz Distinguished University Professor of Psychology and former director of the Institute for Social Research, in honor of his outstanding contributions to understanding diversity and addressing disparities in contemporary society. The award has been renamed in honor of Professor Jackson.

Sexual Misconduct

In support of a new campuswide initiative to address sexual misconduct, the Presidential Working Group on Faculty and Staff Sexual Misconduct provided recommendations for policies and programs regarding our mutual responsibility to ensure a safe, equitable and respectful community.

THE PRIMARY FOCUS OF THIS YEAR TWO REPORT

is to provide capsule progress summaries for each of the major campuswide DEI initiatives. Also included is a sampling of unit plan highlights, drawn from more than 2,000 DEI-related activities.

For those who wish to learn more about the many other unit-based initiatives that took place in year

two, a complete list of [Unit-Based Objectives and Action items is available](#).

In addition, [each unit's updated year three plan](#) incorporates a summary of activities carried out during year two.



**YEAR
TWO**

OVERARCHING STRATEGIES



“We are all in this together. On the issues of diversity, equity and inclusion, we are of many minds and many voices. But we are of one heart. I am grateful to all those who are helping us make Michigan a place where everyone can share fully in all the resources and opportunities this great university has to offer.”

– President Mark Schlissel



In 2015, when President Mark Schlissel called on the campus community to create a five-year diversity, equity and inclusion strategic plan, he also laid out three fundamental goals. These are the principles that guided the yearlong development process and now serve as benchmarks as we implement the plan, year by year.

GOALS

#1: Diversity

We commit to increasing diversity, which is expressed in myriad forms including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective.

#2: Equity

We commit to working actively to challenge and respond to bias, harassment and discrimination.

We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight or veteran status.

#3: Inclusion

We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, where different perspectives are respectfully heard and where every individual feels

a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

STRATEGIES

The Strategic Plan for DEI is guided by three overarching strategies. These strategies, and the campuswide actions and individual unit plans that emerged from them, are intended to help our entire institution move forward in a meaningful, intentional and thoughtful way to create a community in which every individual can thrive.

To help ensure a successful outcome, the university has allocated considerable resources for both the campuswide and unit-level programs that support these core strategies. In addition, specific offices have been assigned to carry out each major action item and provide annual progress updates.



OVERARCHING STRATEGY 1: Create an Inclusive and Equitable Campus Climate

We will work to create an environment in which all campus community members are welcomed and supported, and differing perspectives and contributions are sought out and valued.

With commitment and determination, we will make our campus a place where differences are welcomed, where varying perspectives are respectfully heard and where every individual experiences a deep sense of belonging and inclusion. By creating a vibrant climate of inclusiveness—and by challenging and responding to bias, harassment and discrimination—we will effectively leverage the resources of diversity to advance our collective capabilities.

Major new campuswide actions in the five-year plan include: training to build cultural awareness and inclusiveness skills among staff, students, faculty and leaders; enhanced programming for student support and engagement through the new, centrally located Trotter Multicultural Center; an increase in support for students and others experiencing bias; and implementation of the first university-wide climate survey.

OVERARCHING STRATEGY 2: Recruit, Retain and Develop a Diverse Community

We will promote an ever more diverse student, faculty and staff community on campus and equip individuals with the support and opportunities necessary for their success.

As a campus community, we are committed to increasing diversity in its myriad forms and to pursuing an equitable policy of access and opportunity, one that gives all students, staff and faculty the chance to excel. Through focused efforts, we will work to build a critical mass of diverse groups on campus and equip individuals with the support and opportunities necessary for their success.

Major new campuswide actions over the five years include: initiatives to build a diverse pipeline of qualified undergraduate and graduate student candidates; introduction of programs to ensure that students have the resources needed to excel on campus; and development of tools to improve hiring and search processes for faculty and staff.

OVERARCHING STRATEGY 3: Support Innovative and Inclusive Scholarship and Teaching

We will be vigilant in ensuring that diversity, equity and inclusion are foundational aspects of our educational program offerings and teaching methodology, and that scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

As we work to create a more diverse, equitable and inclusive campus, we also aim to advance research and pedagogy on these topics, strengthening Michigan as a hub of thought leadership. By encouraging original research and by establishing culturally sensitive and inclusive pedagogical models that can be replicated at other institutions, we will enhance the learning experience for students nationwide and contribute to a deeper understanding of these issues as they relate to all facets of our society.

Major new campuswide actions over the five years include: programs to recruit and financially support faculty whose research centers on these issues; implementation of training on inclusive teaching methods; and development of processes that value DEI-related contributions in faculty evaluations and tenure reviews.

THE DEI STRATEGIC PLAN IN ACTION





“DEI means having a welcoming place at the University of Michigan. It recognizes my strengths, without concentrating on my weaknesses or disability (dyslexia and dysgraphia). DEI accepts and values my personal differences, and embraces the diverse ideas that I bring, safeguarding against discrimination.”

– Victoria Bankowski, U-M student



**YEAR
TWO**

MAJOR CAMPUSWIDE ACTIONS: PROGRESS TO DATE

“It’s recognizing the uniqueness of other people but not identifying them by it. Embracing the differences instead of being divisive.”

Harneet Grewal, U-M faculty
gagan League



The campuswide action items that appear in the following sections were developed to support and enhance the university’s 50 unit plans. In many cases, they serve as a catalyst for the individual plans by creating essential infrastructure, providing centrally coordinated and supported programs and resources, consolidating common efforts and launching initiatives that can be conducted only on a university-wide scale.

By establishing a clear set of initiatives for each of the three overarching strategies, the campuswide action items are intended to move the university ever closer to achieving its goals of diversity, equity and inclusion. It should be noted that, like the goals themselves, the items are synergistic and mutually supportive.

Each of the items listed below includes a statement detailing planned actions in support of campuswide diversity, equity and inclusion along with a brief progress update and the name of the accountable office. It’s important to note, however, that all action items require ongoing collaboration across many offices and individuals, and that all campuswide initiatives welcome contributions from those who feel called to participate.

NOTES ON YEAR TWO PROGRESS SUMMARIES

In addition to the proposed actions outlined in each unit plan, the university has committed to a series of sweeping campuswide initiatives aligned with each of the three overarching strategies. Taken together, these initiatives touch on every aspect of university life. In this section, we offer capsule summaries of activities and progress to date.

Along with the programs and initiatives outlined below, the plan also encompasses an array of existing DEI-related efforts—described later in this report—in which the university continues to invest. As always, strategies and actions are being implemented in strict accordance with the law and university policy.

In year two, 50 units implementing strategic plans initiated and/or completed 2,177 action items. * **A detailed overview is [available here](#).**

a small fraction of campuswide achievements in year two.

Highlights drawn from various unit plans are featured throughout this section. These spotlight segments are intended only as examples of efforts underway at the unit level. As such, they represent

*The Duderstadt Center was added in Summer 2018, bringing the total of unit plans to 51.



“DEI means actively fighting assumptions within any minority community that lead to erasure of any particular group.”

Jensen Hash
U-M student

OVERARCHING STRATEGY 1: Create an Inclusive and Equitable Campus Climate

Organizational climate is the byproduct of myriad assumptions and values, both explicit and implicit, obvious and obscure. Therefore, in developing appropriate action steps, DEI planning leads at both the university and unit level explored the many factors that contribute to openness, inclusivity and a sense of belonging as well as those that foster feelings of exclusion, isolation and frustration.

The action steps that emerged within each unit were unique, wide-ranging and reflective of the local culture. Accordingly, the campuswide action items are designed to support this broad array of climate-building activities and initiatives.

Major Campuswide Actions

Action Item:

Campuswide Climate Survey

Using advanced methodology, we will conduct the first-ever Campus Climate Survey on Diversity, Equity and Inclusion to help us understand faculty, staff and student perspectives and experiences related to work and study at the university. The resulting data will be used to assess the present campus climate, guide current and future decisions and provide a metric of accountability for change over time. Administered for the first time in 2016–2017, the climate survey will generate university- and unit-level data in a way that can be repeated to measure progress. The university-level sampling efforts will take place during Fall 2016, and census efforts will deploy beginning in Spring 2017 (staff) and continue in Fall 2017 (student and faculty). Data from the census efforts will be used to provide unit-level reports to the DEI planning units.

Year Two Progress:

This past year, the Office of Diversity, Equity & Inclusion partnered with the Institute for Social Research (ISR) to develop and publicly release the student, faculty and staff university-level climate survey sampling reports. (Climate survey instruments and reports can be viewed at: diversity.umich.edu/strategic-plan/climate-survey.) The university level climate results provided a baseline of data against which we will measure future progress. These include:

- Students, faculty and staff at U-M vary on a number of different dimensions explored within the [Climate Survey](#).

- Overall, student, faculty and staff survey respondents report positive experiences at the University of Michigan.
- Students, faculty and staff vary in the way they experience the U-M as a result of their social identities.
- Many respondents report experiencing different forms of discrimination.
- Respondent experiences with different forms of discrimination differ by social identity groups.

The findings were disseminated to students, faculty and staff at several community presentations held throughout the 2017–2018 academic year. In addition, we delivered more than 20 campus climate data presentations to campus support units and other administrative offices to help inform their service delivery processes.

We also released unit-level staff reports—based on data from the census deployments—to the 50 DEI planning units. Schools and colleges then received student and faculty reports, also based on the census data, to provide their planning units with actionable climate data as they advance their unit-based DEI plans.

Going forward, our intention is to provide broad access to the university-level data. As a first step, we are working with the Inter-university Consortium for Political and Social Research (ICPSR) to build an interactive tool on the U-M website that will allow both the university community and the public to view and manipulate the data. Estimated rollout date is Fall 2018.

Responsibility: [Office of Diversity, Equity & Inclusion](#)

Action Item:

Innovative Pilot Program for Students to Promote Intercultural Development

Starting in Fall 2016, the university will pilot an innovative student assessment and training program, with the ultimate goal of administering the Intercultural Development Inventory (IDI) or a similar assessment tool to a large cohort of students annually. The tools will assess intercultural acumen, defined as the ability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. This will be supported by follow-up that includes a customized learning plan, intercultural training and pre- and post-assessments to gauge program effectiveness and inform future program investments.

UNIT SPOTLIGHT

Multiple Units

2018 FREE SPEECH AND INCLUSION: RECOGNIZING CONFLICT AND BUILDING TOOLS FOR ENGAGEMENT

Introduced in Fall 2018 and sponsored by several U-M units, this series invites students, faculty and staff to discuss, listen and engage with differing views on free speech and to advocate for voices that have historically been silenced on issues that challenge both our campus and the nation. This initiative employs a variety of formats to explore how views about speech and inclusion play out in politics, culture, higher education, sports and journalism, and to examine ways for engaging in productive conversations that promote a positive campus environment and help the community more deeply understand these complicated issues. Events included a documentary film screening and Q&A with executive producer Maziar Bahari, founder of Not A Crime, a campaign that raises awareness of human rights violations; a provocative discussion with *New York Times* columnist Bret Stephens on the topic of “Free Speech and the Necessity of Discomfort” and the Free Speech in the Media, Sports and Higher Education Teach-Out, which presented case studies on ways that individuals and groups engage with free speech in various domains.

Year Two Progress:

By all measures, year two of the IDI pilot was a success. With the impact and effectiveness of the approach established, we focused on scaling the effort and building on our momentum with unit partners across campus.

Our assessment of the IDI experience demonstrates student growth in all six targeted learning outcomes. In addition, over 80 percent of respondents report that they will seek out additional experiences related to diversity, equity, inclusion or conflict management as a result of participating in the IDI process.

This past year, with IDI’s effectiveness affirmed, we increased access by collaborating with faculty in Education, Engineering, Education, Kinesiology, LSA and Rackham. By inviting a greater number of students, participation grew by 90% from 213 to 405 students in the second year of the pilot. Student participation in Fall 2018 is projected to more than double current levels.

We also expanded partnerships and grew support for this work by increasing the number of faculty and staff trained to serve as IDI Qualified Administrators (QA), able to provide students with individual intercultural development coaching sessions. As a result, the number of faculty and staff serving as QAs in year three is expected to exceed 100, tripling the prior-year total.

During this period of growth, we refined our program method, sequence of student progression and overall IDI curriculum based on student feedback. We are also developing new U-M specific content associated with the IDI, including: a curriculum for the U-M IDI group session (completed in Fall 2017); U-M specific materials to accompany the plan; and a web-based platform for students seeking additional intercultural learning experiences.

Responsibility: [Division of Student Life](#)

Action Item:

Diversity, Equity and Inclusion Education and Training Resources

The university will develop central DEI education and training resources designed to enhance our campus climate. Along with a diversity competency framework that establishes behavioral outcomes, we will expand current supervisory and leadership training in diversity, equity and inclusion for managers, supervisors and directors. Components will include free foundational training for all schools, colleges and units as well as a dedicated web portal

with access to fee-based consultants and custom training for units and facilitators.

Year Two Progress:

In year two, the Office of Organizational Learning introduced its new DEI Lifelong Learning Model to numerous stakeholder groups and diversity committees across campus and in Michigan Medicine. With the help of our Education and Learning Advisory Group (ELAG), we compiled dozens of resources—including books, videos and instructor-led courses—to support the initial phase of our three-stage approach to learning, which progresses from awareness to practice to modeling. To further assist unit leads, each resource was mapped to a specific domain of DEI learning.

We also spearheaded the creation of a developmental platform designed to support and sustain DEI practices at all levels of university leadership and conducted two pilot programs for leaders at the executive and director levels. Feedback from these pilots was used to design a retreat focused on inclusive leadership for executive officers and deans. This foundational work will become the basis for sustainable, cascaded programming for all levels of leadership at U-M. In addition, we identified specific core courses that can be adapted for the specific needs of university leaders and developed a leadership course on recruitment and hiring practices.

During this highly productive year, we provided DEI education and learning opportunities through courses such as Unconscious Bias and Intercultural Awareness at the individual and unit levels, serving thousands of faculty, staff and student workers. Since the DEI launch date of October 6, 2016, the Department of Organizational Learning (DOL) and Michigan Medicine have, together, offered 702 courses, served 17,000 participants and engaged 100 percent of the units that submitted a DEI plan. In addition, we developed a retreat guide for DEI unit leads and introduced a new curricular product that uses videos and facilitator guides to assist units in cultivating ongoing, sustainable DEI conversations.

We continued to build facilitator capacity with the launch of our Facilitator Engagement Program (FEP), a large-scale effort to attract and train highly skilled facilitators from across the university in DEI curriculum and activities. Our website was also regularly updated throughout the year to better reflect the myriad of programs and services offered by Organizational Learning (hr.umich.edu/diversity).

Responsibility: [University Human Resources](#)

UNIT SPOTLIGHT

[Center for the Education of Women+ \(CEW+\)](#)**MAKING NONTRADITIONAL STUDENTS “COUNT” IN CAMPUS METRICS**

CEW+ is collaborating with the Office of Enrollment Management (OEM) and Office of Budget and Planning (OBP) to define a model for monitoring student success metrics of nontraditional students. This is the first initiative of its kind at the University of Michigan. During the past year, this partnership has resulted in important changes to the Learning Analytics Data Architecture and U-M Asks You (UMAY), particularly in terms of how data are presented and collected to better understand the experiences of nontraditional student groups (e.g., adding questions to UMAY about the experiences of students who are commuters or caregivers). Findings from this work were shared with Council for Nontraditional Students (COUNTS) members, who are using this information to enhance and tailor their programs and services. COUNTS is a collaborative campuswide group of staff, faculty and students organized by CEW+ to support the success of nontraditional students. All stakeholders—including students and the partnering U-M units—are pleased at the positive outcomes, and the fact that data are available so that it can positively impact support for nontraditional students.

Action Item:**Professional Development in Diversity, Equity and Inclusion for Deans and Executive Leadership**

The university will provide professional development experiences in DEI-related issues for new deans and executive leaders both as part of their onboarding process and as continued leadership support.

Training will be offered centrally as a supplement to professional development resources provided by the Office of the Provost. Topics will include recruitment and retention issues specific to diversity, equity and inclusion, as well as skill development for fostering an inclusive climate.

Year Two Progress:

In June of 2018, Executive Officers and Deans attended a daylong retreat on DEI leadership. This joint session, the first of its kind, was designed to achieve four goals: 1) deepen alignment and commitment to advance DEI objectives, with an emphasis on culture/climate change; 2) foster and enhance collaborations and connections across U-M senior leadership; 3) strengthen individual and team capacities in DEI leadership; and 4) solicit input in the creation of a roadmap for senior leadership development in DEI. This gathering represented the first step in a professional development journey for the University of Michigan’s two senior leadership groups.

Responsibility: [Office of Diversity, Equity & Inclusion](#)

Action Item:**Trotter Multicultural Center**

A new multicultural center will be built in the heart of campus. Inspired by the advocacy of the Black Student Union and with the enthusiastic support of campus leadership, this facility will serve as a venue for student programs and activities that develop cultural learning and skills for collaborative engagement. In addition to providing event and meeting space for student organizations, the center will offer educational and support programs for students experiencing bias as well as opportunities for all students to explore heritage and cultural traditions.

Year Two Progress:

In year two, construction continued on the new facility, a national search for a director was launched and stakeholders engaged in collective reflection and benchmarking to help provide direction for the Trotter Multicultural Center team and its new leader.

The new building is well underway, with completion scheduled for Spring of 2019. Students have been actively involved in the interior design process and will continue to provide input during Fall 2018 regarding the optimal use of space and furnishings for Trotter programs.

During the academic year, Vice President Harper convened a Search Advisory Committee consisting of students, staff, faculty, alumni and administrators from across the university to help guide the national search for a new director. In July, Vice President Harper appointed Julio Cardona as director of the Trotter Multicultural Center.

As groundwork for future efforts and new leadership, a cross-unit team of stakeholders conducted an inventory of current offerings along with a benchmark study of best-practice programs devoted to cultural competency, well-being, agency, self-direction, heritage and cultural traditions. Additional assessment structures and protocols are being developed to capture program data on participation and learning outcomes for next year. Based on their findings, the team provided recommendations for the incoming director. Another cross-unit team of stakeholders conducted a benchmark study of programs for truth, healing and transformation, and produced a report that included a proposed Roadmap to Implementation for the new director’s consideration.

Responsibility: [Division of Student Life](#)

Action Item:**Student Support and Resources for Bias-Related Incidents and Other Climate Challenges**

The university will use data-driven best practices to increase capacity and improve its overall effectiveness in providing resources to the student community when incidents of bias occur and when other challenges to an inclusive environment arise. In addition, student communications will focus on raising awareness about—and increasing utilization of—related resources, organizations and channels for reporting bias.

Year Two Progress:

Building on prior-year efforts, Student Life analyzed data generated through our program inventory to identify key opportunities for providing students with support in connection with bias-related incidents and other climate challenges. Action teams led efforts to increase current program capacity in the following priority areas:

UNIT SPOTLIGHT

[Bentley Historical Library](#)**A BICENTENNIAL HISTORY OF RACE AND GENDER**

The Bentley's involvement in the U-M Bicentennial was immense. The Library contributed to many activities, publications and initiatives related to the anniversary, not the least of which was curating numerous publications, videos, archives and other tangible artifacts resulting from the collective efforts of the university community. In addition to supporting the historical representations of schools and colleges, the Bentley developed and presented extensive documentation on African American student life at U-M and the gendered architectural aspects of the Michigan Union and the Michigan League. Currently, the Bentley is continuing its efforts, begun during the Bicentennial, to uncover, document and ultimately promote access to the history of the African American student experience, as well as the experience of women and historically marginalized groups at the University of Michigan.

- Activities in Allyhood Education were expanded with the addition of pilot training sessions in Sustainable Activism-Resilience and new white racial identity workshops, set to launch in Fall 2018. We also conducted student focus groups on the topic of allyhood, white identity development and coalition building.
- To grow Student Leadership initiatives, we joined the Multi-Institutional Study on Leadership, mapped leadership competencies into core action team programs, implemented an online DEI toolkit and workshops for student leaders and organizations and provided advising and on-site assistance for students in the planning and implementation of controversial events.
- Our Well-Being Network/Action Team convened the first U-M Well-Being Network group to collaboratively address the intersection of well-being and DEI across campus. The team also created a graduate student intern position to conduct a needs assessment and increased professional development opportunities for cross-training between Student Life units.
- In support of U-M's disability culture, we hired graduate students to facilitate ongoing efforts within the Disability Cultural Center and created an inventory of campuswide disability culture initiatives.
- To promote bias prevention, navigation and response, Student Life created a student-led Response, Education and Awareness Community Taskforce (REACT); developed an awareness campaign; trained all resident advisors and diversity peer educators in bias protocol; and collaborated with units across campus to increase awareness of the process for preventing, reporting and responding to bias incidents.

Responsibility: [Division of Student Life](#)

Action Item:**Diversity, Equity and Inclusion Contributions in Staff Evaluations**

The university will convene a working group to establish best practices for including DEI-related contributions and training in staff performance reviews. Ultimately, this independent metric for employee evaluation will be used to assure individual accountability, track growth over time and recognize employee contributions.



UNIT SPOTLIGHT

Multiple Units

CONSERVATIVE VOICES ON CAMPUS

Progressive views at times seem to dominate on this and many other college campuses. In the interest of preserving free and open debate, a number of events sponsored by the university, individual units and student groups during the 2017–2018 academic year focused on views expressed from a conservative perspective. Offerings included a session on “liberal fascism” with syndicated columnist Jonah Goldberg of *National Review*; a discussion with Ari Cohn of the Foundation for Individual Rights in Education (FIRE) on free speech on college campuses; a lecture by Arthur Brooks, president of the American Enterprise Institute, entitled “Escaping Poverty Through Entrepreneurship”; an event on ideological diversity featuring conservative pundit Charlie Kirk; and a speech on “The Expansive Welfare State: Financial and Social Collapse” by Doug Bandow of the Cato Institute. In addition, several campus organizations continue to provide a forum for open and robust intellectual debate across issues and perspectives, among them the student-led Michigan Political Union (MPU); We Listen, a grassroots student organization that facilitates small-group discussions between liberals and conservatives; the Michigan Debate Program; *The Michigan Review*, a student newspaper that regularly editorializes from a conservative student perspective; and CONSIDER, a student-run campus publication dedicated to nonpartisan civil discourse. A U-M course entitled “Beyond Partisanship” was also offered that promoted political common ground and solutions.

Year Two Progress:

During year two, the working group pursued initiatives in three separate but related areas.

The Department of Organizational Learning (DOL) contributed to staff evaluations by introducing the DEI Lifelong Learning Model to DEI Implementation Leads as well as diversity committees within Michigan Medicine and across the Ann Arbor campus, and by encouraging its use as a development and performance tool in the staff evaluation process. DOL also conducted ongoing outreach through its unit-based and general session courses for staff learning and personal/professional development and, on request, provided departments with reports that tracked staff engagement in DEI courses and related activities.

As a large-scale pilot effort, Business and Finance (B&F) began capturing information from supervisors and managers based on how individuals have supported their own DEI-related development and/or that of their staff, and which activities have proven most effective. This information will be used to develop campuswide resources that share best practices and lessons learned.

University Human Resources (UHR) continues to consult with units on performance management. (For additional information, visit hr.umich.edu and search the keywords “performance management.”) All UHR work plans now require supervisors to discuss awareness of the university’s DEI initiatives for supporting workforce diversity with employees as a reflection of our commitment to serve the people of Michigan and sustain the excellence of the university.

Responsibility: [Office of the Provost](#) and [University Human Resources](#)

Action Item:
Inclusive Facilities

The university will convene a DEI Facilities Working Group to develop an implementation strategy for the new inclusive facilities checklist, which establishes campuswide guidelines for renovations and new construction that support a more accessible and inclusive physical environment. The working group will partner with units across campus whose missions support accessibility and inclusion.

Year Two Progress:

Many campus offices focus on ensuring an accessible campus environment, and efforts within units have addressed equity and accessibility in

a variety of ways, ranging from gender-neutral bathrooms to reflection rooms and improved wayfinding tools. Despite delays due to leadership transitions, the university will convene a formal DEI Facilities Working Group in 2018–2019 to increase and coordinate campus efforts and to develop an implementation strategy for a new inclusive facilities checklist. The checklist will establish campuswide guidelines for renovations and new construction that support a more accessible and inclusive physical environment. The working group will partner with units across campus whose missions support accessibility and inclusion, with Facilities and Operations serving in an advisory capacity during the priority-setting phases of this work.

Responsibility: [Office of the Provost](#) and the [Office of University Facilities and Operations](#)

Action Item:**Increased Web and Online Accessibility Testing**

The university will establish a new full-time position for a screen reader testing expert. This individual will have responsibility for testing the accessibility of web pages for all U-M campuses, U-M Google apps and the university’s core online systems such as enrollment or employment. Additional tests will be conducted on the Canvas environment, in collaboration with the Assistive Technology Higher Education Network (ATHEN).

Year Two Progress:

During the past two years, as a result of collaborative efforts with the Office for Institutional Equity (OIE), the university’s division of Information Technology & Services (ITS) has dramatically expanded its capacity to audit and review the accessibility of digital and electronic resources. Following the retirement of its Digital Information Access Coordinator in 2018, OIE acted quickly to institute a search and request funding of its screen reader testing expert for FY 2019. Once the vacant position has been filled and a new coordinator is in place, accessibility testing of web pages and other online systems will resume at full scale.

Responsibility: [Office for Institutional Equity](#)

Action Item:**Raise Awareness About Bias Reporting**

The university will develop and implement a campuswide education effort to raise awareness among students, faculty and staff about the methods available for reporting bias. In addition, the university will actively educate the campus community about

UNIT SPOTLIGHT

[Ross School Of Business](#)**UPLIFT: SUPPORTING HIDDEN DISPARITIES**

With pressures to excel as a teacher, colleague and researcher growing steadily, and with technology disrupting research universities at an unprecedented pace, academic careers are becoming ever more stressful. In contrast, recent research by Adler (2016) provides compelling evidence that increased levels of student well-being result in correspondingly substantial increases in effective learning. Launched during the 2017–2018 academic year, Uplift is a mental health initiative designed to promote success for Ross PhD students by building health and resilience, creating connections to resources for those with hidden disabilities and providing information about support services. Last year's programs addressed topics such as sleep, nutrition, building resilience, stress management and techniques for making summer a productive time. The initiative is directed by an advisory committee made up of Ross doctoral students, faculty and staff; the CAPS (Counseling and Psychological Services) Ross Embedded Counselor; and members of the PhD Program Office.

all bias reporting avenues (phone, online, in person) as well as conflict resolution services and other resources for those experiencing bias.

Year Two Progress:

During year two, the university made major advances in bias prevention, navigation and response on a variety of fronts. These initiatives included: launching a new student group known as the Response, Education and Awareness Community Taskforce (REACT); and developing a campus climate campaign to be launched in Fall 2018. The U-M also introduced a training program in bias protocol for all resident advisors and diversity peer educators.

The university implemented communication strategies to engage students, faculty and staff in defining an inclusive campus and launched campaigns that highlight U-M values, reinforce its commitment to DEI and emphasize community expectations for individual behavior.

Recognizing that collaboration is vital to the success of bias prevention efforts, the U-M engaged with a long list of partners across campus, among them: DEI Implementation Leads; Rackham Graduate

School administrators and staff; the Islamophobia Working Group; staff and faculty from LSA, the School of Nursing, the College of Engineering, the School of Education, the School of Social Work, the Ford School of Public Policy and the College of Pharmacy; U-M Library System staff; student tour guides and Campus Day leaders in the Office of Undergraduate Admissions; and staff members from the Office of New Student Programs.

Responsibility: [Division of Student Life](#)
[Office of Diversity, Equity & Inclusion](#)





“Diversity, Equity and Inclusion is about providing equal opportunities for all while catering to the needs of each individual person.”

Toiya Adams-Yharbrough
U-M staff

UNIT SPOTLIGHTS

Clements Library

STUDENT INTERNS PRESERVING AMERICAN DIVERSITY HISTORY

In Summer 2018, the Clements Library conducted its second DEI internship program for U-M graduate and undergraduate students in pre-1900 American diversity history. Sponsored by the Office of the Provost, the program seeks to increase the visibility and accessibility of Clements collection materials from traditionally underrepresented voices in American history, as well as culturally sensitive materials that may have been inadequately described. In addition to providing a valuable service to the university and the wider community, student interns gain skills that are in high demand among employers in libraries, archives and museums. This past summer, the four internships that began in FY 2017 continued into FY 2018. The summer 2018 program focused on digitization and conservation of collections with significant DEI content such as the African American History Collection and the Rochester Ladies Anti-Slavery Society Papers. Interns also digitized the American sheet music collection, including rare compositions by 19th-century African American composers such as Francis “Frank” Johnson. In addition, interns made presentations to the U-M History Club and the Clements Library Associates board members, several of whom were inspired to fund a parallel program in the future.

Multiple North Campus Units

CULTUREXCHANGE: NORTH CAMPUS CULTURAL FESTIVAL

During year two, multiple North Campus units continued to host innovative engagement events designed to redefine the concepts of diversity and encourage positive interventions for building an inclusive climate. Held in November of 2017, CultureXchange: North Campus Culture Festival was a celebration of the vibrant cultures that make up the Michigan community. The festival took place in multiple venues across North Campus and featured cuisine from around the world along with live music, art and performances ranging from martial arts to folkloric-style belly dancing. This event was a collaborative effort of Michigan Engineering, the Penny W. Stamps

School of Art & Design, the Taubman College of Architecture and Urban Planning and the School of Music, Theatre & Dance.

Office of the General Counsel (OGC)

CAMARADERIE IN COMMUNITY SERVICE

In year two, OGC engaged in a community service project that reflected its commitment to diversity, equity and inclusion in multiple ways. The Office packed a simple soup supper for distribution to those in need in the Ann Arbor area. Both the activity itself and the recipients of the 4,500 meals packed were chosen by a voting process that included all OGC team members. In addition, the nature of the activity highlighted issues of socioeconomic diversity and involved service to the broader community. The actual meal-packing itself, which was performed by staff from all four OGC office locations, further strengthened the office climate, where friendly banter—and even friendly competition—helped bring OGC together in a spirit of fun and camaraderie.

University of Michigan Museum of Art (UMMA)

SPOTLIGHTING DEI IN ART EXHIBITIONS AND PROGRAMS

Last year’s UMMA programming demonstrated how thoughtful, intentional exhibitions and collections can provide a platform for exploring the often thorny issues related to DEI work. One of many examples is the Fall 2017 exhibition entitled “Power Contained: The Art of Authority in Central and West Africa,” which brought three leading practitioners to UMMA to investigate what it means to exhibit African art in a western museum. All three practitioners were in residence at U-M, consulted on the UMMA collection, co-taught a class, delivered a public lecture and were featured in student interviews and blogposts. These and other residencies are helping to inform the reinstallation of UMMA’s African Art Gallery scheduled for Winter 2019. Another program, held in April 2018 and entitled “Building Contemporaries: Art and Economies in Detroit,” included a panel discussion that took on issues of equity embedded in development, gentrification, art making and art markets. In addition, the museum continued to



**“As Plato said:
Be kind, for everyone
you meet is fighting a
hard battle.”**

Dwight Lang
U-M lecturer

provide a safe, neutral environment for discussion of various DEI-related issues. Events included a March 15 teach-in organized by the National Center for Institutional Diversity (NCID). To more fully integrate the museum with the campus community, new UMMA Director Dr. Christina Olsen conducted one-on-one meetings with stakeholders from numerous units. Between February and April 2018, she also held a series of 12 Open Office Hours for the public. These sessions have led to new community partnerships and wide support for UMMA's mission to offer diverse, inclusive programming and to serve as a welcoming space for all.

[University Library](#)

DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY (DEIA) DAY OF DEVELOPMENT

In FY 2018, the University Library's DEI Lead applied for an Innovation Grant from the U-M DEI Office and was awarded \$4,000 to convert the annual library diversity celebration into a full day of DEIA development. An ad hoc committee from across the library was formed to plan and host the event. Two keynote speakers anchored the day with DEI-related presentations. Breakout sessions had two primary objectives: (1) To introduce library staff to U-M colleagues across campus who engage in DEIA work and can serve as collaborators and a support network, and (2) To learn intercultural competency skills from these campus professionals and subject matter experts. Response from the library community was overwhelmingly positive. The Diversity Celebration drew a record-breaking crowd of more than 200 library staff. Of those, 151 staff members and nine student employees attended at least one professional development session. Also, several participants noted that the Diversity Celebration took on new meaning and became more important when paired with conference-style learning sessions.

[Office of Technology Transfer \(OTT\)](#)

NURTURING WOMEN LEADERS IN TECH TRANSFER AND ENTREPRENEURSHIP

This past year, the U-M's Office of Technology Transfer (OTT), within the U-M Office of Research, turned its attention to the underrepresentation of women in innovation-related fields. In recognition

of World IP Day on April 26, 2018, OTT shared a number of quotes from U-M women inventors about the importance of diversity within the local innovation ecosystem. Their statements were widely shared on social media and retweeted by their departments. In the weeks and months leading up to Women's Entrepreneurship Day on November 19, 2018, OTT has continued to expand that conversation. This past year, OTT also took a more active role in the process surrounding U-M's annual Innovator of the Year award, making it a priority to solicit nominations of women. Given the fact that, in its nearly decade-long history, the award has never been bestowed on a woman, it seemed especially important to have the achievements of female inventors included for potential recognition. Several qualified women, among others, are presently under consideration for the award, and efforts will continue next year to build more diversity in the selection committee and in the pool of award candidates.

[Matthaei Botanical Gardens](#)

OPENING ACCESS TO NATURE

Before Matthaei's new trail opened in Fall 2017, physical access to the Gardens posed a significant barrier for many prospective visitors. Students, low-income individuals and anyone without a car had limited access to explore the Gardens. The multi-use recreational trail provides a way for the public to visit the Gardens safely, on foot or via bikes and scooters, and offers accessibility aids such as benches located along the path. Since the trail first opened, the Botanical Gardens have logged an overall increase in both first-time and repeat visitors. Bikes are an especially popular option, and it's common for cyclists to tour the Gardens and then visit the Conservatory and walking trails. In addition, a number of staff members, students and volunteers have made the trail part of their daily commute to work or class. Matthaei expects that this welcome addition to its property will continue to attract new and diverse visitors to the Gardens, where they can discover and enjoy the Conservatory, the trails and the scenery as well as Matthaei's classes and special events.



OVERARCHING STRATEGY 2: Recruit, Retain and Develop a Diverse Community

In establishing steps for achieving this strategic goal, planning leads across campus focused on assuring equitable access, entry and opportunities for development and advancement within all schools, colleges and units. They also explored key progress indicators—such as rates of completion, promotion, turnover and exit interview data—to gauge differences in access, entry and development across various groups.

Findings among the original 49 planning units varied significantly. As a result of these variances, activities to recruit, retain and support a diverse community are wide-ranging and unique to the specific needs of each local community. The campuswide central action items presented here are meant to support those efforts.

Major Campuswide Actions

Action Item:

Wolverine Pathways

Launched in February 2016, Wolverine Pathways is an innovative pipeline program focused on creating a path to college readiness for middle and high school students currently in the Southfield Public, Detroit Public and Ypsilanti Community school districts. Scholars who successfully complete the program, apply to the University of Michigan and are admitted receive a full, four-year scholarship plus additional need-based aid.

Year Two Progress:

The Wolverine Pathways program currently enrolls 733 scholars across our three partnering communities of Southfield, Ypsilanti, and Detroit. This past year also marked the program's first graduating class, with graduates being admitted to four-year colleges across the nation. Of the 88 scholars, 80 are attending a 4-year college or university this fall (91%). Of these, 45 are attending U-M Ann Arbor and 15 are attending U-M Dearborn.

The program continues to link the power of U-M's academic and research enterprise, the resources and innovations of community partners and the instructional expertise of secondary teachers to support scholars' academic success, college admission and career exploration. During Summer 2018, a comprehensive assessment of the Wolverine Access program's progress to date was launched, with an eye to enhancing program design and improving outcomes.

Responsibility: [Office of Diversity, Equity & Inclusion](#)

UNIT SPOTLIGHT

Michigan Medicine**BUILDING LEADERSHIP CAPACITY**

To prepare a strong foundation for achieving its DEI goals over the long term, Michigan Medicine is working to foster an environment that supports personal growth, empowerment and leadership development. Currently, there are numerous efforts underway at multiple levels of the organization. One such effort is the Sponsor-Ready Initiative, an online program that provides tangible tools and resources to help guide aspiring leaders on their pathways to success. Another successful initiative is the Faculty Inclusion Network (FIN), a micro-mentoring program created to support Michigan Medicine faculty members who champion diversity, equity and inclusion. FIN provides networking events, programs and resources to enhance and sustain the efforts of faculty engaged in DEI work. Michigan Medicine also supports Executive Coaching, PeopleGrove and the Advancing Inclusive Leadership for Women and Underrepresented Minorities (AIL) subcommittee. Each of these programs is driving DEI work forward in meaningful and lasting ways in Michigan Medicine.

Action Item:**K-12 Outreach Hub**

The university will refine the existing mission of the Center for Educational Outreach (CEO) to serve as a campuswide hub for K-12 outreach, develop a more coordinated university-level strategy for educational outreach and engagement and significantly increase both capacity and effectiveness. In addition, the Center will provide training for faculty and student groups to prepare them to work with schools.

Year Two Progress:

This past year, CEO worked to align its mission with the Center's new role as a hub that supports and advances the University of Michigan's commitment to educational outreach and academic excellence and also partners with faculty, staff and students to develop and implement programs that inform, engage and inspire a diverse community of scholars. We then focused on advancing that mission by refining our vision and prioritizing our work in four key areas: (1) supporting communities of practice, (2) developing infrastructure and tools to support outreach, (3) building capacity and consulting and (4) delivery of direct service to schools and students.

Communities of Practice

In year two, the Center continued developing communities of practice to gain insight into optimal strategies for youth outreach and engagement across campus, share best practices, highlight the work of U-M colleagues and support collaboration and innovation. This work began in 2008 with the creation of the University Outreach Council and the development of a statewide annual conversation known as the Pre-College and Youth Outreach Conference. This past year, CEO launched a Faculty Forum on Outreach and Engagement, reaching 200 participants through five events, and explored opportunities for building a student community. In addition, the Michigan Pre-College and Youth Outreach Conference celebrated its 10th year of bringing together leaders in education, government and community-based organizations.

Infrastructure and Tools to Support Outreach

The University Outreach Council has long identified the need for a better infrastructure to support youth outreach and engagement. With the help of campus partners, CEO made significant strides in developing the infrastructure and tools to support both U-M and the broader community—efforts that earned our group the 2018 Staff Innovation Award. In January, CEO launched [Youth Hub](#), a robustly searchable marketplace of educational opportunities available to youth campuswide, and a single “front door”

where youth and families can explore resources and engage with the university. Last year, CEO also partnered with Risk Management and the Office of General Counsel to redevelop the Children on Campus Program Registry, and we are now piloting a process that allows parents and guardians to complete required forms electronically, thereby aiding in the protection of youth and the mitigation of risk and liability. The Center also worked to translate its experience in operating college access programs into actionable resources for the campus community. Outcomes to date include a youth program evaluation toolkit, developed in partnership with the Center for Education Design, Evaluation and Research (CEDER) in the School of Education. A guide to planning campus visits and a curriculum guide for working with parents/guardians to support college aspiration are also underway.

Consulting/Capacity Building

In year two, the Center worked with the DEI Leads Group to identify educational outreach resources available to unit leads in support of their strategic plans. In all, CEO staff consulted with nine schools and colleges and six departments and units to bolster existing efforts and create new opportunities, ending the year with an NCORE presentation on Educational Outreach to Advance Diversity, Equity and Inclusion featuring the outcomes of CEO's consulting relationships with various DEI leads across campus. CEO also supported student organizations in their outreach efforts and piloted the Faculty Structured Outreach Support Fellowship (S.O.S.) to support and promote meaningful educational outreach projects and engaged scholarship by U-M faculty.

Direct Service

In addition to its many intra-university initiatives, CEO continued its efforts to extend the reach of U-M throughout the state through such programs as Wolverine Express, a program in which faculty, staff and students visit high schools for a day; the Watson A. Young Scholarship, supporting participation in summer programs at U-M; and campus visit hosting program for students from under-resourced schools. CEO's campus visitation program for underserved schools and community organizations included 20 visits for more than 400 students and hosting two visits for 100+ high-achieving high school juniors and seniors from our Michigan College Advising Corps (MCAC) partner high schools.

Responsibility: [Center for Educational Outreach](#)

UNIT SPOTLIGHT

Academic Innovation (AI)**ONBOARDING AND MENTORING FOR STAFF SUCCESS**

A number of campus units have created innovative onboarding and/or mentoring programs to support new staff members. One highly successful model for this work was developed in the U-M Office of Academic Innovation. The program matches a newly hired full-time team member with colleagues who, in concert with the new employee's direct supervisor, can provide support and help ease the transition into a new role. Although the program focuses on the team member's first 90 days, the relationship may continue for a longer time at the discretion of the mentee, mentor and direct supervisor. An onboarding checklist, developed for use by hiring managers to provide a consistent and supportive transition for new employees, includes a week-by-week guide of activities that align with desired outcomes such as "builds knowledge of internal processes and performance expectations" and "feels settled into the new work environment." Together, the onboarding process and the mentorship program offer a path to success for employees with varied backgrounds, skills and experience.

Action Item:**Urban School Initiative**

Major cities and urban areas produce many outstanding students. In recognition of this fact, the University of Michigan will establish more formal relationships with highly effective urban schools across the country, with the goal of encouraging students from these schools to apply to and attend U-M. This initiative will provide both recruitment and enrollment programs, including outreach events, workshops and other activities.

Year Two Progress:

In August of 2017, our California and Illinois Regional Recruitment Coordinators welcomed a new colleague when the Office of Undergraduate Admissions hired a Southern Regional Admissions Recruitment Coordinator. Based in Atlanta, Georgia, the new coordinator's focus is to build and fortify relationships with secondary schools and community colleges in the southern region, including Florida, Georgia and Texas.

To further strengthen its recruiting efforts, the Office of Enrollment Management (OEM) is currently considering implementation of:

- Community Based Organizations (CBOs) in key urban cities to identify strategic partnerships, with pilot CBO partnership programs to be launched in Fall 2018.
- The College Board Educational Context Dashboard, to assist in evaluating applicant files in terms of comparative neighborhood data, with full implementation taking place in 2019.
- Partnerships with external organizations aimed at increasing awareness and interest among low-income and under-resourced students in urban and rural markets, expected to launch during the 2018–2019 academic year.

Responsibility: [Office of Enrollment Management](#)

Action Item:**Native Student Initiative**

The university will develop admissions, recruitment and student support programming consistent with the principles of the unique sovereign relationship that exists with Native populations in the United States. Through the grant lands provided in the Treaty of Fort Meigs, the U-M has a unique and foundational connection to local Native tribes, specifically the Ojibwe, Odawa and Bodewadimi. In pursuit of this goal, the Office of Enrollment Management (OEM)

will collaborate with on- and off-campus partners to create recruitment and engagement opportunities and expand financial access to the Michigan Tuition Waiver program for Native students.

Year Two Progress:

Among the major achievements of year two, the University of Michigan was approved as a host site for the 2019 College Horizons Program. Held in June of each year, this major event will bring as many as 125 Native students, 40 college admission counselors and 25 high school and tribal educators to U-M's campus for a week of college readiness programming. OEM will coordinate the activity, in collaboration with Conference and Events Services.

OEM is actively involved in the current Native American Student Task Committee (NASTC), which will submit a report and summary of recommendations to Vice Provost and Chief Diversity Officer Sellers in October of 2018. Also, to support expanded recruitment efforts, the OEM Integrated Marketing Communications team is collaborating with members of NASTC to develop new marketing materials specifically designed for prospective Native students.

Responsibility: [Office of Enrollment Management](#)

Action Item:**HAIL Scholars**

To increase the socioeconomic diversity of the university's undergraduate population and improve access for underserved communities in Michigan, we will continue to pilot the HAIL (High Achieving Involved Leaders) Scholars Program. This initiative provides full tuition and fees for high-achieving, low-income students from across the state.

Year Two Progress:

Preliminary results of year two are consistent with year one outcomes. In both years, the intervention has proven to increase application, admission and matriculation rates, with the primary effect being a larger number of applications. Year one resulted in a 41 percent increase in applications from low-income students, while year two generated a 39 percent increase in applications from that same demographic group.

In the second year of the HAIL Scholars Program, U-M enrolled a total of 262 new students (221 first-year students and 41 transfer students from UM-Dearborn) from 47 Michigan counties. In all, the program has made the University of Michigan home to 524 HAIL Scholars. Of these, 85 percent

UNIT SPOTLIGHT

Business & Finance (B&F)**BUILDING STAFF ACCESS TO LEADERSHIP**

In response to staff feedback during our DEI planning year, B&F has focused on increasing staff access to leadership and ensuring that all team members feel valued, included and recognized. Across B&F, there have been more than 100 activities designed to provide staff with access to leadership. To help promote an inclusive organizational culture, senior executives conducted team site visits, hosted cross-departmental activities and took a variety of other steps to become acquainted with staff and the work they do. Other events included monthly staff breakfasts with the Executive Vice President and Chief Financial Officer (EVPCFO) and leadership participation in team meetings. These were in addition to more than 70 social, team-building, community-building and recognition events. This year, B&F also developed over 50 all-staff communications—including weekly messages from the EVPCFO and team-focused feature stories on our website—designed to highlight the value and contributions of more than 60 B&F teams. A variety of similar communications efforts have also been implemented in B&F divisions.

are Pell grant recipients and 62 percent are first-generation students.

Metrics for year one reveal a 97 percent retention rate from fall to winter and a 92 percent retention rate from fall to fall. Year two metrics show a 99 percent retention rate from fall to winter and a 93 percent retention rate from fall to fall, based on fall 2018 registration data.

Responsibility: [Office of Enrollment Management](#)

Action Item:**First-Generation Student Support**

Building on the success of initial support programs aimed at retaining first-generation undergraduate and graduate students, the university will establish a dedicated position to coordinate and grow both academic and co-curricular support for students across campus who are the first in their families to attend college.

Year Two Progress:

The university's inaugural First-Generation Project Manager was hired in March of 2017. In collaboration with Multi-Ethnic Student Affairs (MESA), the Office of Academic Multicultural Initiatives (OAMI), the Comprehensive Studies Program (CSP) and the Office of New Student Programs (ONSP), he has coordinated co-curricular programs for first-generation students that include a Welcome Week student-parent open house, a First-Generation Gateway open house, a winter dinner and a First-Generation Graduation Ceremony. In addition to co-curricular programs, the First-Generation Gateway has been expanded to provide ongoing academic support for students who are the first in their families to pursue a bachelor's degree.

Responsibility: [Office of Academic Multicultural Initiatives](#)

Action Item:**Engaged Learning and Co-Curricular Support Initiatives**

The university will increase the capacity of Student Life's First Year Experience curriculum, the Making the Most of Michigan course, the Community Matters resource guide and other programs aimed at equalizing access to resources, removing perceived organizational obstacles to seeking help and decreasing barriers to academic and social pursuits for all students. These efforts will also enlarge wellness and educational programs

that foster identity and cultural enrichment and will expand partnerships with student affairs professionals in schools and colleges.

Year Two Progress:**First Year Experience (FYE)**

Chief among our accomplishments in year two, we worked closely with campus leaders to communicate and gain consensus on our all-university commitment to invest in "Strengthening the First Year Experience" over the next three years. This initiative will create opportunities for students to gain skills for long-term academic success, develop sustainable and healthy relationships and engage with a diverse living and learning community. In the next phase, we will expand access to other successful initiatives with a strong focus on: Michigan Living and Learning Communities; Making the Most of Michigan, a goal-setting course offered by residence halls; Theme Communities within residence halls; University Career Center programs that help students begin their professional journeys; and new first-semester community immersion programs. Beginning in January of 2020, we will also shift fraternity/sorority recruitment of first-year students to Winter Term.

In year two, we also laid the groundwork for future efforts by connecting all Student Life first-year offerings through the FYE Coordinating Team, making improvements to *Learning & Theme Communities* and *Making the Most of Michigan*, and expanding our EVERFI partnership to include more robust first-year courses focused community climate and wellness education. We also implemented an organizational restructure informed by FYE partners, hired two FYE program managers, successfully onboarded a new Senior Associate Director of Housing, created a new FYE student coordinator post and began recruiting for an FYE Assistant Director and administrative staff.

Partnerships

Campuswide partnerships are vital to all of our DEI efforts. In year two, we strengthened and extended our campuswide alliances by making strategic investments in leadership, infrastructure and organizational development. That included creating the position of Senior Associate Vice President role to cultivate academic partnerships; reappointing directors from the Ginsberg Center, International Center, IGR and University Career Center to continue serving as our Strategic Lead Team for DEI partnership efforts; engaging senior leaders across the division to create a shared

UNIT SPOTLIGHT

School of Information (UMSI)**RESEARCH EXPERIENCE FOR MASTERS STUDENTS**

While iSchools and Library and Information Science programs actively promote field experiences and engagement beyond the classroom to improve professional practice, few of these activities focus on research. This oversight not only hampers students' job prospects but also limits competitiveness for doctoral programs and impairs the development of both future faculty and evidence-based practitioners. Research Experiences for Masters Students (REMS) addresses this problem. In 2018, the U-M School of Information (UMSI) completed its fourth year of offering a 12-week intensive summer research experience in which REMS Fellows are closely mentored as they work on research projects with junior faculty. Priority is given to applicants from underrepresented populations in graduate programs and/or from schools with limited research opportunities. The 2018 REMS cohort included 10 students. Of those, two were underrepresented minorities, two identified as LGBTQ and three were the first in their families to attend college. The immersive experience has been proven to increase student skills in research design, implementation, analysis and presentation. Several students from the 2017 cohort co-produced scholarly publications with their research teams, and two students from that same cohort were accepted into doctoral programs.

definition and set of partnership principles; and producing a partnership resource guide.

We also conducted an inventory and assessment of Student Life partnership performance and opportunities for growth, which revealed 272 cross-unit partnerships, 201 partnerships with schools and colleges, 26 with the Office of the Provost and 45 with other campus partners. Following a divisional retreat, we mapped out a plan for building a culture of partnership with a focus on individual units. Executive leadership also committed to infusing partnership expectations into Student Life performance evaluations, job descriptions, work planning, funding and other division processes.

Responsibility: [Division of Student Life](#)

Action Item:**Graduate Student Pipeline Program**

Many schools and colleges have long-term relationships with Minority Serving Institutions (MSIs) across the country. In an effort to increase graduate student applications from MSIs, the Rackham Graduate School will convene a working group to establish a coordinated strategy for supporting MSI initiatives in individual schools and colleges. In pursuit of this goal, the group will develop an approach for cultivating new alliances and enhancing existing partnerships with MSIs and will create a process for funding MSI initiatives within individual units.

Year Two Progress:

To facilitate new alliances and enhance existing partnerships with Minority Serving Institutions (MSIs), a newly appointed MSI Coordinator also serves as co-chair of an MSI Knowledge Community. Sponsored by the National Center for Institutional Diversity (NCID) to help inform the goals and infrastructure of the MSI Initiative, the Community is guided by a steering committee comprising representatives from various campus units and programs. As its initial project, the group completed a census and environmental analysis of existing MSIs and U-M's engagement with each of them. To date, the committee has convened a forum, engages in continuous outreach across campus and is collaborating with the Office of Research and Sponsored Projects to develop an ongoing survey questionnaire for DEI leads on the subject of MSI partnerships.

To supplement and support these and other efforts, Rackham has formed an MSI Initiative Strategic Planning Committee. Once the committee's purpose, vision and values statements are in place, Rackham will partner with U-M Organizational Learning to conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, which will serve as the basis for future action items and pave the way for an implementation and evaluation plan.

Responsibility: [Rackham Graduate School](#)



UNIT SPOTLIGHT

College of Literature, Science, and the Arts (LSA)**LSA COLLEGIATE FELLOWS**

Launched in 2016 by the College of Literature, Science, and the Arts (LSA), the LSA Collegiate Fellows program is a major initiative aimed at promoting an inclusive scholarly environment, recruiting and retaining exceptional early-career scholars and supporting outstanding scholars who are committed to building a diverse intellectual community. Through a partnership with NCID, individuals are selected for a two-year fellowship by LSA academic departments based on excellence in their disciplines as well as their demonstrated commitment to diversity, equity and inclusion. It is expected that Collegiate Fellows will transition to tenure-track LSA faculty positions immediately following their fellowship years.

The LSA Collegiate Fellows program has now successfully concluded its second year of recruitment—bringing nine new scholars to campus. Representing disciplines that span the liberal arts and sciences, all of the fellows have been actively engaged in diversity, equity and inclusion efforts through scholarship, teaching and/or service at their prior institutions. Along with our first cohort of seven scholars, they will become part of both the LSA and NCID communities, with access to mentoring, networking opportunities, professional development events and resources that further their independent scholarship. This cohort model of recruitment is intended to create strong relationships among the fellows as they pursue their research and engage in campus DEI efforts.

Action Item:**Go Blue Guarantee**

Announced in Summer 2017 and launched in Winter 2018, the Go Blue Guarantee makes an education on the U-M Ann Arbor campus more affordable for Michigan residents regardless of socioeconomic background. For families with incomes of \$65,000 or less and assets below \$50,000, financial aid packages include scholarships and grants totaling, at a minimum, the cost of tuition and mandatory university fees assessed each semester. Financial aid packages can also include a variety of awards such as: Federal Pell Grants, Federal Supplemental Opportunity Grants, State of Michigan Competitive Scholarships and both institutional and non-UM tuition scholarships and grants. The majority of students eligible for the Go Blue Guarantee may also qualify for financial aid covering costs such as residence hall housing, meals and books.

Year Two Progress:

During Winter 2018, 1,687 current students were identified as being eligible for the Go Blue Guarantee and, collectively, received over \$11 million in institutional support for that term. Marketing for the program, which is ongoing, promotes the significant funding available for Michigan residents who attend classes on the UM-Ann Arbor campus. More details and a message from President Mark Schlissel are available at goblueguarantee.umich.edu.

Responsibility: [Office of Enrollment Management](#)

Action Item:**SuccessConnects**

Offered through the U-M Office of Academic Multicultural Initiatives (OAMI), SuccessConnects is a holistic support program focused on enhancing students' academic, social, cultural and personal development. Through one-on-one professional coaching, peer mentoring and monthly workshops that connect participants to campus resources, the program creates a supportive, inclusive community designed to encourage success at the University of Michigan. Although SuccessConnects is open to all students, the program's primary focus is on meeting the needs of first-generation students, underrepresented minorities and scholarship recipients.

Year Two Progress:

Program participation grew from 292 registered scholars in September of 2016 to 465 registered scholars in September of 2017, representing a 60 percent increase. In response to steadily rising

demand, the program has hired additional staff members and introduced a cohort model to provide focused services for students from specific pre-college programs, scholarship programs and/or geographic areas. A tutorial program was instituted to support students in particularly challenging courses, and a newly implemented year three coaching program supports small groups of junior/senior-level students based on their academic majors or professional aspirations. A comprehensive program evaluation process has been developed using baseline data from multiple collection mechanisms to aid in assessment and reporting.

Responsibility: [Office of Academic Multicultural Initiatives](#)

Action Item:**Faculty Allies Program**

The university will expand Rackham's Faculty Allies for Diversity program, in which designated faculty allies work within their respective units to serve as graduate student support contacts on DEI issues. As of December 2017, there were 89 faculty allies representing 81 Rackham departments and programs. The future goal is for every Rackham program to designate a faculty ally and include that ally in its DEI efforts around graduate education.

Year Two Progress:

As a result of outreach activities conducted during the 2017–2018 academic year, the Faculty Allies for Diversity program continued to grow, with the ultimate goal of having a representative in each Rackham program. However, the effort was somewhat impeded by a leadership transition prompted by the departure of the Associate Dean responsible for the program.

Current Faculty Allies serve as a point person in their department for DEI issues in graduate education, participate in DEI workshops, provide mentorship to graduate students and play a critical role in raising awareness and marshaling resources to address issues. Rackham offers support to Faculty Allies to aid in their work, including invitations to meetings and events on diversity issues, sharing resources and information on DEI issues, inclusion in Rackham Program Review meetings for their program and the opportunity to [apply for a Rackham Faculty Allies Diversity Grant](#) of up to \$12,000 per year on behalf of their graduate program.

Responsibility: [Rackham Graduate School](#)

UNIT SPOTLIGHT

School of Nursing (UMSN)**GATEWAYS FELLOWSHIPS AND COMMUNITY ENGAGEMENT**

During year two, the School of Nursing expanded its long-term DEI recruiting efforts with the goal of increasing both applications and admission levels. Areas of particular focus involved school-sponsored events, one-on-one meetings at traditional recruiting fairs and digital and print marketing campaigns. From November 2017 through April 2018, UMSN recruiters engaged with hundreds of prospective students at seven new events that included recruiting fairs at two historically black colleges as well as national and local meetings of minority nursing associations. To leverage the impact of its recruiting efforts, the school launched Facebook ad campaigns geotargeted to audiences located near each event site. Additional campaigns targeted prospective nursing students through the use of online profiles. New efforts to increase the yield of underrepresented students were also implemented. All recently admitted underrepresented students received a personalized letter from Dean Patricia Hurn along with a copy of the school's magazine. This mailing was followed by a UMSN text message campaign highlighting opportunities for students to study and participate in health disparities service and research. The Nursing Gateways Fellowship program welcomed its first cohort of undergraduate and graduate fellows. Fellows completed academic and creative projects related to health disparities while receiving peer support, academic mentoring and book scholarships.

Action Item:**Faculty Recruitment and Retention Practice Initiative**

Through this campuswide initiative to increase best-practice-based faculty recruitment and mentorship, the university will maximize the likelihood that diverse, well-qualified candidates for faculty positions are identified, recruited, retained and promoted. These efforts will expand utilization of the ADVANCE Program's STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) training among hiring managers and search committees and will establish guidelines and support for high-quality faculty mentorship.

Year Two Progress:

During year two, the ADVANCE Program's STRIDE Committee held eight workshops for faculty members and one for staff members who assist with faculty searches. Ten schools and colleges now require that some or all faculty search committee members attend a workshop and two strongly recommend attendance, while others are moving towards this expectation. The workshop is revised each year to reflect new research, data and practices. In addition, Launch Committees now provide support and guidance to new junior faculty as they begin their careers at Michigan. Like all STRIDE programs, these committees work to promote faculty retention and contribute positively to faculty recruitment, climate and mentoring skills. The ADVANCE Program oversees Launch Committees in the College of Engineering, the School of Information and the College of LSA. To date, 168 new faculty in these units have been "launched." Currently, the School of Music, Theatre & Dance is in the process of adopting the Launch Committee program, as are several health sciences schools and colleges.

Responsibility: [Office of Diversity, Equity & Inclusion](#), [ADVANCE Program](#)

Action Item:**Faculty Leadership Development Fellowships**

In order to increase the university's pool of leadership candidates who are prepared to promote diversity, equity and inclusion, we will create an annual fellowship program to support a select number of faculty with a demonstrated commitment to diversity. These fellows will participate in the New Leadership Academy sponsored by the National Forum on Higher Education for the Public Good, which incorporates DEI issues into every aspect of its model of higher education leadership.

Year Two Progress:

During the 2017–2018 academic year, both of the main commitments described in this central action item were fully met.

To date, we have established working relationships—either continuing contracts or curricular program elements—with the American Council on Education, the American Association of State Colleges and Universities, the American Association of Hispanics in Higher Education and other groups. The goal in every case has been to encourage a more explicit and sophisticated consideration of diversity, equity and inclusion in the preparation of future leaders. Related to this effort is our development of a massive open online course (MOOC) now being used in leadership programs, professional development activities and graduate schools nationwide. Produced in partnership with U-M's Academic Innovations Office and Coursera, the MOOC served approximately 2,000 learners in its first year.

U-M faculty and staff are also participating in our programs. In the current cycle, there are six funded fellows in our yearlong New Leadership Academy. This brings to 13 the total number of university faculty and staff who have been involved in the program. Evaluation reports show extremely high learning and satisfaction ratings around the program's core competencies. In addition, our annual two-day institute for DEI leads at the U-M, held in June of 2018, earned high satisfaction levels in participant evaluations.

Responsibility: [Office of Diversity, Equity & Inclusion](#)

Action Item:**Faculty Training and Mentorship Resources**

To provide resources for ongoing faculty development, the university purchased an institution-wide membership to the National Center for Faculty Development and Diversity (NCFDD), a community of more than 89,000 graduate students, postdocs and faculty members. Participating U-M faculty have access to NCFDD's on-campus workshops, professional development training and intensive mentoring programs.

Year Two Progress:

Currently, the University of Michigan has 1,232 institutional members of the National Center for Faculty Development and Diversity. During the first two years of this initiative, 54 U-M faculty participated in the Faculty Success Program (FSP),

UNIT SPOTLIGHT

School of Public Health (SPH)

ENGAGING STUDENTS THROUGH DEI MINI-GRANTS

In Fall 2017, SPH launched a DEI mini-grant program for students through the SPH Office of Student Engagement and Practice (OSEP). This program, which offered grants in both Fall 2017 and Winter 2018, provides modest awards to foster student leadership initiatives that promote diversity, equity and inclusion in public health. Interested students applied for a maximum of \$500 by submitting proposals to OSEP, which were then reviewed by the DEI Committee, Public Health Student Assembly (PHSA) DEI Chair, Director of Student Affairs and DEI Implementation Team. In all, the mini-grant program funded nine awards. Events included a three-day symposium focused on resistance movements in marginalized communities; a community dialogue on race in the workplace; brainstorming sessions on ways to increase inclusivity for LGBTQIA+ students; and a teach-in entitled “Decolonizing Public Health.” In all, more than 250 students, faculty and staff attended the various activities, which were open to the entire SPH community. Given the success of the pilot, SPH plans to continue offering mini-grants to students and, this coming year, will launch an additional mini-grant program for SPH staff members.

a 12-week boot camp designed to identify common challenges that scholars face in balancing research, teaching and service. Participants also learn how to develop effective strategies to increase research productivity, cultivate social support and maintain work-life balance. In all, 81 people registered for the FSP alumni network, and 376 members signed up for at least one of the 14-day writing challenge programs. An annual survey was sent to all institutional members in Summer 2018.

Responsibility: [Office of Diversity, Equity & Inclusion \(ODEI\)](#)

Action Item:
Staff Recruitment Practices Initiative

The university will convene a working group to develop strategies for effectively promoting the use of best practices in employee recruitment across campus. As part of this effort, the working group will focus on best practices regarding the inclusion of DEI language in job postings and recruitment marketing materials. The initiative will begin with an audit of current practice in schools, colleges and units to identify gaps, training needs and local models of excellence.

Year Two Progress:

The working group continued to make significant progress during FY 2018. Results from the internal current-state analysis and external benchmarking led to the development of a business case for implementing a new talent management system centered on recruitment.¹ This case was submitted to Business and Finance in October of 2017 but was not selected for funding; we will resubmit in FY 2020 in hopes of securing support for this initiative.

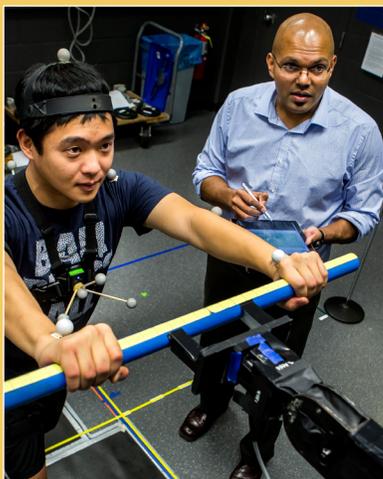
To maintain momentum during the waiting period, a subset of the working group continued to pursue additional initiatives aligned with five strategic objectives; 1) training and development for individuals involved in the recruiting process to build diverse candidate pools and support equitable experiences; 2) contemporary job descriptions; 3) broader sourcing strategies and increased pipeline development; 4) an improved candidate experience; and 5) improved metrics.

To support U-M recruitment efforts, the group began production of short training videos for hiring managers, and developed enhanced support tools for hiring teams that will be distributed via targeted emails and other methods. The group began offering a self-assessment tool to U-M Human Resources staff members and developed a search-and-filter tool for identifying job boards that allow broadening of recruitment sourcing, along with content for social media recruiting. The eRecruit application was streamlined, and a mobile-friendly application will be ready for launch by Fall 2018. The group also conducted a survey of over 2,700 recent applicants along with a New Hire Staff Experience Survey. Results will be shared with the broader U-M community.

¹ Based on Josh Bersin’s Integrated Talent Management Model

Responsibility: [University Human Resources](#)





“DEI to me as a human factors engineer means that we create quality-of-life technologies that serve people of diverse abilities, including people with and without disabilities.”

Clive D'Souza
U-M faculty

UNIT SPOTLIGHTS

[Office of University Development \(OUD\)](#)

DEI FUNDRAISING: HITTING NEW HEIGHTS

Since the 2016 launch of the five-year DEI Strategic Plan, U-M schools, colleges and units have advanced outstanding DEI initiatives and programs. To support their efforts, the Michigan Development community has taken significant steps to increase fundraising activity for both unit-based and all-university DEI initiatives. Since August 2017, the OUD major gifts team has helped secure outright and deferred commitments of \$1.8 million for a wide range of DEI programs, including scholarships for first-generation students. In addition, the international giving and engagement team hosted a successful Pan Asia Reunion with alumni from over 10 countries and, this year, closed 2,500 gifts from more than 1,750 international donors, generating in excess of \$31M for FY 2018. OUD also launched a systematic effort to report on the critical role of philanthropy in the DEI space. In December 2017, OUD partnered with the Prospect Development & Analytics (PDA), Reporting and Information Analysis (RIA) and Data Management teams to identify DEI funds. To date, OUD has analyzed over 20,000 active funds and worked with diversity leaders campuswide to identify approximately 3,500 DEI-related funds. Of those units able to ascertain their DEI funds prior to year-end, OUD identified \$11,803,803 raised for DEI initiatives in FY 2018.

[School for Environment & Sustainability \(SEAS\)](#)

NEW HORIZONS IN CONSERVATION CONFERENCE

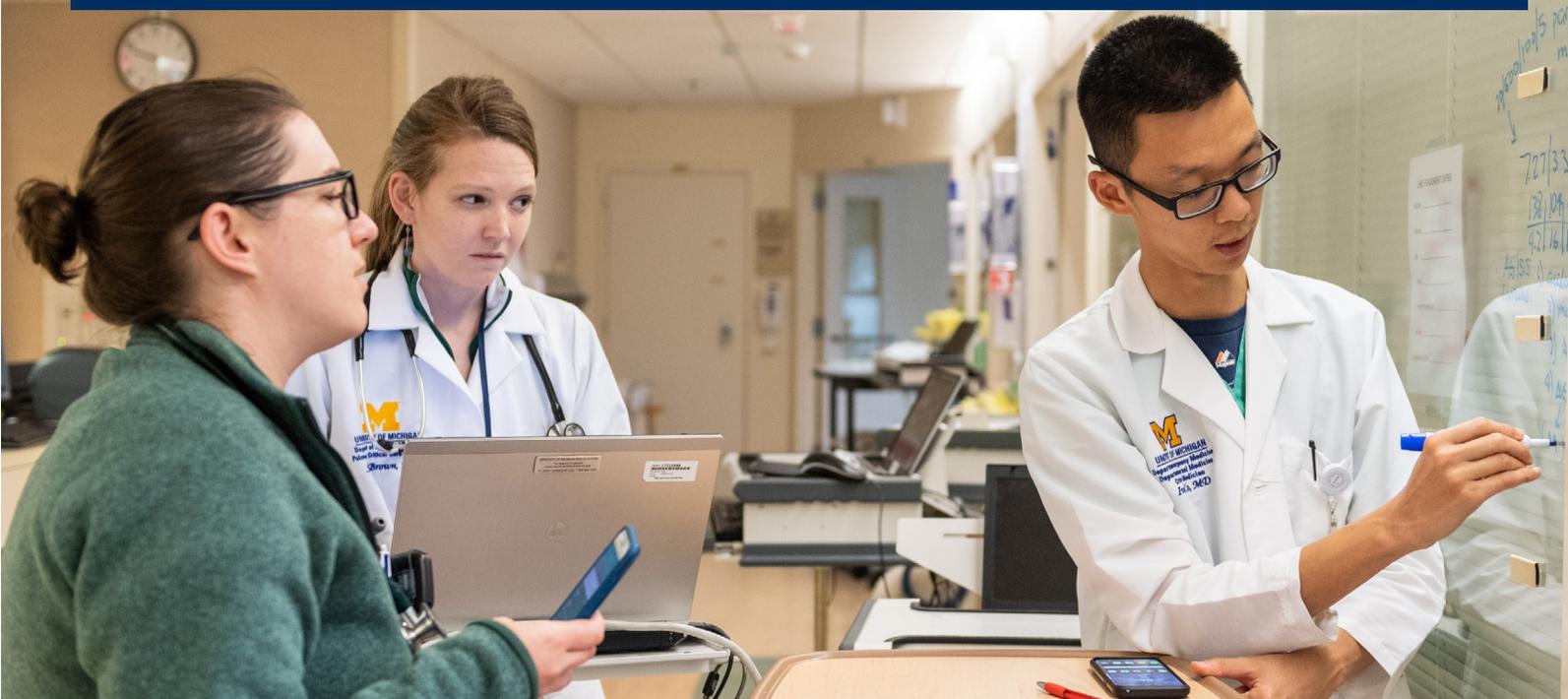
In April of 2018, to help address DEI-related limitations that persist in environmental and conservation organizations and professional conferences and meetings, the SEAS DEI office sponsored the New Horizons in Conservation Conference. Held in Washington, D.C., the conference was organized, hosted and presented by a team of SEAS students, faculty, alumni and staff with the goal of providing development and networking opportunities for students and professionals including more underrepresented

minorities. The 200+ participants were predominantly current scholars and graduates of the nation's five Doris Duke Conservation Scholars Programs along with alumni from the U-M's Environmental Fellows Program. Professionals from “Big Green” environmental organizations and other sectors of the field gave keynote addresses and conducted breakout sessions. This event was the first of its kind to emphasize diversity in bringing together conservation and environmental professionals with students interested in pursuing advanced degrees and incorporating DEI principles into conservation practices. Looking ahead, SEAS anticipates that this annual conference, in tandem with the Doris Duke Conservation Scholars Program at U-M SEAS, will provide opportunities for the school to significantly increase its cohort of underrepresented graduate students.

[Michigan Officer Education Programs \(MOEP\)](#)

PROMOTING GENDER DIVERSITY

To cultivate female interest and leadership, the U-M Navy ROTC hosted a Women in Naval Service Symposium in March 2018 that attracted more than 140 participants from across the country. Topics included the current state of women in the military, gender equality and force effectiveness, career decision points, a community discussion of women and warfare and presentations by Command Senior Chief Samira Carney and Rear Admiral Sara Joyner. In FY 2018, overall female student participation in U-M Air Force ROTC increased for the first time in several years. Contributing factors included new female officer leadership of the program, election of the first female student leader (president) in several years and a new High School Recruiting initiative, introduced in FY 2017 to educate Michigan residents on ROTC opportunities and to counteract the Hollywood military-life narrative. MOEP will continue efforts to diversify officer candidate pools going forward.



UNIT SPOTLIGHT

Graham Sustainability Institute

DOW SUSTAINABILITY FELLOWS TACKLE DEI PROJECTS, LOCAL AND GLOBAL

Many projects undertaken by Dow Sustainability Fellows focus on promoting DEI and sustainability, both locally and globally. Among the most notable examples of year two DEI efforts, a team of fellows worked with Soulardarity, a nonprofit organization in Highland Park, to determine the feasibility of transitioning to community-owned solar energy after the city found itself unable to pay utility company charges for its street lights. A second team leveraged the Dow Distinguished Award funding to address the housing crisis in São Paulo, Brazil. A third team worked on solar-powered mini electric vehicles in Ghana. Lastly, a fourth team partnered with the Bad River Band of the Lake Superior Tribe of Chippewa Indians in Wisconsin to assess non-economic losses and damages associated with climate change and other environmental stressors. See the [Dow Sustainability Fellows Program](#).

OVERARCHING STRATEGY 3: Support Innovative and Inclusive Scholarship and Teaching

In formulating this strategy, Planning Leads across campus used a variety of methods to assess needs and determine appropriate actions. In schools and colleges, leads examined how and to what degree DEI issues are integrated into curricula and scholarship, how these ideals influence the delivery of curricula and how scholarship is judged in relation to diversity, equity and inclusion. The resulting action items are designed to support to the unique challenges and requirements of each unit.

Major Campuswide Actions

Action Item:

Distinguished Diversity & Social Transformation Professorship

The university will establish a program to recruit and support faculty across campus and beyond whose research addresses diversity, equity and inclusion issues, with an emphasis on cutting-edge and next-generation scholarship. Designated as Distinguished Diversity & Social Transformation Professors (DDSTP), these faculty will be affiliated with the National Center for Institutional Diversity (NCID). Through NCID's Diversity Scholars Network, they will have access to special activities and resources for promoting and supporting their work, as well as scholarly collaborations with other diversity scholars.

Year Two Progress:

Historically, University of Michigan faculty have made significant contributions to excellence through their commitment to diversity, equity and inclusion. These contributions have taken the form of excellence in scholarly inquiry related to DEI, inclusive teaching and mentoring and impactful service and engagement that broadens access and opportunity. The U-M Distinguished Diversity & Social Transformation Professorship (DDSTP) both honors and builds upon that legacy.

In year two, the National Center for Institutional Diversity (NCID) worked with the Office of Diversity, Equity and Inclusion (ODEI) to develop the DDSTP program description and procedures, and to create a nomination and selection process for internal and external nominations. As part of this process, NCID and ODEI established eligibility guidelines and selection criteria, determined the funding level and financial terms of the award, developed a set of detailed expectations for all recipients, and created a timeline for the inaugural professorship appointments to be awarded in April of 2019.

Similar to other University of Michigan distinguished professorships, the DDSTP will be reserved for only the highest level of achievement and will serve the dual purpose of 1) acknowledging senior U-M faculty who have made significant contributions to DEI at the university and beyond and 2) recruiting exceptional senior faculty from other institutions who have made notable contributions to DEI at other institution(s) and/or

UNIT SPOTLIGHT

Law School**PROMOTING SOCIAL JUSTICE THROUGH INTERGROUP DIALOGUE**

The Law School continued to focus on DEI issues through a variety of initiatives. With the strong support of school leadership, the Law School piloted an intergroup course for law students entitled “Promoting Social Justice Through Intergroup Dialogue,” modeled on a U-M undergraduate program. Beginning in Winter 2018, peer co-facilitators met with eight to 10 students each week for six weeks to practice the skill of dialogue in the context of understanding social identities, the structural oppression of marginalized groups, and actions that promote social justice. Departing from the undergraduate program, the class emphasized how social identities and social justice issues arise in the legal profession and the practice of law. A total of 40 students enrolled, including facilitators. Feedback indicates strong student interest in learning dialogue as both a social tool and a professional skill, and in exploring social justice issues outside the context of a traditional law class. The course will be extended to a full semester in Winter 2019. In addition, the school’s offices of Student Life and Career Planning launched Consider, a non-credit, volunteer dialogue program in which pairs of students discuss a controversial issue and report back to a larger group. Participants have expressed significant interest in using dialogue to make the school a more diverse, equitable and inclusive community.

beyond. A third objective, unique to the DDSTP, is to create a community of faculty with overlapping scholarly, pedagogical and service/engagement interests that will stimulate exciting new collaborations and synergies across the university.

Responsibility: [National Center for Institutional Diversity](#)

Action Item:
Inclusive Teaching Professional Development Programs

The university will expand the Inclusive Teaching Professional Development Programs offered by the Center for Research on Learning and Teaching (CRLT). CRLT will work with schools and colleges to create professional development programs that reflect the unique pedagogical needs of each school and college and make learning more inclusive and effective across a diverse student body. In addition, CRLT will continue working with Rackham to offer inclusive teaching workshops for new and experienced graduate student instructors.

Year Two Progress:

During year two, CRLT increased its work both campuswide and with individual schools and colleges. In 2017–2018, we offered 23 DEI-focused sessions through our Fall and Winter seminar series events, open to all faculty and GSIs. This represented a 64 percent increase over the 14 programs offered in 2016–2017. For the Inclusive Teaching @ Michigan series in Spring 2018, we presented our three most popular topics to 87 faculty and GSIs from 13 schools and colleges. Also, for the first time, we recruited and trained U-M undergraduate consultants to provide feedback to faculty and GSIs on their course materials and teaching practices.

DEI is a continuing focus of CRLT’s Teaching Academy programs, which serve new faculty in 10 schools and colleges. Last year, we offered 34 customized workshops and retreats for faculty in nine schools and colleges. CRLT staff also planned and facilitated three meetings (with a fourth facilitated by IGR) of the Liaisons for Inclusive Teaching group convened by the Office of Diversity, Equity & Inclusion (ODEI).

Several programs and workshops in inclusive teaching were developed specifically for lecturers this past year. They include a yearlong professional development program in inclusive teaching for lecturers, launched in collaboration with the Lecturers Employee Organization (LEO), and a

half-day orientation program for new LSA lecturers, created in partnership with LSA.

CRLT also rolled out a set of programs for instructors who teach courses on race and ethnicity (R&E). Presented by a new CRLT consultant whose position is designated to support LSA’s R&E requirement and developed in partnership with the LSA Dean’s Office, the programs attracted 58 instructors. To further support its work in all schools and colleges, CRLT conducted one-on-one consultations with dozens of individual instructors, grantees and workshop participants. In addition, the CRLT Players theatre program offered U-M instructors 31 performances on topics related to inclusive teaching, and presented a new collection of monologues for the all-chairs meeting on sexual misconduct, convened by President Schlissel and Provost Philbert in March of 2018.

During Fall and Winter terms, 1,178 GSIs and undergraduate instructional aides attended the continuing series of plenary sessions on inclusive teaching at our all-campus and Engineering GSI teaching orientations. In addition, CRLT offered customized workshops for GSIs in six LSA departments, and once again collaborated on the four-part Diversity and Inclusive Teaching Seminar for graduate students. We have also developed a GSI learning community on R&E pedagogy for the Fall 2018 term.

Responsibility: [Center for Research on Learning and Teaching](#)

UNIT SPOTLIGHT

[School of Music, Theatre & Dance \(SMTD\)](#)**ENGAGING UNDERSERVED COMMUNITIES THROUGH EDUCATION AND PERFORMANCE**

This past year, SMTD's Office of DEI collaborated with the Office of Youth and Adult Programs (YAP) to develop and launch the Performance Engagement Educational Residence (PEERs). This program encourages and supports students seeking to engage groups and organizations in underserved communities across the state, with a focus on Southeast Michigan. All projects were student-initiated, with guidance provided by faculty. In developing their projects, PEERs participants were required to attend Entering, Exiting and Engaging (E3) sessions offered by the U-M Ginsberg Center. In 2017, the program funded a total of 16 projects involving 88 SMTD students, with grants ranging from \$1,500 to \$2,500 and with ongoing support from the offices of DEI and YAP. By making multiple visits, grant recipients were able to attune their programming to the needs of each community while gaining insights into the complexity of genuine engagement. A number of these projects, supervised by students who continue at SMTD, will be continuing and in some cases expanding in 2018–2019. As a result of PEERs projects and a myriad of other faculty and YAP engagement activities over the years, SMTD was featured at the final Center for Educational Outreach Faculty Forum on Outreach & Engagement.

Action Item:**Diversity Scholars Network**

NCID will expand its current multi-institutional Diversity Scholars Network to include a UM-specific component. As part of this work, the center will conduct a census of university faculty and researchers whose scholarship intersects with diversity, equity and inclusion, defined broadly. They will also create a U-M research advisory group representing an array of disciplines and academic units. The primary goals will be to develop infrastructure and programming for the campuswide network, promote and facilitate cross-disciplinary collaboration and catalyze cutting-edge diversity research and scholarship.

Year Two Progress:

Established by the National Center for Institutional Diversity (NCID) in 2008, the [Diversity Scholars Network \(DSN\)](#) is a scholarly community committed to advancing the understanding of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression and inequality as they occur and affect individuals, groups, communities and institutions. All DSN members have access to monthly newsletters, a Scholar Directory, panels, symposia and webinars and enjoy priority status for Pop-Up Grants, scholarships, fellowships and other NCID opportunities.

Until recently, the DSN was composed primarily of scholars external to the U-M. In 2017, NCID launched a plan to build a more robust University of Michigan network. During the 2017 recruitment cycle, the DSN welcomed 32 new U-M faculty and researchers, thus increasing the total to 120 U-M scholars. NCID is also generating a campuswide inventory of U-M faculty and researchers whose scholarship intersects with diversity, equity and inclusion as defined by its [framework on diversity scholarship](#), all of whom will be invited to join the network.

Additionally, NCID has convened an advisory committee of U-M leaders with unique scholarly and practical expertise. The committee, which held its inaugural meeting in May of 2018, will play a central role in informing future directions of the DSN.

Responsibility: [National Center for Institutional Diversity](#)

Action Item:**Distinguished Diversity Scholar Career Award**

The university will establish a new career award, administered by the National Center for Institutional Diversity (NCID), to celebrate and honor faculty whose scholarship has contributed significantly to our understanding or appreciation of groups that have traditionally been understudied. Primary goals of this award will be to build a more robust body of knowledge and teaching in these areas, elevate these research foci nationally and provide important recognition to scholars whose work may have been undervalued in the past.

Year Two Progress:

The Distinguished Diversity Scholar Career Award was established in 2017 to honor U-M faculty members who have made significant contributions to understanding diversity and addressing disparities in contemporary society. Each recipient presents a public lecture or performance addressing an aspect of diversity. The award, which includes a \$10,000 honorarium as well as recognition on a permanent plaque located in the Rackham Graduate School, is administered jointly by the Office of Diversity, Equity and Inclusion and the National Center for Institutional Diversity (NCID).

In year two, the inaugural award was presented to Dr. James S. Jackson, the Daniel Katz Distinguished University Professor of Psychology, current research professor at the Research Center for Group Dynamics and former director of the Institute for Social Research. Jackson was honored on October 9, 2017, at the U-M Faculty Awards Dinner. On October 30, following his public lecture, he formally accepted the award as part of a daylong symposium honoring his lifetime achievements.

The symposium focused on four areas: aging and physical health research; research on discrimination and social identity; the mental health of Black Americans; and research from the groundbreaking Program for Research on Black Americans (PRBA) datasets with a focus on politics, religion and adolescent well-being. The event featured panelists whose careers have been influenced by Jackson's scholarship and mentoring.

In his honor, the biennial award has been renamed the James S. Jackson Distinguished Career Award for Diversity Scholarship. For more information, visit myumi.ch/6xPDI.



“Diversity, equity and inclusions means working together with people from different backgrounds toward a unified goal.”

Mina Jafari
U-M student

Responsibility: [National Center for Institutional Diversity, Office of Diversity, Equity & Inclusion](#)

Action Item:

Consideration of Diversity, Equity and Inclusion Contributions in Promotion and Tenure Review
As part of the overall accountability efforts related to the DEI Strategic Plan, the Office of the Provost will convene a DEI Faculty Evaluations Working Group comprising deans and department chairs to determine how best to include DEI-related contributions in faculty evaluations and tenure reviews. This working group will develop methods for valuing efforts to promote diversity, equity and inclusion as service, and for ensuring inclusive teaching efforts and the consideration of DEI-related scholarship as part of the promotion and tenure process.

Year Two Progress:

Diversity-related work by faculty has been a critical element in creating inclusive learning environments and advancing institutional DEI efforts. This work often requires thought and expertise beyond a faculty member’s scholarly domain. To support formal incorporation of DEI into the faculty evaluation process, the National Center for Institutional Diversity (NCID) hosted a December 2017 panel discussion among U-M deans focused on institutional efforts underway to recognize diversity work by faculty. Panelists shared examples from schools and colleges that have implemented inclusion of DEI in annual Faculty Activity Reports, the primary tool for faculty evaluations. This discussion, which furthered awareness of approaches and methods to “count” diversity work in hiring, tenure, promotion and annual reviews, included strategizing for campuswide implementation. In Spring 2018, ODEI continued this effort at a meeting of U-M deans and, in Summer 2018, surveyed schools and colleges to document their practices and language. An increasing number of schools have since incorporated DEI in their promotion and tenure process, and others are developing plans and processes. During the 2018–2019 school year, ODEI will convene a formal working group of deans and department chairs to continue institutionalizing best practices and approaches for addressing DEI in faculty promotion and tenure review.

Responsibility: [Office of the Provost](#)

UNIT SPOTLIGHT

[Ford School of Public Policy](#)

FEEDBACK ON CLASSROOM CLIMATE

Across campus, units are incorporating questions related to DEI and inclusive teaching practices in their course evaluations. The Ford School of Public Policy was among the first to initiate such a policy. For the last two years (four consecutive terms), the statement “The instructor was sensitive to diversity issues in the classroom” has been included in Ford School course evaluations. Student feedback on this question has been instrumental in highlighting difficulties faculty may have in facilitating DEI-related conversations or promoting a diverse and inclusive learning climate. To date, very few courses have scored below an average of 4.0 on a 5-point scale (where 5 is the highest positive score), and the information is helping to illuminate ways in which faculty might be unintentionally ignoring, minimizing or contributing to student DEI-related concerns. Course evaluation scores are but one of the many tools the Ford School employs, along with student comments and other feedback mechanisms, to improve and further strengthen inclusive teaching skills and to address DEI issues in public policy courses. This information is contributing to ongoing efforts to improve classroom climate, team-based learning dynamics and the overall experience of students who hold historically marginalized identities.



“Diversity, equity and inclusion means having different perspectives present, supported and valued in a way that fosters growth and community.”

Zanib Sareini
U-M staff

UNIT SPOTLIGHTS

Rackham Graduate School

PROFESSIONAL DEI CERTIFICATE PROGRAM

Rackham’s Professional DEI Certificate Program has been a key factor in quadrupling the number of DEI workshops and training sessions offered by the school in year two. Created in response to graduate student requests for professional development in cultural competency, diversity and inclusion, the program helps prepare students to navigate a diverse and global job market while fostering an inclusive campus environment. Participants complete a core curriculum, plus five additional training sessions in a specialized track. Other program components include a reflection form, a diversity statement and completion of the Intercultural Development Inventory (IDI) pre- and post-surveys. In the pilot year, a diverse group of 174 students from 13 U-M schools and colleges applied for the certificate. Applicants included PhD students (49 percent), MA students (46 percent) and postdoctoral fellows (5 percent). A total of 38 participants completed the program in its first year, and program impact was assessed by a combination of participant satisfaction data and IDI outcomes. Rackham was pleased to discover that participants who completed the DEI Certificate Program in year one increased their cultural competence by a statistically significant degree. In addition to implementing the program, the school trained graduate students to develop, facilitate and present DEI workshops, as well as how to provide constructive feedback to their peers on their diversity statements. Rackham also continued to strengthen relationships with units that partner with it to provide training for graduate students.

School of Dentistry & College of Pharmacy

STRENGTHENING THE PIPELINE TO DENTISTRY & PHARMACY PROGRAMS

In an ongoing effort to increase student diversity, the School of Dentistry continues to sustain and grow the programs that make up its Pipeline to Dentistry initiative. These include Wolverine Pathways, the Summer Bridge Program (SBP) for U-M freshmen and the Profile for Success (PFS) pre-dental program, which encourage disadvantaged students with a demonstrated commitment to diversity, equity and inclusion to pursue careers in dentistry. To establish a more formal K-12 pipeline, Dentistry is collaborating with the U-M Wolverine Pathways Senior High School Capstone Project. The school also expanded its participation in the SBP Campus Connections by launching Adventures in Dentistry to identify, support and mentor students early in their U-M careers. Dentistry hosted four students in 2016 and 10 students in 2017 and will host up to 14 students in 2018. This effort in turn has enabled the School to reestablish the Undergraduate Student National Dental Association (USNDA), which keeps students connected to Dentistry’s Office of DEI and the school’s faculty, staff and students through meetings, speaker presentations and special events. In 2017, the College of Pharmacy partnered with Dentistry to launch a two-year PFS pre-PharmD pilot in collaboration. In 2018, six students were selected to participate in the PFS pre-PharmD program along with 14 students participating in the PFS pre-dental program. Dentistry is now engaging with various campus units to develop other summer programs as well. Also, of 28 PFS participants, 24 (86 percent) are currently enrolled in U.S. dental schools and, of those, 14 (58 percent) are students at the U-M School of Dentistry.

...growth
targets

**YEAR
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**SUPPORTING ELEMENTS:
FOUNDATIONAL PROGRAMS, DEI
LEADERSHIP AND INFRASTRUCTURE
YEAR TWO UPDATE**

FOUNDATIONAL PROGRAMS

CONTINUING MAJOR CAMPUSWIDE PROGRAMS

It is important to note that the continuing programs listed here represent only a small sample of the many DEI-related efforts underway across the university. In addition to these ongoing initiatives, our shared vision is being advanced on a daily basis through hundreds of activities within U-M's individual schools, colleges and campus units.

- [ADVANCE](#)
- [Center for Research on Learning and Teaching \(CRLT\)](#)
- [Center for Educational Outreach \(CEO\)](#)
- [Center for the Education of Women+ \(CEW+\)](#)
- [University of Michigan Detroit Center](#)
- [National Center for Institutional Diversity \(NCID\)](#)
- [Office of Academic Multicultural Initiatives \(OAMI\)](#)
- [Office of the Vice President & General Counsel \(OGC\)](#)
- [Office for Health Equity and Inclusion \(OHEI\)](#)
- [Office for Institutional Equity \(OIE\)](#)
- [Provost's Faculty Initiative Program \(PFIP\)](#)
- [President's Postdoctoral Fellowship Program \(PPFP\)](#)
- [Rackham's Summer Research Opportunity Program \(SROP\)](#)
- [Student Life Programs](#)

Over a period of many years, the university has established numerous campuswide programs and offices dedicated to promoting diversity, equity and inclusion. These centrally funded initiatives are far-reaching in their impact. Their influence can be seen and felt in every facet of university life, from recruitment policies to research grants, from student courses to community outreach and from mentoring to teaching practices.

In many cases, these legacy programs are closely aligned with the goals of the five-year Strategic Plan for DEI. Therefore, as part of the official launch of the plan in October of 2016, the university not only funded an array of new initiatives but also reinvested in many of these time-tested programs.





“Love is not all we need, but it is certainly what we must start with. Communities benefit from difference just like any other form of ecology; believing this is essential when everyone’s humanity is on the line.”

— Alexander Kime, U-M student



2018 DEI Leads

OFFICE OF DIVERSITY, EQUITY & INCLUSION (ODEI)

provides campuswide leadership for implementing the Strategic Plan. This includes:

- Facilitating and supporting progress in all of the university's schools, colleges and campus units, among them Student Life, Athletics and Michigan Medicine, throughout the plan's five-year timeline (2016–2021)
- Tracking and reporting in accordance with metrics that were established in the original plan and are being further developed as implementation progresses
- Conducting the university's climate survey on diversity, equity and inclusion
- Serving as a key curator of other institutional data and information on diversity, equity and inclusion
- Reporting to and communicating with university leadership and the community at large on progress under the strategic plan
- Addressing emergent issues and providing leadership on issues or concerns

DEI LEADERSHIP

The goals set forth in the university's Five-Year Strategic Plan are extraordinarily broad and deep. They impact every school and college, every institute, every center of excellence, every classroom, every lab, every activity and program that, together, constitute the University of Michigan. Achieving these goals will require sweeping changes in the organizational culture—changes that can occur only with strong, focused institutional leadership and a new infrastructure to provide ongoing administrative and operational support.

That new infrastructure was launched in October of 2016 with the appointment of Professor Robert M. Sellers to the dual posts of Vice Provost for Equity and Inclusion and Chief Diversity Officer (VPEI-CDO). In addition to overseeing university-wide implementation of the DEI Strategic Plan, Sellers manages and monitors numerous existing programs in the Office of the Provost and Executive Vice President for Academic Affairs that support diversity, equity and inclusion efforts in U-M's schools and colleges. He also serves as a key advisor to the president, is a member of the executive leadership team and, in his role of Chief Diversity Officer, participates in all formal budget allocation sessions.

The infrastructure was further strengthened in Fall 2017 when Katrina Wade-Golden assumed the post of Deputy Chief Diversity Officer to

provide crucial administrative support to the Office of Diversity, Equity & Inclusion (ODEI) and help direct implementation of the five-year DEI Strategic Plan. During year two, she facilitated plan implementation in all 50 units across campus; advised DEI Implementation Leads across the university; developed templates, tools and other support services; established and supervised DEI plan reporting processes and systems; and carried out special project requests.

To better serve and engage the university community, Sonya Jacobs was appointed as the university's first Chief Organizational Learning Officer (COLO). Since September 2016, she has addressed DEI training needs across campus—creating curricula and strategies aimed at building the capabilities and awareness among staff, managers and leaders



“DEI means celebrating everyone’s differences, being curious about their life experiences and backgrounds and working together for the common good. I am an administrative assistant who happens to be deaf. I have a cochlear implant and use a caption telephone for my job.”

Dreama Perrine
U-M staff

across the university and within Michigan Medicine. She is also senior director of U-M Department of Organizational Learning (DOL) and serves on the senior leadership team of the Human Resources Department.

Another key appointment occurred in 2016 when David J. Brown, MD, was named Associate Vice President and Associate Dean for Health Equity and Inclusion. Brown is medical director of both the Pediatric Otolaryngology Ambulatory Care Unit and the Pediatric Multidisciplinary Aerodigestive Clinic. As an integral part of the new DEI infrastructure, he leads the Michigan Medicine Office for Health Equity and Inclusion. He also directs DEI initiatives within the health system, which include pipeline programs, diversity-related professional development and education, mentorship initiatives and health equity research.

By serving as a focal point for institutional change, this leadership structure plays a vital role in enacting the policies and programs that, over time, will enable the university to become a center of learning where every individual is valued and supported.





“DEI means fair treatment, access, opportunity and advancement for all people.”

Kristi Ocenasek
U-M staff

INFRASTRUCTURE

Diversity, Equity and Inclusion Professional Network

The university's five-year Diversity, Equity and Inclusion strategic planning process generated a campuswide network of DEI leaders, including faculty and staff. Through programs that provide resources and support, facilitate collaboration and enhance outcomes for individual and collective projects, the Office of Diversity, Equity & Inclusion (ODEI) has sustained and expanded this vibrant group of professionals charged with managing implementation of their unit-based DEI plans. During year two, this campuswide network, known as the DEI Implementation Leads Group (DEI-ILG), met on a monthly basis to model best practices, engage in professional development opportunities and share updates, information, tools, templates and other resources provided by central administration.

Functioning as a campuswide catalyst, the Implementation Leads Group contributes in vital ways to the success of every DEI professional across the university by encouraging collaboration and enhancing impact at both the unit and university level. The efforts of these DEI Leads were recognized by President Schlissel and Vice Provost and Chief Diversity Officer Sellers at a lunch celebration in May of 2018.

Diversity, Equity and Inclusion Innovation Grant Program

A dedicated DEI activity fund was established to encourage innovative ideas that promote, enhance and celebrate diversity, equity and inclusion at the university. These individual grants of up to \$10K were open to all students, faculty and staff and were designed to fund DEI ideas and projects with scalability potential for broader use.

The inaugural Request for Proposals took place in April of 2017. During that first cycle, 25 applications for one-time grants were received from students, staff and faculty with 13 selected for funding, reflecting a broad range of issues and concerns. A second grant cycle in Fall 2017 generated 124 applications: 28 from faculty, 43 from staff and 53 from students. Following a review of each application by teams of faculty, staff, students and DEI central office staff, 27 grants (representing 22

percent of the applicant pool) were selected for full or partial funding.

Diversity, Equity and Inclusion Fundraising

As part of its overall efforts, a DEI Development Community Taskforce has developed fundraising recommendations aimed at engaging diverse audiences. In addition, a Fund for a Diverse, Equitable, Inclusive U-M was established to collect unrestricted gifts for DEI initiatives.

During year two, the Michigan development community took significant steps to increase fundraising activity for university DEI initiatives and unit-based programs. Since August 2017, lead DEI fundraiser Kelley Stokes and her colleagues on the OUD major gifts team helped secure outright and deferred commitments of \$1.8 million for a wide range of DEI programs, including scholarships for first-generation students.

In addition, OUD is currently working with chief development officers in every school, college and unit to identify their top-tier DEI fundraising priorities and ascertain which of the university's active gift funds relate to DEI. Based on data from those units able to pinpoint their DEI-related funds prior to June 30, 2018, we determined that at least \$11,803,803 was raised for DEI initiatives in FY 2018.

Diversity, Equity and Inclusion Recognition Awards

The Office of Diversity, Equity & Inclusion (ODEI) continues to collaboratively support, promote and sustain a suite of awards intended to recognize individuals and groups of faculty, staff and students who have contributed in significant ways to the creation of a more diverse, equitable and inclusive campus environment. These honors include but are not limited to:

- The James T. Neubacher Award for disability awareness and advocacy efforts by faculty, staff, students or alumni
- The Harold Johnson Diversity Service Award for faculty
- The James S. Jackson Distinguished Diversity Scholar Career Award



“To me, diversity, equity and inclusion, means valuing and respecting our differences.”

C.J. Mathis
U-M staff

- The Distinguished Diversity Leaders Award for staff members and staff teams

Nominations for DEI recognition awards are widely solicited and publicized through campuswide communications such as the *University Record* as well as award luncheons and other recognition events. A growing number of schools, colleges and units have also instituted DEI-related awards to recognize the contributions of students, staff and faculty.

Diversity, Equity and Inclusion Communications and Website

In collaboration with the university's Office of Communications, the Office of Diversity, Equity & Inclusion generates a wide range of ongoing communications related to DEI-related programs and activities. Year two saw significant progress in the DEI website and communications. The diversity.umich.edu website was reviewed and completely redesigned with special attention to the Resources section, which was fine-tuned to provide greater clarity and an emphasis on ODEI as a gateway resource for the community. The redesign also focused on core areas of interest with a goal of highlighting recent news and events—including data/reports and updates on the strategic plan—and providing optimal information, access and follow-up for all website visitors.

Internally, communication professionals from ODEI and Public Affairs worked collaboratively to communicate critical updates and announcements to DEI leads across campus in a timely and accurate way while providing a point of contact for inquiries. This collaboration also served as the front line of communication and support for DEI across the university. New procedures assure prompt review, response and follow-up for all e-mail communications received by odei.umich.edu and diversity.umich.edu.

In support of DEI efforts across the University, ODEI continued to cultivate a diversity, equity and inclusion social media presence, [@UMichDiversity](https://twitter.com/UMichDiversity) on Twitter. Posts include events, news stories, photos, videos, live tweeting and other items that communicate our active, future-facing effort to make U-M more diverse, equitable and inclusive.

Finally, in partnership with the Office of Communications and Public Affairs, ODEI worked with campus units and departments to continue developing dynamic news stories that educate target audiences on the university's commitment to diversity, raise awareness of our strategic plans

and position U-M as an international leader in diversity, equity and inclusion in higher education.

Diversity, Equity and Inclusion Data Support

In Year one, the Office of Diversity, Equity, and Inclusion (ODEI) partnered with the Office of Budget and Planning and University Human Resources to build a repository of diversity, equity and inclusion-related data. The goal was to create an infrastructure capable of supporting data requests and developing analytic tools and other processes to advance both unit and campuswide data analysis and reporting. During year two, a Diversity, Equity and Inclusion Metrics (DEI Metrics) dashboard was launched through the collaborative efforts of ODEI, Information and Technology Services and the Office of Budget and Planning.

Metrics identified for ongoing tracking on key dimensions of DEI draw on several sources of institutional data. These data provide the starting point for tracking progress on university-wide, goal-related metrics at both the campus and unit level. All units with DEI strategic plans will receive data on demographic composition and climate survey indicators. In addition, academic units will receive graduation and enrollment data for students and tenure status data for faculty.

In Fall 2018, the first release of the unit-level DEI Metrics reports will be distributed to all units with DEI strategic plans. A public dashboard will also be published in Winter 2019.

Alignment of DEI Plans and Budgeting

Starting in Fall 2016, all units began providing updates and highlights of their DEI plans and noting any challenges that emerged during implementation. To maintain momentum and assure steady advances in all action plans, the university aligned the annual DEI progress reports with the yearly U-M budget cycle. In addition, the Chief Diversity Officer is represented at all formal budget allocation sessions.

Staff Ombudsperson Position

In May of 2017, a working committee assembled by Vice Provost and Chief Diversity Officer Sellers recommended the appointment of a staff ombudsperson. This position was posted on April 23, 2018. Chief among the responsibilities for this position, the new ombudsperson will provide university staff members with impartial conflict resolution services, information and referrals; serve as a campuswide resource for policy and procedures; act as a liaison between individuals

and university administration; identify problems, trends and organizational concerns; and make recommendations for systems change. The selection process was completed and the new staff ombudsperson is expected to start in Fall 2018.

Expansion of the Detroit Connector

Funded by the Office of Diversity, Equity and Inclusion (ODEI), the Detroit Connector links the Ann Arbor and Dearborn campuses with the city of Detroit. In Fall 2017, the service expanded to seven days a week and was made available not only to U-M faculty, staff and students but—for the first time—to the general public as well. As noted by Robert Sellers, Chief Diversity Officer and Vice Provost for Equity and Inclusion, the Detroit Connector “helps us break down existing barriers

and better connect the Ann Arbor, Dearborn and Detroit communities. By expanding the service and opening it to the public, the Detroit Connector can improve access to the region’s numerous research, academic and cultural opportunities.”

To help fund the extended schedule, current one-way ticket prices range from \$6 to \$10, with free rides for U-M Pell Grant students and reduced fares for U-M students and faculty who engage in community service or class activities in Detroit.



**YEAR
TWO**

METRICS AND REPORTING: YEAR TWO UPDATE





In the past year, we have acted on our plan for building and implementing systems to support accountability by tracking key metrics and engaging the campus in annual reporting on progress against stated goals. We are using both qualitative and quantitative data to inform decisions about what efforts should be continued, expanded or changed over time to best achieve desired results.

As part of our commitment to accountability and transparency, we continue to provide regular progress updates to the campus community. Tracking and reporting occurs at university, school, college and unit levels. Overall progress against our DEI strategic objectives will be evaluated at the end of year three and again at the end of year five.

Currently, we are tracking our progress on plan-related action steps such as implementation and participation in programs, utilization of services, increased awareness and other measures of progress. Longer-term measures include trends in the demographic composition of our campus over time, shifts in climate and indicators of equity across populations.

While additional metrics may be identified over time, at minimum, we will track the categories listed below and use them as the basis for reporting on plan

progress and program effectiveness. Some of these metrics represent data that we have tracked historically, thereby allowing us to compare trends over time. Other metrics are new and have required the creation of fresh methods and processes to ensure reliable data capture each year.

One of our key accomplishments in year two was the development of a DEI Dashboard, designed to help track and generate metrics relating to goals that reflect campuswide efforts to increase diversity in myriad forms, offer equal opportunity and equitable treatment for all, and ensure a culture of inclusion. Metrics in the DEI Dashboard draw on several sources of institutional data as a starting point for tracking these university-wide, goal-related metrics. The first set of DEI Metrics Reports will be delivered to schools, colleges and units across campus in Fall 2018, reflecting the following categories for continued tracking over time:



“It’s about laying a proper foundation so others can stand in the sun with you.”

Maitri White
U-M student

CATEGORIES OF METRICS FOR CONTINUED TRACKING

Progress on plan action steps and initiatives:

Activity toward implementing initiatives; participation rates; action-specific outcomes (e.g. learning outcomes from training, etc.)

Demographic diversity of:

- Undergraduate students — Demographic composition (e.g., race/ethnicity, sex), enrollment status (class level, entry status), 4- and 6-year graduation rates
- Graduate students — Demographic composition (e.g., race/ethnicity, sex), degree level (masters, doctoral, professional)
- Faculty — Demographic composition (e.g., race/ethnicity, sex), tenure status or job family
- Staff — Demographic composition (e.g., race/ethnicity, sex), generation status (age cohort)

Climate indicators:

- Student, faculty and staff 12-month satisfaction with the overall campus or school/college or unit climate/environment, depending on constituency
- Student, faculty and staff assessment of aspects of the general climate and DEI climate of overall campus or school/college or unit, depending on constituency
- Student, faculty and staff assessment of institutional commitment to diversity, equity and inclusion
- Student, faculty and staff feelings of sense of affirmation and academic or professional growth, depending on constituency
- Student, faculty and staff feelings of discrimination in the prior 12 months

REPORTING

The Office of Diversity, Equity & Inclusion (ODEI) manages and coordinates the overall reporting and evaluation process. Progress will be assessed at the end of year three and again at the end of year five. There is the expectation that a subsequent plan will be developed, building on effective strategies based on progress as measured.

Reporting occurs on multiple levels throughout the university infrastructure, as follows:

- The President and Chief Diversity Officer report to the Board of Regents annually on DEI plan progress.
- Deans and administrative leaders report on plan progress during the annual budget process.
- Leaders, faculty and staff report on DEI activity as part of their regular job evaluations.
- DEI commitment and proficiency have been incorporated into the search criteria for university leadership positions.
- DEI plans and annual progress updates will be made public for all units.

A YEAR-OVER-YEAR ASSESSMENT PROCESS

With regard to annual campus reporting on DEI plans, we continue to gather information from across campus that can be connected to institutional and other data to create a dynamic information resource that streamlines the reporting process and achieves rich implementation evaluation results. Data is aggregated with an electronic, prefilled reporting form developed through input and beta testing of a subgroup of DEI unit leads in year one, and refined further based on unit feedback for year two.

This online reporting tool solicits each unit’s assessment of progress against their DEI Plan. In turn, the reporting process provides an opportunity for units to reflect on successes, challenges and areas for growth. Resulting insights are used to inform the revision process for year two plans, thus allowing units to tailor their efforts in ways that leverage progress toward both unit and campuswide goals. This year-over-year assessment workflow, which represents best practice for evaluation of complex organizational change, is key to the five-year plan implementation as it moves forward toward an overall progress summary for the university.



2016–2021 TIMELINE

October 2016

Plan Launch

July – September, 2017

Assess and Report on Progress in Year One, Refine Plan for FY 2018

- Begin year two implementation

July – September, 2018

Assess and Report on Progress, Refine Plan for FY 2019

- Begin year three implementation

March – May, 2019

Midterm Campuswide Progress Review

- Assess and report on progress against plans
- Create midterm U-M report

July – September, 2019

Assess and Report on Progress, Refine Plan for FY 2020

- Begin year four implementation

July – September, 2020

Assess and Report on Progress, FY 2021

- Begin year five implementation

March – May, 2021

Evaluate Progress Against Five-Year Plan

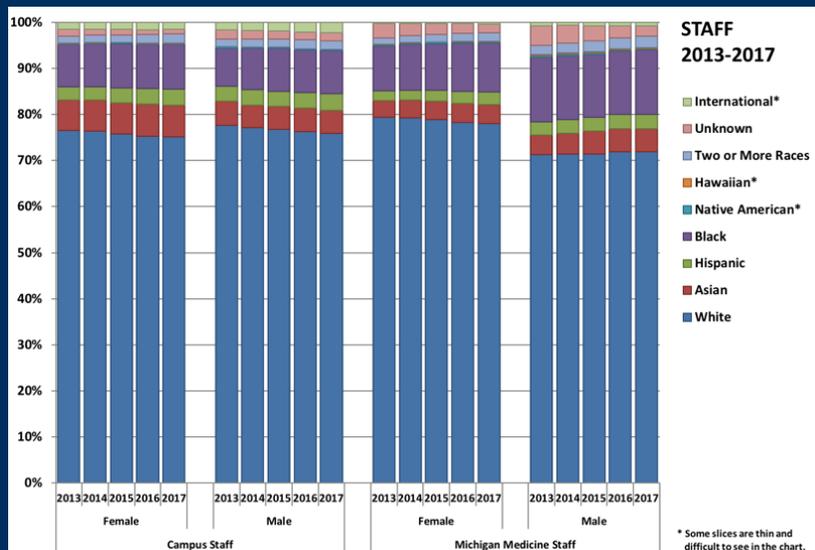
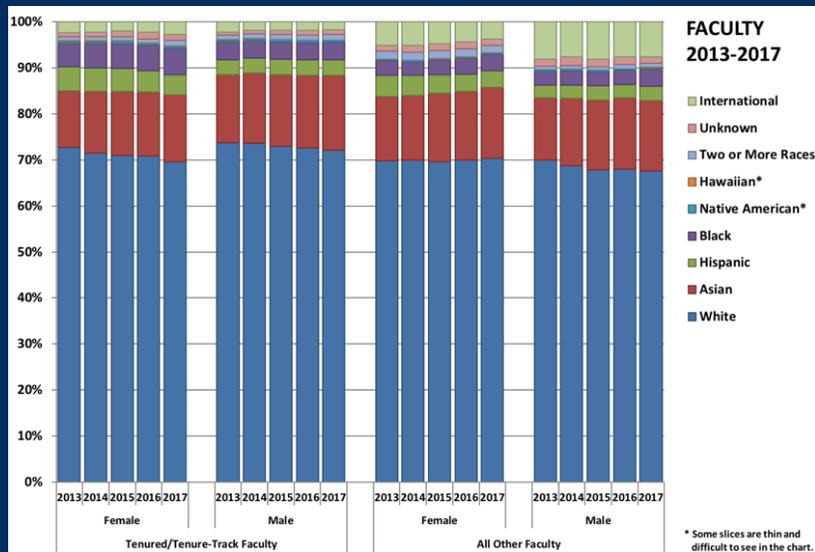
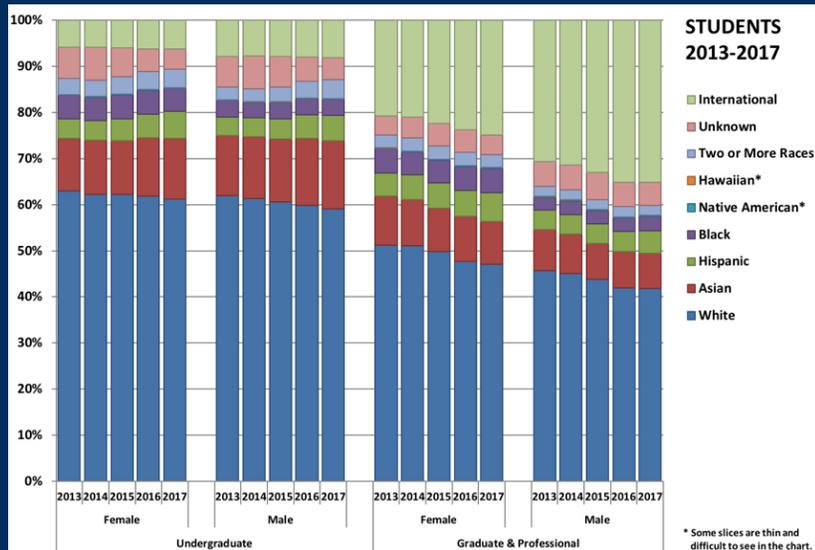
- Assess progress against plans at the school, college and unit level
- Roll up to summary U-M report on progress

A SNAPSHOT OF OUR CAMPUS TODAY

We continue to track and monitor demographic data for each of our campus constituencies: students, faculty and staff. This five-year comparative data includes gender, race and citizenship status and provides a broad overview of trends relating to racial and gender diversity on campus. There are many additional facets of diversity that we track in other ways not captured by these charts; however, this data provides an important overview and demonstrates a continuing need to diversify our community.

Additional diversity-, equity- and inclusion-related data is available on the [Office of Budget and Planning website](#).

* Medical School numbers are included in the campus numbers rather than in the Michigan Medicine numbers



YEAR
TWO

LOOKING AHEAD



“Year two of the university’s five-year Strategic Plan was a time of immense activity and deep learning, a time of objective assessment, continual adjustment and well-thought-out course corrections. It was a year marked by extraordinary challenges from inside and outside our community.”

Robert Sellers
Vice Provost for Diversity,
Equity & Inclusion and
Chief Diversity Officer



There is no question that the University of Michigan is a better place than it was two years ago. The values of diversity, equity and inclusion have been embedded in every major structure and process. From budget allocations to faculty and staff evaluations, from our community celebrations to our public communications, from administration to teaching and scholarship, DEI is now a more integral part of this organization.

Clearly, we have made a great deal of progress. Significant change is occurring at fundamental levels, with the potential for cascading effects. These changes cannot easily be undone.

Unfortunately, significant change rarely happens without inciting significant reaction.

Despite our many achievements, this past year has been painful relative to DEI. Nearly every month was marred by incidents of ugly and abhorrent behavior, such as malicious graffiti and racial slurs. Likewise, the university’s DEI initiative and its leadership have become the target of verbal attacks, lawsuits and negative public commentary. This is due in part to our success and in part to a national climate that has become increasingly combative and disparate, and a national movement away from the values of equity and inclusivity.

As a result, we find ourselves confronted with two disparate realities: progress and obstruction, positive change and powerful, persistent challenge. Both of these realities are true, and both are impacting the other.

Going forward, our biggest challenge as individuals will be reconciling these dual realities through our daily actions and one-on-one encounters. On an institutional level, we must develop a rubric to educate the community, continue to cultivate DEI leadership across campus, identify structures that impede progress, learn from our mistakes and reinvest our resources for maximum impact.

As a community, we have come a long way in a relatively short period of time. Today, we are viewed by many of our peers as a shining light on the hill and by others as a target.

We cannot and we will not be deterred. Despite inevitable setbacks and everyday difficulties, we will recognize the positive changes underway. In the coming year, we will move forward with resolve and hope, in the certain knowledge that, together, we have the momentum and the will to carry forward our commitment to creating a truly equitable, inclusive, diverse and welcoming environment.



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Mark J. Bernstein, Ann Arbor
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