



UNIVERSITY OF  
MICHIGAN

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

NOVEMBER 2017

**MANY  
VOICES  
OUR  
MICHIGAN**

**YEAR  
ONE**

YEAR  
TWO

YEAR  
THREE

YEAR  
FOUR

YEAR  
FIVE



**YEAR  
ONE**

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

NOVEMBER 2017

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**“We are unified in our determination to create a vibrant campus in which people from many backgrounds experience a sense of belonging and have the opportunity not only to be heard, but also to contribute and excel.”**

President Mark S. Schlissel



## The University of Michigan's Diversity, Equity and Inclusion Strategic Plan has completed a successful first year.

I commend the hundreds of individuals across U-M who are contributing to the implementation of the university-wide plan, as well as to the individual unit plans. Over the past year, we have built upon the work of numerous university units to advance our plan's ambitious goals.

It is an honor to collaborate with so many community members dedicated to our values around diversity, equity and inclusion. Our student and faculty leaders, unit leads and all members of the Office of the Chief Diversity Officer have embraced the important work of our five-year plan.

I am proud that we have incorporated diversity, equity and inclusion into many aspects of our operations and mission. Funding and progress for DEI efforts are part of the university's annual budget process, and DEI professional development programs are in place for executive units, schools and colleges.

While we know we have much more to do to achieve our goals, the plan's first year has resulted in crucial accomplishments: DEI initiatives in programs and units are underway across U-M. We conducted unprecedented surveys among students, faculty and staff to assess our campus climate. We created a reporting tool to track implementation and progress.

All of our collective efforts in this first year will help to inform our programs and progress going forward.

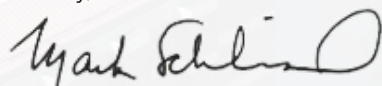
I hope we will also remember that even as we continue to implement our initiatives, our students, faculty and staff study and work in an environment that is not always as welcoming and inclusive as we would like. We have seen individuals and groups targeted by hateful expressions that do not reflect our values as a university. These reprehensible acts remind us all of the importance of our ongoing commitment to our DEI principles, and to concerted action to improve the environment for every member of our academic community.

When we introduced our Strategic Plan last year, we reinforced the idea that it was both a plan and a pledge that would guide our community. I am so grateful for all of you who are helping us strive to live up to our most cherished ideals.

The University of Michigan cannot be excellent without being diverse in the broadest sense of that word. We also must ensure that our community allows all individuals an equal opportunity to thrive.

Thank you for your amazing dedication to the University of Michigan.

Sincerely,



Mark S. Schlissel, *President*

On October 6, 2016, following a yearlong planning process, the University of Michigan launched its five-year Strategic Plan for Diversity, Equity and Inclusion (DEI).

This announcement signified our renewed commitment to cultivating a diverse university community while creating an inclusive and equitable campus environment.

During this first year of plan implementation, we made significant strides toward accomplishing our goals. We also learned much about ourselves as a community, and how our collaborative efforts will guide us in achieving collective success.

Institutionally, we have positioned ourselves to make long-lasting, impactful change—a fact evidenced in this progress report, which contains a summary of activities during year one of the five-year Strategic Plan. By way of example, a significant event occurred on July 1, 2017, when Michigan Medicine launched its Faculty Recruitment Toolkit, thereby providing a practical framework that broadens our recruitment and directs our hiring efforts toward a more diverse potential pool of applicants and, ultimately, hires. In another example emblematic of our first year progress, the Division of Student Life piloted the Intercultural Development Inventory (IDI), which provided an important baseline assessment of our student body's intercultural competence. Additionally, we executed a large-scale climate survey process to better understand the perceptions, opinions and experiences of all segments of our population. The data provides a rich baseline assessment of where we are as a community in ensuring that everyone has the opportunity to be successful and thrive, and will serve as an important resource in the DEI planning process.

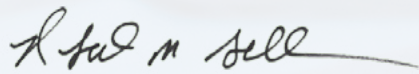
As we reflect on the successes of our first year, we also recognize that there is still much work to be done.

Educational accessibility programs such as Wolverine Pathways, HAIL Scholars and the Go Blue Guarantee continue to support our effort of making higher education a more attainable possibility for all. Even so, we can and must do a better job of making our institution more diverse in every way possible. Providing more opportunities for all members of the university community to thrive and succeed will help us achieve this goal.

I am pleased at how far we have come this past year. Together, we have made significant progress in laying the foundational infrastructure for long-term institutional change.

The upcoming years are likely to be even more challenging than the past 12 months have proven to be. However, I remain convinced that, with consistent and persistent effort on the part of the entire University of Michigan community, we will attain our goals of diversity, equity and inclusion.

Sincerely,



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



# EXECUTIVE SUMMARY

YEAR  
ONE



During its first two centuries, the University of Michigan has worked on many fronts to broaden its diversity and strengthen its inclusiveness.

However, despite notable achievements along the way, our community has long recognized its imperfect history in creating a truly diverse, equitable and inclusive environment.

That recognition—coupled with a growing tide of community protests and student activism—was the driving force behind two campuswide studies commissioned by U-M leadership in 2013 and 2014. In their final reports, both committees documented the community's concerns and desires to mobilize a comprehensive strategic effort focused on the issues of diversity, equity and inclusion.

*The response of university leadership was swift and decisive. In September 2015, soon after announcing that the creation of a more diverse, equitable and inclusive campus was among his most important priorities, President Schlissel called on the university community to develop U-M's first five-year diversity, equity and inclusion strategic plan.*

## THE PLANNING PROCESS

Due to U-M's decentralized structure and the significant differences in demographic composition and organizational climate among units, university leaders chose to embark on a distributed planning process. In total, 49 planning units were established—including all 19 Ann Arbor schools and colleges, other academic affairs units, Student Life, Athletics, Michigan Medicine and administrative offices—and

scores of unit planning leads were identified to manage the local planning efforts.

Each of the *initial* 49 unit plans unveiled in September 2016 included highly detailed action steps that correlated with three overarching strategies: create an inclusive and equitable campus climate; recruit, retain and develop a diverse community; and support innovative and inclusive scholarship and teaching. These 49 unit plans became the core of "Many Voices, Our Michigan," the university's Five-Year Strategic Plan for Diversity, Equity & Inclusion.

**In all, the planning units committed to achieving nearly 2,000 key actions. These were in addition to 34 major campuswide actions undertaken by the university.**

On October 6, 2016, all 49 units began implementation of their respective action plans. Both the campuswide plan and the individual unit plans will continue to be evaluated, monitored and refined by stakeholders on an ongoing basis as part of an iterative process.

## YEAR ONE: LAYING THE GROUNDWORK AND ADVANCING GOALS

During year one, the university established a central office for Diversity, Equity & Inclusion (ODEI) to



## SIGNIFICANT ACHIEVEMENTS OF YEAR ONE

- Launched large-scale DEI training initiative across campus.
- Conducted the first ever university-wide [Climate Survey](#).
- Launched the Go Blue Guarantee, a program to enhance socio-economic diversity in our undergraduate student population.
- Initiated the LSA Collegiate Postdoctoral Fellowship Program, a program to recruit faculty with a demonstrated commitment to diversity, equity and inclusion in their teaching, scholarship and/or service.
- Implemented the Intercultural Development Inventory (IDI) pilot across the undergraduate population, a tool targeting the development of student diversity skills.
- Made significant progress on central and unit-based action items for Year One, with 100% of central actions and 85% of [unit-based actions either Implemented or In Progress](#).

assist all units in achieving their goals and carrying out their respective action agendas for creating a more diverse, equitable and welcoming environment. By serving as an organizational hub for this important campuswide effort, the Office has provided a focal point for DEI-related activities and helped assure both progress and efficiency.

To further institutionalize the aims of diversity, equity and inclusion, standard DEI operating support was also incorporated into the university's annual budgeting process for all units. Along with this central level of support, 14 dedicated diversity professionals were added in schools, colleges and units across campus to amplify our reach and support within the university community. In addition, the College of Literature, Science, & the Arts (LSA) launched the Collegiate Postdoctoral Fellowship Program, an initiative that focuses on recruiting and retaining outstanding early-career scholars and supports exceptional researchers committed to building a diverse intellectual community.

We conducted our first [climate survey](#) to help identify areas of success as well as concern, and to determine how best to support faculty, staff and students as we move forward in our efforts to create a diverse, equitable and inclusive campus community, and began analyzing results. To create a baseline assessment of our student body's intercultural competence, the Division of Student Life piloted the Intercultural Development Inventory, which measures the development of an individual's attitude toward another culture, identifies critical intercultural incidents and examines how to navigate cultural differences.

The nature of DEI work is continually evolving, as became apparent during year one of implementation. With the hiring of a new Chief Information Officer (CIO) and the restructuring that followed, it was decided that Information Technology Services (ITS) would submit its own plan for diversity, equity and inclusion, **bringing the total number of units engaged in this university-wide effort to 50.**

## CHARTING PROGRESS: PURSUING ACTION ITEMS, REINVESTING IN FOUNDATIONAL PROGRAMS, BUILDING INFRASTRUCTURE AND TRACKING METRICS

As its primary emphasis, this report provides capsule progress summaries for each of the 34 major campuswide initiatives. These range from developing a central DEI education and training resource to building a new multicultural center, from increasing web accessibility to enhancing outreach efforts to urban schools, and from expanding support for first-generation students to promoting best practices in employee recruitment. In nearly every area, the university has made significant progress—creating essential infrastructure and taking steps to achieve targeted goals.

The first 12 months of implementation also have given us the opportunity to begin tracking individual unit actions across the university. Among the action items are many student, faculty and staff programs that embody the ideals of diversity, equity and inclusion at the University of Michigan. To date, 85% of these efforts have either been *implemented* or *are in progress*. In this report, we present a sampling of unit plan highlights. It is important to note that these vignettes represent only a small fraction of the nearly 2,000 DEI-related activities currently underway.

Along with these major new initiatives, the university also has committed to activities that reinforce its three overarching strategies by reinvesting in ongoing programs foundational to our success in attaining the goals and strategies of the five-year plan; establishing an elevated and expanded leadership function charged with guiding the university's progress in diversity, equity and inclusion across all segments of the institution; and tracking metrics that represent important factors in assessing progress toward our goals.

**Each unit's updated year two plan incorporates a summary statement of activities implemented during year one. [View those summaries here.](#)**

## REVIEW OF PLAN PRINCIPLES AND OVERARCHING STRATEGIES

YEAR  
ONE

The university's Strategic Plan for DEI is guided by three overarching goals, three strategies and related campuswide actions—all of which emerged from the individual unit plans.

## THE GOALS... AND THE PRESIDENT'S CHARGE

During his announcement, President Schlissel laid out three fundamental goals. These key objectives not only guided the yearlong planning process, but have served as our touchstones throughout the initial year of plan implementation. They include:

### #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.

The official Strategic Plan launch ceremonies, held on October 6 last year, began with the introduction of the university's first Chief Diversity Officer, Robert Sellers, who presented an outline of the new plan—followed by comments from university leadership on Michigan's renewed vision for pursuing diversity, equity and inclusion.





**“When we introduced our Strategic Plan for DEI last year, we reinforced the idea that it was both a plan and a pledge that would guide our community. I am so grateful for all of you who are helping us strive to live up to our most cherished ideals.”**

Mark Schlissel,  
President of the University of  
Michigan

### **Overarching Strategy 1: CREATE AN INCLUSIVE AND EQUITABLE CAMPUS CLIMATE**

We will continue working to create an environment in which all campus community members are welcomed and supported, and differing perspectives and contributions are sought out and valued. Major new campuswide actions 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
- Implementation of the first university-wide climate survey

### **Overarching Strategy 2: RECRUIT, RETAIN AND DEVELOP A DIVERSE COMMUNITY**

Building on our past efforts, 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. Major new campuswide actions 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
- Development of tools to improve hiring and search processes for faculty and staff

### **Overarching Strategy 3: SUPPORT INNOVATIVE AND INCLUSIVE SCHOLARSHIP AND TEACHING**

In the future as in the past, we will be vigilant in assuring 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. Major new campuswide actions include:

- Programs to recruit and financially support faculty whose research centers on these issues
- Implementation of training on inclusive teaching methods
- Development of processes that value DEI-related contributions in faculty evaluations and tenure reviews

The university has committed significant resources to support the programs and initiatives outlined in this plan and in the unit plans. To ensure accountability, each of the actions initiated to achieve these three strategies has been assigned to a clearly identified office.

## THE DEI STRATEGIC PLAN IN ACTION





**“With diversity, equity and inclusion, we can foster a more vibrant, creative community where our differences contribute to our success.”**

Marc Lindermann  
U-M staff



**“Through diversity, equity and inclusion, we give all of our students models to succeed.”**

Tiffany Ng  
U-M faculty

A photograph of a woman wearing a grey hijab and a red jacket with a fur-lined collar, engaged in a conversation with a man in a green hoodie. The woman is looking towards the man and has her mouth slightly open as if speaking. The background is blurred, showing other people in a public setting.

## MAJOR CAMPUSWIDE ACTIONS: PROGRESS TO DATE

**YEAR  
ONE**



**“Celebrate our differences and similarities as we work together to build a stronger community!”**

Felice Gonzales  
U-M staff

The campuswide action items presented in these next sections emerged from and reflect the common foci of the 49 *initial* unit plans. As such, they not only support and enhance those plans but also highlight areas where centrally coordinated and supported programs and initiatives can be most effective. These areas include providing the necessary infrastructure for unit plans to succeed, consolidating common efforts identified across unit plans through centrally coordinated programs and undertaking initiatives that can be conducted only on a university-wide scale.

Ultimately, this plan is intended to advance our tripartite goals of diversity, equity and inclusion. While distinct, these goals are both synergistic and overlapping, and thus strategies to support them similarly overlap. Likewise, specific action steps listed under one strategy may also be serving other strategies.

## NOTES ON YEAR ONE PROGRESS SUMMARIES

Each of the items listed below includes a statement of planned actions in support of diversity, equity and inclusion followed by a short summary of progress to date. While each action designates an accountable office, these are by no means the only entities involved in the work. Virtually all action items depend on strong collaboration across many offices and individuals, and each campuswide endeavor continues to welcome contributions from all who feel called to participate.

These year-one progress summaries include relatively new programs such as HAIL Scholars and Wolverine Pathways, which were developed as part of the university's commitment to diversity, equity and inclusion but began their pilot phases ahead of the strategic planning cycle. Along with the programs and initiatives outlined below, this plan also encompasses an array of existing DEI-related efforts—described later in this report—in which the university continues to invest. All strategies and actions are being implemented in accordance with the law and university policy.

In addition to central actions in year one, the 49 *initial* units included in the original Strategic Plan initiated and/or implemented nearly 2,000 action items. Highlights from many of the unit plans are featured throughout this section and showcase diverse areas of focus. However, they are intended to serve only as examples of the many outstanding efforts underway at the unit level and, as such, represent only a small fraction of the excellent work accomplished across campus in year one.

**A comprehensive overview and status report on the nearly 2,000 action items for the 49 *initial* unit plans can be found in the [Unit-Based Strategic Objectives and Action Items document](#).**



## OVERARCHING STRATEGY 1: CREATE AN INCLUSIVE AND EQUITABLE CAMPUS CLIMATE

**We are committed to ensuring that our campus is a place where differences are welcomed, where different perspectives are respectfully heard and where every individual experiences a deep sense of belonging and inclusion. We know that by creating a vibrant climate of inclusiveness and working actively to challenge and respond to bias, harassment and discrimination, we can more effectively leverage the resources of diversity to advance our collective capabilities.**

We recognize that differences arise not only from visible identities, but also from a variety of less visible characteristics and experiences that may contribute to the dynamics of inclusion or exclusion. Therefore, in determining appropriate action steps, planning leads across campus asked questions such as: To what degree are our schools, colleges and units places where all are welcomed? What happens

when various community members express their opinions and needs? To what extent do faculty, staff and/or students perceive that their ideas are given serious consideration? What contributes to individuals in our institution feeling a sense of belonging—or conversely, a sense of exclusion or isolation?

The answers to these questions were unique to each of the schools, colleges and units and their local cultures. As a result, the collective plans included scores of climate-building activities and a wide variety of initiatives—from creating effective systems for reporting bias to establishing dedicated diversity, equity and inclusion committees or roles with new levels of accountability.

## UNIT PLAN SPOTLIGHT

[Graham Sustainability Institute](#)**ECO EQUITY TOWN HALL**

In preparation for launching a forum on DEI issues that intersect with environmental justice and other sustainability topics, students held an interactive Eco Equity Town Hall. Chief among their objectives was developing a cross-campus [Eco Equity Goal](#). In response to a groundswell of interest, the Graham Institute will support student efforts to continue this work through the Student Sustainability Initiative (SSI) and will guide planning, hosting and promoting future Eco Equity Town Halls. The Institute will also highlight accomplishments through various communication channels and will support a new SSI Board position to manage upcoming Eco Equity efforts.

## UNIT PLAN SPOTLIGHT

[Division of Public Safety and Security \(DPSS\)](#)**PANCAKES AND POLITICS**

In year one of the Strategic Plan implementation, the division participated in a student-focused educational activity—Pancakes and Politics—during which DPSS officers and administrators shared perspectives and discussed various topics with students. In an effort to increase student participation and foster ongoing conversations, DPSS will work proactively to create future events and activities with various student groups, and to solicit feedback for DEI-related event planning in fiscal year 2018.

**Progress on Major Campuswide Actions**

In addition to the proposed actions outlined in each unit plan, the university 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. Here, and in the accompanying segments on Strategy 2 and Strategy 3, we offer capsule summaries of activities and progress to date.

**Action Item:****Campuswide Climate Survey**

*The university will conduct the first-ever university-wide Campus Climate Survey on Diversity, Equity and Inclusion to help us understand faculty, staff and student perspectives and experiences related to their work and study at the university. The survey is being designed and will be administered with the input and oversight of faculty and staff members with relevant expertise in the area. Every effort has been made to ensure that the climate survey utilizes state-of-the-art methodology. The resulting data will be used to assess the present campus climate in a more comprehensive fashion in order to inform current and future decisions about building a more diverse, inclusive and vibrant environment. It also will provide a metric of accountability for change over time. Administered for the first time in 2016–2017, the climate survey will generate both university- and unit-level data on campus climate and will do so in a way that can be repeated to measure progress toward the goals of this plan. The climate survey will be managed by the Office of Diversity, Equity & Inclusion, in close collaboration with a number of central offices and faculty advisors.*

**Progress to Date:**

The climate survey data is a critical metric to track DEI efforts campuswide. Overall, the data collection process has been markedly successful. The sampling efforts for faculty, staff and students—all implemented by January 2017—yielded extremely robust response rates for staff (74%), faculty (71%) and students (59%). These efforts, which focused on the university at large, provide the most representative picture to date of the U-M community's reported feelings, beliefs and experiences related to campus climate. They also have produced important baseline data. Reports from the sampling efforts will be publicly released in November 2017.

The university is also conducting full censuses of its three main constituencies. The census efforts will provide students, faculty and staff with the opportunity to share their feelings, beliefs and experiences relating to the climate of their home unit. The resulting data will be shared at the unit level to help individual schools, colleges and other U-M entities address their specific areas of need.

The All Staff Census, conducted in Spring 2017, also generated robust response rates, with 80% of the 50 units achieving response rates of 60% or higher. Reports for the All Staff Census were released to units in October 2017. During that same month, the All Student Census and, in partnership with ADVANCE, the All Faculty Census were deployed.

**Initial Results:**

- 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.

**Responsibility:** Office of Diversity, Equity & Inclusion

## UNIT PLAN SPOTLIGHT

College of Literature, Science, and the Arts (LSA)**LAPTOP PROGRAM**

To assure more equitable access to resources, LSA's Laptop Loan Program provides "loaner" laptop computers to enrolled students with a family income of \$51,000 or less. In all, 41% of students eligible for the program identify as underrepresented minority students, and 53% of students who accept a loaner computer are underrepresented minority students. In a survey, participating students reported greater use of computers compared with those who declined participation. As of July 1, 2017, there were 523 computers on loan. In October 2017, that number increased to 717. Next year, LSA will continue to gather feedback through surveys and focus groups and will also collect quantitative data to gauge program success.

## UNIT PLAN SPOTLIGHT

School of Social Work**DEI DROP-IN LUNCH SERIES**

During Winter Term 2017, the school collaborated with the Office of Student Services to host a drop-in lunch series where Social Work students, staff and faculty could discuss DEI-related questions, concerns and ideas. Groups ranged in size from six to 30, with participation growing over time. These informal events were highly successful as a means of identifying student concerns and interests, ranging from financial pressures to a desire for more transparency regarding decisions and actions by the school. Concerns were shared with appropriate offices and are being addressed. In year two, the school will continue building communication channels with the student body through these lunchtime gatherings and numerous other events.

**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 another similar assessment tool to a large representative cohort of students annually. These tools will be designed to assess intercultural acumen, defined as the ability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. Based on assessment results, students will be provided with a customized learning plan and a variety of intercultural training opportunities targeting specific areas for skill development and increased personal capacity. Pre- and post-assessments will be administered to determine program effectiveness and areas of future investment.*

**Progress to Date:**

Year one efforts by Student Life focused on building capacity, facilitating implementation, assessing work to date and understanding its impact. A first step involved launching the IDI Pilot by inviting more than 270 graduate and undergraduate students—16 different cohorts in all—to participate. Initial assessments indicate significant learning among participants as well as opportunities to fundamentally transform how students engage and navigate difficult conversations across difference. The overwhelming majority of students (96%) experienced a significant gap between their perceived and developmental orientation. Students reported setting personal goals based on their IDI participation; viewing themselves differently as a result of their participation; thinking about things they do not usually consider; and being more likely to seek out diversity, equity, inclusion or conflict management experiences. Student Life is committed to further analysis over a longer period of time to provide students with space to reflect and explore long-term impact. Student Life also developed staffing capacity to design and implement the year one Inventory; built a cross-unit implementation team to customize the IDI to meet U-M student needs and inform curriculum development; hired and onboarded new staff to serve in project leadership, logistics and assessment roles; and trained a team of 60 Qualified Administrators (QA) on the aims of the pilot.

**Responsibility:** Division of Student Life

**Action Item:****Diversity, Equity and Inclusion Education and Training Resources**

*The university will develop a central diversity, equity and inclusion education and training resource designed to cultivate skills and behaviors that ultimately enhance our campus climate. We will create a diversity competency framework that establishes behavioral outcomes. In addition, we will expand and enhance current supervisory and leadership training to include high-quality education and experiences in diversity, equity and inclusion for managers, supervisors and directors. Fundamental training will be available to all individuals and will be offered to schools, colleges and units at no cost in order to encourage broad participation. A dedicated web portal will provide access to specific training programs, a list of expert consultants, custom training for units and facilitators available on a fee basis to help with unit-level conversations and plan implementation. This program will be developed and led by University Human Resources.*

**Progress to Date:**

The Department of Organizational Learning (DOL) was established in October 2016 to serve as a central hub of DEI training and education for faculty and staff. Since then, the office has delivered 336 program offerings to more than 7,545 campus constituents, with more than 90% of all campus units participating. This included eight unique courses offered as 129 classes to 3,107 participants, and four unique courses developed by Michigan Medicine offered through 207 classes to 4,428 documented participants. In Fall 2016, a subcommittee was also convened and charged with building a complete, robust DEI competency model. An interactive model is currently under development that will enable individuals and units to create customized development pathways.

In addition, as part of its year one plan implementation DOL also: offered 5 sessions of a DEI-customized version of the course Crucial Conversations for all Implementation Leads, with participation from 55 individuals, or approximately 65% of the total Implementation Lead group; delivered a course entitled "Unconscious Bias" to managers and supervisors of Engineering, Business & Finance and other units; developed pilot programs and interventions in collaboration with the College of Engineering, Business & Finance, Office of the Provost and the University Library; housed a unit intake process on the Department of Organizational Learning website to

## UNIT PLAN SPOTLIGHT

## U-M Museum of Art (UMMA)

## DEVELOPING PRIORITIES FOR NEW DEI ACQUISITIONS

In year one, UMMA curators and the Andrew W. Mellon Manager of Academic Outreach & Teaching assessed current collections and developed priorities for new acquisitions to support DEI-related study room teaching and enhance the diversity of permanent galleries and rotating exhibitions. The goal was to develop a curricular context for gallery visits and assignments by more than 9,500 students. By growing UMMA's collection in a strategic way and adding works that relate to DEI themes, the permanent galleries will become educational spaces where people can contemplate world cultures and learn about histories that have been unrecorded, forgotten or silenced. To date, the museum has received funding for DEI acquisitions in years two through five of plan implementation. UMMA will also expand the Director's Acquisition Committee and increase funds for acquisitions of prioritized works.

access requests and facilitate course registration; and released the first of a two-part online module on MyLinc entitled DEI: The Basics.

**Responsibility:** University Human Resources

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

*The university will provide professional development experiences for new deans and executive leaders focused on handling diversity, equity and inclusion issues, both as part of their onboarding process and as continued leadership support. This support will be offered centrally as a supplement to professional development resources provided by the Office of the Provost. Topics, selected in consultation with the Academic Program Group (APG), will include recruitment and retention issues specific to diversity, equity and inclusion, as well as skill development for fostering an inclusive climate.*

**Progress to Date:**

In partnership with the Department of Organizational Learning, the Office of the Provost is developing a curriculum for this professional development opportunity for executive leadership. Individual interviews are being conducted with each executive officer and dean in order to identify key areas of focus. As of November 2017, these interviews were nearly complete, and a curriculum will be developed

by the end of the Fall Term. Executive leadership sessions will begin during Winter 2018.

**Responsibility:** Office of Diversity, Equity & Inclusion

**Action Item:****Trotter Multicultural Center**

*Inspired by the advocacy of the Black Student Union, and as part of its overall effort to encourage productive dialogue across differences and create opportunities for students to come together, the university is building a new multicultural center in the heart of campus. Designed as a hub for multicultural education, events and activities, the new facility will have enhanced staff capacity for innovative programming. It will offer a venue for student programs and activities designed to develop cultural learning and awareness and skills for collaborative engagement in an increasingly global and diverse community. In addition, the center will continue to provide space for student organizations to hold events and will offer a wide range of educational and support programs for students experiencing bias, including health and wellness programs in resiliency and self-care. The new space also will provide opportunities for all students to explore heritage and cultural traditions.*

**Progress to Date:**

This past year, Student Life facilitated community





**“When people of all kinds feel as if they are represented, respected and appreciated.”**

**Ka'Marr Coleman-Byrd**  
U-M student

dialogues on various aspects of the new Trotter Center, to be built on State Street. These events and conversations focused on the building process, project timeline, site plan review and general questions. Approval was obtained from the Board of Regents for the schematic design and for authorization to issue bids and award construction contracts. To assure strong and capable oversight of the building and development process, Student Life formulated a new vision for leadership, committed to a national search for a new director of the Trotter Center and enlisted an executive search firm to identify candidates, with the goal of bringing a new director on board in Winter 2018. Groundbreaking for the new facility will take place in conjunction with Diversity Summit Week activities.

**Responsibility:** Division of Student Life

#### **Action Item:**

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

*Using data-driven best practices, the university will increase the capacity and coordination of existing initiatives, units and work teams to provide resources for our student community when incidents of bias occur and when other challenges to an inclusive environment arise. These efforts will offer critical support for all students involved in crisis, bias-related incidents or situations related to a challenging campus climate. In addition, student communications will focus on raising awareness about—and increasing utilization of—related support services and organizations, channels for reporting bias and other resources.*

#### **Progress to Date:**

As part of the university's ongoing commitment to rigorous assessment, Student Life conducted a “snapshot” inventory of Student Life's current advocacy, transition support and educational offerings for students experiencing bias and addressing challenges associated with campus climate. Among key findings was the fact that, in FY2017, there were 92,000+ total student contacts across 121 offerings. During year one, Student Life also launched a Health and Wellness Team to identify best practices in the integration of wellness models as a core component of a comprehensive DEI plan, pinpoint areas for improvement and expand current programs and resources. A cornerstone of the Student Life five-year strategic plan involves strengthening programs and services devoted to improving diversity, equity and inclusion

#### UNIT PLAN SPOTLIGHT

[School of Kinesiology](#)

### **GENDER EMPOWERMENT EVENT**

Kinesiology partnered with the Institute for Research on Women and Gender, Women's Studies, Athletics, Bentley Historical Library, and other campus units to host a gender empowerment panel discussion and accompanying photographic and archival exhibit in Lane Hall. In tandem with the university's bicentennial celebration, the event was titled *Moving Through the Centuries: The Empowerment of U-M Women Through Physical Activity*. The panel presentation and exhibit launch attracted a broadly diverse audience, many of whom were unaware of the inequalities women historically faced at U-M. In year two and beyond, the school will continue to celebrate women's accomplishments and empowerment through sport and physical activity, with the goal of equipping students, staff and faculty to challenge gender inequality in kinesiology and related disciplines.

#### UNIT PLAN SPOTLIGHT

[University Library](#)

### **MY IDEA AND THE IDEA LAB**

Through DEI-related efforts, all members of the library community are learning to see each other not only as skilled professionals, but also as unique, individual human beings. The library will continue hosting Inclusion, Diversity, Equity and Accessibility (IDEA) presentations in year two, will offer IDEA Labs on a quarterly basis and may pilot IDEA retreats as a means of team building. Dialogues are underway on the development of a highly collaborative IDEA Studio in which participants can create works of art, comic books, poems or other objects representing their cultural identity, and later exhibit their work at a gallery show. These library community-building programs underscore a fundamental principle at the core of the organization: the idea that people are the U-M Library's most precious collection.

## UNIT PLAN SPOTLIGHT

School of Dentistry**STRENGTHENING THE ROLE OF THE MULTICULTURAL ADVISORY COMMITTEE (MAC)**

Established more than 20 years ago, the school's MAC promotes justice by exploring and celebrating cultural diversity. During phase one of DEI planning, MAC members worked closely with the Climate Study Implementation Committee (CIC). Action steps now being developed by MAC/CIC will be used to revise and inform the school's strategic plan. On February 24, 2016, the school hosted Diversity, Equity and Inclusion Day, an event that included updates on phase two DEI planning. Beginning in Fall 2017, DEI topics were included in all faculty and department meetings, and monthly reports were generated on the number of community members engaged in DEI efforts. Following three internal surveys, the school has a comprehensive infrastructure to address DEI-related challenges, both internal and external—a model it will be sharing with other campus units.

at Michigan. To enhance access to these support services and advocacy programs, one staff position each was added to the Center for Campus Involvement, the International Center, the Office of Multi-Ethnic Affairs, the Program on Intergroup Relations and the Spectrum Center. Together, these five new staff members are working to embed proven DEI initiatives, practices and services throughout the Student Life system. They are also working alongside units to integrate and customize existing DEI resources and educational programs for a wide range of student communities. This tailored approach will help guide students through the spectrum of Student Life Learning Outcomes during their time on campus.

**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. The goal of these efforts will be to develop an independent metric for employee evaluation, so that staff, managers and leadership are accountable, growth can be tracked over time and employee contributions can be recognized. The DEI Staff Evaluation Working Group will be managed jointly by University Human Resources and the Office of the Provost.*

**Progress to Date:**

To date, input from U-M units and peer institutions has been collected and a literature review was implemented. A concurrent team effort is underway to create the DEI competency model. Subcommittees of the working group prepared a best practices document, which will be vetted with various facets of leadership during Fall 2017.

**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 campuswide. Led jointly by the Office of the Provost*

*and the Office of University Facilities and Operations, the DEI Facilities Working Group will partner closely with the Office for Institutional Equity, University Human Resources, Division of Student Life, Michigan Medicine and Facilities and Operations, and a number of university organizations whose missions support accessibility and inclusiveness.*

**Progress to Date:**

Due to the transition in the provost role, the multifaceted nature of this work and the significant implications for resources across campus, planned activities were delayed. The official work group will be convened in the Winter 2018 term. To date, various conversations have occurred between multiple offices, including the Office of the Provost, the President's Office, and University Human Resources to determine the appropriate approach and next actions. Facilities and Operations, while integral to the implementation of an inclusive facilities plan, will serve in an advisory capacity during the initial 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 U-M's Ann Arbor, Flint and Dearborn web pages. She or he also will perform accessibility testing on U-M Google apps and on U-M 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). Having a staff screen reader evaluate online interfaces is considered a best practice for discovering accessibility issues not detectable by automated testing.*

**Progress to Date:**

In December 2016, OIE received funding for a full-time Information Accessibility Specialist. Primary responsibilities included testing school/college websites and other information technology resources in order to identify issues of accessibility and usability. Any such issues were forwarded to the relevant unit or department, along with suggestions for appropriate follow-up and corrective action. Although the full-time position will end in Fall 2017, there have been significant deliverables in terms of number of sites tested and



**“Through diversity, equity and inclusion, we can value our differences, accept ourselves and come together in fairness.”**

LaSonia Forté  
U-M staff

feedback provided to remedy issues of usability and accessibility. As a follow-on to these activities, OIE is now partnering with other departments—including Information Technology Services—to identify effective strategies and partnerships for augmenting accessibility testing services and enhancing digital accessibility.

**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 various ways to report bias. The university will actively educate the campus community about all available avenues of reporting (online, by phone and/or in person), as well as about conflict resolution services and other resources for those experiencing bias.*

**Progress to Date:**

The Expect Respect program, of which the Bias Response Team (BRT) is an outgrowth, includes an ongoing educational program. In June 2017, OIE and its BRT partners presented to approximately 100 DEI unit implementation leads, providing information on the BRT along with reporting and response options. The Bias Response Team and OIE also presented the same information to approximately 150 of Michigan Medicine's DEI implementation leads in August 2017.

BRT has developed online content to provide the campus community with consistent and accurate information about bias reporting options and resources. This information is currently being updated. In addition, OIE offers a substantial amount of training to the campus community each year, reaching more than 10,000 individuals in FY2017 alone. Reporting mechanisms are discussed in the majority of these educational sessions. An online log is now available that enables the campus community to track reported bias incidents.

**Responsibility:** Division of Student Life, Office of Diversity, Equity & Inclusion and the Office for Institutional Equity

UNIT PLAN SPOTLIGHT

School for Environment and Sustainability (SEAS)

**DEI TRAINING SESSIONS**

In year one, the SEAS DEI Program Manager facilitated training sessions for faculty, staff and students, focused on understanding social identities and assumptions as a way to remove barriers and biases. To address action items within the Strategic Plan, staff training centered on creating a vision for an equitable and inclusive work environment while student DEI training addressed ways to build an inclusive learning community. Spurred by this success, plans are now underway to expand DEI educational efforts. Areas of focus in year two will include specialized topics for staff training, social and community events to promote a sense of inclusion, staff recognition events, additional training to engage international students, more accessible training for research staff and collaborations with student leaders to expand participation.



**“Engagement and transparency to ensure equality for all.”**

Dr. Okeoma Mmeje  
U-M faculty

## ADDITIONAL ACTION ITEMS INTRODUCED IN YEAR ONE

During the first year of implementation, the following new initiatives were launched in support of the DEI Strategic Plan:

**Action Item:**  
Staff Ombudsperson Workgroup

**Progress to Date:**  
Based on feedback from focus groups and other DEI-related initiatives, CDO Robert Sellers appointed a design committee to explore the advisability of hiring a staff ombudsperson. In May 2017, the committee recommended the establishment of such a role. The position has subsequently been submitted for budget approval.

**Responsibility:** University Human Resources

**Action Item:**  
Instructional Technology Position

**Progress to Date:**  
The university's Department of Human Resources has created an instructional technology position for one year to enhance training and development services for the Office for Institutional Equity.

**Responsibility:** University Human Resources

**Action Item:**  
Expansion of the Detroit Connector

**Progress to Date:**  
In Fall 2017, the Detroit Connector, a University of Michigan bus service connecting the Ann Arbor and Dearborn campuses to the city of Detroit, began providing service seven days a week to U-M faculty, staff, students and, for the first time, the general public. Launched as a pilot service in September 2013, the Detroit Connector operated on grants, donations and eventually funding by the Detroit Center and Office of Diversity, Equity & Inclusion. By expanding the service and making it available to the public, the Connector aims to improve access to the region's numerous research, academic and cultural opportunities. For more information, visit the [Detroit Connector](#).

**Responsibility:** Office of Diversity, Equity & Inclusion

### UNIT PLAN SPOTLIGHT

College of Engineering

## FUNDRAISING FOR DEI INITIATIVES

The college engaged proactively with the Office of Advancement to raise funds for DEI-related activities. These initiatives included a \$1 million Toyota Research Institute gift to be used in part for student learning and diversity activities. In consultation with the Associate Dean for Graduate Education, the college established a \$6 million fundraising goal to support DEI graduate fellowships. Currently, prospective gifts of \$3 million are in the pipeline. The Office of Advancement also collaborated with Student Affairs and Graduate Education to identify recruitment opportunities for increasing diversity in student populations, while simultaneously working to secure donor funding for these programs. Examples of ongoing diversity recruitment programs include the Petrovich Recruitment Weekend and a \$250,000 Google grant to the Midtown Detroit makerspace known as the Michigan Engineering Zone. Going forward, the college will continue to seek funding opportunities for DEI-focused initiatives.



**“It’s about making ALL people of every background, race, gender, socioeconomic status, sexual orientation, etc. feel safe, welcomed, comfortable and wanted on our campus.”**

**Roberto Gonzalez**  
U-M student

#### MORE UNIT PLAN SPOTLIGHTS

##### Business & Finance (B&F)

### **BUILDING INCLUSIVENESS, STRENGTHENING CONNECTIONS**

In partnership with Voices of the Staff and the U-M Bicentennial Coordinating Committee, B&F sponsored and managed the MSTAFF200 event. This first-ever celebration of staff contributions throughout the university’s 200-year history and into the future, was envisioned, planned and executed by staff, enlisting more than 600 volunteers. Concerted efforts were made to ensure the event was accessible and inclusive as part of the DEI initiative, resulting in attendance that topped 20,000. The entire event was dedicated to highlighting the critical role staff play at the university, and to recognizing their significant achievements. To build on the success and positive momentum of MSTAFF200, a new, year two action has been added to develop strategies for fostering a more inclusive organizational culture, with particular emphasis on highlighting the role B&F staff play in supporting the university’s mission.

##### Clements Library (CL)

### **CREATING A DEI-THEMED ACQUISITION FUND**

In year one, the library explored and implemented a targeted fund for acquisitions that proved highly successful in bringing DEI-themed resources to campus. Notable highlights of the initiative include: a rare, color printed engraving showing the destruction of sugar plantations during the Haitian Revolution and demonstrating the vivid impact of the St. Domingue slave uprising on the world; an abolitionist broadside highlighting the hypocrisy of the Washington, DC slave trade, published during a campaign for abolition in the national capital; and an 1885 narrative entitled *Isaac Williams, Sunshine and Shadow of Slave Life. Reminiscences as Told by Isaac D. Williams to “Tege.”* In addition, the library’s development team is actively seeking a donor to establish a named endowment for DEI at the Clements.

##### Office of Diversity, Equity & Inclusion (ODEI)

### **STAFF ENGAGEMENT**

The Staff Engagement Committee within ODEI was established to provide a means for offices and units to address issues and challenges related to job responsibilities, professional development, pay equity and other HR topics. Over a six-month period, the committee developed an onboarding process designed to better integrate new staff

into their office cultures. Two members of the DEI Implementation Committee have joined the Staff Engagement Committee. Because of operational variances among units and the lack of a formalized, across-the-board documentation process, ODEI is also working to develop standardized procedures. The top priority for year two is an equity review with associate directors from each unit who serve on the committee to address consistent job descriptions and appointments, and explore pay equity.

##### Office of Research (UMOR)

### **SYSTEMATIC REVIEW OF DIGITAL AND PRINT COMMUNICATIONS**

Within UMOR, both the Office of Research and Sponsored Projects (ORSP) and the Institute for Research on Women and Gender (IRWG) developed unique plans to evaluate their respective communications for promotion of DEI goals. Following a comprehensive review of website pages, emails and digital and print materials, ORSP crafted a work plan to improve the ADA compliance of their website, supplement their stock photography archives with more inclusive images and improve signage and accessibility for events without infringement on major religious holidays. Plans are in place to assure that future content is ADA-accessible. Events and communications staff at IRWG took a slightly different approach, collecting a random, wide-ranging sample of communications pieces from the 2016–2017 academic year and rating them according to preset criteria for inclusiveness and diversity. Any barriers to inclusiveness in communications will be addressed in the upcoming year.

##### Matthaei Botanical Gardens (MBG)

### **IMPROVING ACCESSIBILITY**

To create a more welcoming and inclusive environment, a ramp was constructed between the front lobby and the west entrance. Although not listed as a goal in the MBG year one plan, this addition has significantly improved accessibility to the building. Previously, people in wheelchairs, with strollers or otherwise unable to navigate stairs were forced to go outdoors and follow a winding path between the west and front lobby areas. This lengthy detour discouraged many visitors and created an impediment for staff and volunteers who needed to move between those spaces on a regular basis. Ongoing facility evaluations have yielded additional ideas for future capital projects, among them: wheelchair-height workstations in greenhouses and the renovation of an outdated locker room to include an accessible restroom.



## OVERARCHING STRATEGY 2: RECRUIT, RETAIN AND DEVELOP A DIVERSE COMMUNITY

**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.**

To determine the most essential actions, planning leads across campus examined whether access and entry to our schools, colleges and units—and opportunities for development and advancement—are equitable. They also studied key progress indicators (e.g., rates of completion, promotion, turnover, exit interview data and other related measures) to understand how access, entry and development differ across various groups.

Findings among the *initial* 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. They include everything from K-12 outreach programs to a review and revision of admission and hiring practices, as well as programs that create advancement opportunities for faculty and staff. Overall, 70% of unit plans include initiatives designed to broaden staff, student and faculty recruitment outreach. Nearly 80% of school and college plans specify DEI training for faculty search committees, along with efforts to promote existing campus support programs and resources for students, staff and faculty.

## UNIT PLAN SPOTLIGHT

[College of Literature, Science, and the Arts \(LSA\)](#)

## COLLEGIATE POSTDOCTORAL FELLOWSHIP PROGRAM

The LSA Collegiate Postdoctoral Fellowship Program was established to recruit and retain outstanding early-career scholars with a demonstrated commitment to diversity, equity and inclusion in their research, teaching and/or service, and to promote an inclusive scholarly environment. In year one, seven fellows were selected from 761 applicants in a multi-step process that included the dean's office, the National Center for Institutional Diversity (NCID) and LSA department faculty. In year one, NCID interviewed department chairs and administrative staff from participating units to obtain feedback on the program and received an overwhelmingly positive response about the program and process. Chairs and staff also shared input and suggestions that were incorporated into the year two program process for 2017–18. The addition of the Life Sciences Institute (LSI) as a participating unit in program year two (in response to a request by the LSI director) is another indicator of program success and impact and could provide additional resources. In addition, both NCID and the dean's office will continue to work with departments to secure and provide appropriate resources and supports for candidates' research/scholarship. In sum, already the Collegiate Postdoc program is a promising strategy that stands to be a model for institutional transformation across the U-M and nationally.

## Progress on Major Campuswide Actions

### Action Item:

#### Wolverine Pathways

*In February 2016, the university initiated the first cohort in Wolverine Pathways (WP), an innovative pipeline program focused on creating a path to college readiness for middle and high school students currently living in the Southfield Public and Ypsilanti Community school districts. The program will be expanding to Detroit in Fall 2017. Wolverine Pathways Scholars who successfully complete the program, then apply to the University of Michigan and are admitted will receive a full, four-year scholarship for tuition and fees plus additional aid, based on their financial need.*

### Progress to Date:

During the 2016–2017 academic year, the program welcomed 381 scholars from Detroit, Southfield and Ypsilanti, bringing the total to 676 scholars. WP presents Saturday sessions in Autumn and Winter along with summer day sessions at sites in the scholars' home communities. Following formal admission, participants receive educational enrichment training in English/language arts, mathematics, science and the social sciences, as well as opportunities to explore computer coding, financial literacy, social and emotional learning and other topics. Taught primarily by certified secondary teachers who receive professional development and curricular training, classes typically encourage students to consider subject matter in relationship to diversity, equity and inclusion. The program includes visits to U-M venues such as Matthaei Botanical Gardens, the Department of Pharmacology and the Shapiro Undergraduate Library.

This high school pipeline program has been strengthened considerably by the introduction of the Go Blue Guarantee. Beginning in January 2018, the U-M will cover the full cost of in-state tuition—for a period of four years—for all admitted students with a family income of \$65,000 or less.

In addition, WP is enriched by a continuing relationship with the U-M community. By way of example, faculty and staff from the Prison Creative Arts Project (PCAP); Department of Pharmacology; College of Literature Science, and the Arts; Michigan Engineering and the offices of Undergraduate Admissions and Financial Aid have engaged with WP

scholars as mentors. They also assist rising seniors with college applications, financial aid and senior capstone projects.

**Responsibility:** Office of Diversity, Equity & Inclusion

### 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. CEO will be responsible for working with the myriad existing outreach efforts across U-M to develop a more coordinated university-level strategy for community engagement. In its new role, CEO will seek to significantly improve the university's capacity and effectiveness. In addition, the center will work with faculty and student groups to help provide training experiences intended to make them more effective and legitimate community partners in their own individual outreach efforts.*

### Progress to Date:

Over the last year, CEO has refined its mission, vision and priorities to reflect its role as a hub for educational outreach at U-M. A great deal of effort has also been invested in phasing out or transitioning former CEO programs responsibly, and working to ensure that past partners remain connected to and supported by U-M. Concurrently, CEO shifted its emphasis to activities supporting capacity building, and the development of an infrastructure to strengthen outreach across the university. In the interest of developing a coordinated university-level strategy for educational outreach, CEO engaged the University Outreach Council (UOC) in far-reaching conversations focused on DEI and the need for a campuswide infrastructure. [The complete report from this conversation is available here.](#) Subsequently, CEO has begun developing the information technology resources needed to support outreach across campus.

**Responsibility:** Center for Educational Outreach



**“Working to ensure that people who have been underrepresented due to injustice and prejudices have access to the same opportunities and resources and are valued.”**

Sonia Joshi  
U-M staff

#### **Action Item:**

##### **Urban School Initiative**

*Despite huge educational challenges, our major cities and urban areas still manage to produce many outstanding students. Recognizing that these students have a great deal to offer, 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. The Urban School Initiative will provide recruitment and enrollment programs—including outreach events, workshops and activities—targeting schools in urban areas such as Cincinnati, Dallas, Houston, Miami, Baltimore, Newark, Atlanta, Los Angeles and Washington, DC.*

#### **Progress to Date:**

During the first year of the Urban Schools Initiative, data analysis was used to identify current enrollment trends, national performance rankings and academic interest preferences to determine which high schools in the specific cities would be best suited for programming during the 2017–2018 recruitment season. To ensure a timely launch, the number of high school visits to areas outlined in the plan was increased. During the first year of this DEI initiative, application review and staff outreach became the primary tactics used to reach enrollment goals. Year two will include additional high school visits, alumni- and community-based organization partnerships, targeted mailings and programming events.

**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. The Office of Enrollment Management (OEM) will collaborate with on- and off-campus partners to create both recruitment and engagement opportunities in support of this population. Specifically, OEM will partner with College Horizons, an organization dedicated to increasing enrollment among Native American, Alaskan Native and Native Hawaiian students. We will also expand financial access to the Michigan Tuition Waiver program for these students.*

#### UNIT PLAN SPOTLIGHT

[The Stephen M. Ross School of Business at the University of Michigan](#)

### **THE ROSS SUMMER CONNECTION (RSC) PROGRAM**

On July 12, 2017, the school launched its inaugural Ross Summer Connection (RSC) program. Developed in partnership with the Michigan Ross Office of Undergraduate Programs (OUP) and the Office of Diversity & Inclusion, RSC is designed for incoming Michigan Ross freshmen from all backgrounds, including students from underrepresented groups, first-generation students and those who may have attended under-resourced schools. The four-week residential program provides an immersion experience in the U-M and Michigan Ross culture—socially, personally and academically. The pilot program included 19 students who participated in identity and cultural seminars, attended prerequisite courses in math, economics and writing, worked collaboratively on projects, were mentored by undergraduate students and alumni and will receive coaching and advising throughout the academic year. The 2018 goal for this extremely successful, high-impact program is to increase the number of participants, elevate the academic content for the curriculum and strengthen the overall experience.

## UNIT PLAN SPOTLIGHT

## School of Information (UMSI) OUTREACH PROGRAM FOR COMMUNITY COLLEGE TRANSFER STUDENTS

In Summer 2017, UMSI piloted its Community College Summer Institute (CCSI), a three-day outreach program intended to build long-term relationships and remove barriers for prospective community college transfer students. The event was designed in collaboration with the Center for Educational Outreach (CEO) and with support from other campus units. CCSI welcomed a total of 40 students to campus to focus on their career plans, academic strengths and the process of applying for transfer to a four-year college. More than 50% of CCSI attendees identified as underrepresented, 58.4% as first-generation and 47.2% as Pell-eligible. In the post-event survey, 80% of participants expressed interest in applying to the University of Michigan. Leveraging insights gained from this pilot, UMSI will again offer CCSI in year two and plans to expand its outreach to community colleges. The CCSI program and REMS, another grant-funded outreach program focusing on preparing master's students for doctoral study, were featured in the July/August 2017 issue of Diversity in Action.

**Progress to Date:**

The Native Student Initiative (NSI) progressed on several fronts during year one of the strategic plan implementation. As of Fall 2017, an application fee waiver is in place for all tribal enrolled American Indian or Alaska Native students on both the Common Application as well as the Coalition Application. In early July, a U-M admissions counselor participated in one of the 2017 College Horizons programs at Whitman College in Walla Walla, Washington. As a result, NSI is now in the process of submitting an RFP to host the 2019 College Horizons program. Discussions are underway regarding the Michigan Indian Tuition Waiver, and a comprehensive proposal regarding additional recommendations for this initiative will be circulated following extensive interviews with students, faculty and staff, as well as benchmarking with other universities.

**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) Scholarship program. This initiative provides full tuition and fees for high-achieving, low-income students from across the state. In addition to financial support, the program removes barriers in the application process that can impede low-income high school students from applying successfully. Currently in its second year, the pilot program will be fully assessed after three years of data collection. If it proves successful, the university will consider expanding program implementation.*

**Progress to Date:**

Year two of the HAIL pilot program has been implemented, and year three is underway. Preliminary results of year two are consistent with first-year outcomes and indicate that the HAIL intervention successfully increases application, admission and matriculation rates, with most of the effect occurring on the application margin.

**Information on major impact areas for 2016 HAIL Scholars can be [found here](#). To review a [summary of the project](#), visit the [University Record](#) website.**

**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. The first-generation student support efforts are being developed collaboratively by 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).*

**Progress to Date:**

In Spring 2017, the First-Generation Student Support program recruited and hired a project manager. In addition to coordinating the Spring graduation ceremony for first-generation students, our new administrator is currently collaborating with MESA, CSP, ONSP and OAMI, as well as other university units, to benchmark and research first-generation student needs at U-M, with the ultimate goal of providing relevant programming.

**Responsibility:** Office of Academic Multicultural Initiatives

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

*In order to support and retain a diverse and thriving student body, the university will increase the capacity of Student Life's First-Year Experience curriculum, Making the Most of Michigan course, 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 also will include increased capacity for wellness initiatives that enhance the first-year experience, as well as educational programs that foster identity and cultural enrichment. The programs will be facilitated by organizations such as the Spectrum Center, Multi-Ethnic Student Affairs, Program on Intergroup Relations, International Center, Trotter Center and Ginsberg Center, with skill development resources provided by areas such as the Career Center, Student Life leadership programming and student self-governance areas. In addition, Student Life will expand its partnerships with student affairs professionals in schools and colleges to enhance*

## UNIT PLAN SPOTLIGHT

[Michigan Medicine](#)**BUILDING AN ORGANIZATIONAL TOOLKIT**

As one of its major year-one achievements, Michigan Medicine developed a faculty toolkit that includes recruiting strategies, guidelines for inclusive search and hiring activities, behaviorally based interview questions, suggested assessment tools and other resources. Launched on July 1, 2017, this action item demonstrated the many complexities of faculty recruiting and the various considerations required at each step in the process. It also led to the creation of uniform recruiting standards and protocols across the Medical School. Further, it enabled Michigan Medicine to establish measures for accountability among departmental chairs. In year two, the faculty toolkit will serve as a model for developing a robust staff recruitment toolkit. [More information on the toolkit is available here.](#)

*academic and social support across the university and increase utilization of student retention services.*

**Progress to Date:**

A primary focus of Student Life's five-year plan is a commitment to strengthen successful, ongoing First Year Experience (FYE) programs that provide student resources and support, improve retention and enhance the campus climate. Student Life laid the groundwork for this effort in year one, taking the first steps to increase capacity and improve cross-unit coordination by conducting an inventory and assessment of existing FYE retention curricula and co-curricular programming. Based on our findings, Student Life honed its focus, established a future direction and developed a framework for First Year Experiences that aims to help students journey toward their academic and personal goals; unlock campus resources and opportunities; connect with others in their community, and thrive, de-stress and become their healthiest selves. In pursuit of these four goals, Student Life forged new academic partnerships campuswide and strengthened its ongoing collaborations with co-curricular programs devoted to improving diversity, equity and inclusion and led by U-M units that include the Ginsberg Center, the Program on Intergroup Relations, the University Career Center, the International Center and Housing. Student Life is currently designing a holistic model to improve its internal infrastructure

and support its work with academic partners. A recent and rigorous assessment generated useful data on Student Life units engaged in DEI-related collaborations and partnerships with U-M units. Based on this data, Student Life revised organizational objectives and action items to align with the university's new DEI context.

**Responsibility:** Division of Student Life

**Action Item:**

**Pipeline Program for Graduate Students from Minority Serving Institutions (MSIs)**

*Many schools and colleges have long-term relationships with minority serving institutions (MSIs) across the country. In an effort to increase graduate student applications at U-M, the Rackham Graduate School will convene a working group to build a coordinated strategy for cultivating new alliances and enhancing existing partnerships with MSIs. The primary goal will be to establish an overarching approach and funding process to support MSI initiatives in individual schools and colleges.*





**“Everyone should be able to thrive at U-M.”**

Fiona Lee  
U-M faculty

#### Progress to Date:

We began year one by hosting a preliminary conversation with campus partners to lead Rackham's effort in developing an institutional strategy for MSI partnerships. This included identifying formal and informal partnerships and establishing the need for a coordinator experienced in working with minority serving institutions and able to collaborate with units campuswide. The subsequent nationwide search for a coordinator revealed that this was likely the first position of its kind within any graduate school in the country. Following a successful hire, program leaders developed a comprehensive list of MSIs and are now identifying current graduate students who have attended an MSI by institution, department and degree program. With a new administrator in place, year two will be devoted to information gathering and research on the factors that drive successful partnerships with MSIs. These findings will form the basis for development of an appropriate strategy as we move forward.

**Responsibility:** Rackham Graduate School

#### Action Item:

##### Faculty Allies Program

*The university will expand Rackham's Faculty Allies for Diversity program. Through this initiative, designated faculty allies work within their graduate education programs in collaboration with Rackham's diversity initiatives, serving as support contacts on DEI issues for graduate students. They also play a leadership role in the university's network for promoting diversity and excellence. Currently, there are 89 faculty allies representing 81 Rackham departments and programs. In the future, we will ensure that every Rackham program designates a faculty ally and includes that ally in their DEI efforts around graduate education. Collaborations will be encouraged to replicate the program in professional schools.*

#### Progress to Date:

In year one, more diverse and inclusive climates were created in U-M units by providing faculty allies with workshops designed to enhance their skills in addressing diversity issues within their respective programs. In addition, the Faculty Allies Program has been expanded by: inviting the participation of allies in Rackham program review meetings; providing an orientation/training process for new faculty allies; creating a faculty allies research literature and resource site in M+Box; improving

communications relating to events and resources; offering one-on-one peer consultations; and launching a Student Ally Grant Program to support and integrate students as partners in faculty ally work. Another major accomplishment in year one was the restructuring of the [Rackham Faculty Allies Grant Program](#) to better meet the needs of faculty allies in both Rackham and non-Rackham programs. In addition, recruitment grants were restructured to correlate with departmental needs.

**Responsibility:** Rackham Graduate School

#### Action Item:

##### Faculty Recruitment and Retention Practice Initiative

*The university created a campuswide initiative to increase best-practice-based faculty recruitment and mentorship, maximizing the likelihood that diverse, well-qualified candidates for faculty positions will be identified and, if selected, will be recruited, retained and promoted. These efforts will expand utilization of STRIDE training among hiring managers and search committees in schools and colleges, and will establish guidelines and support for high-quality faculty mentorship. The faculty recruitment and mentorship initiative will be managed by the Office of the Chief Diversity Officer, in close partnership with ADVANCE.*

#### Progress to Date:

Due to the transition in the provost role and the multifaceted nature of this work, planned activities were delayed. Planning sessions with U-M executive leadership and deans to discuss best practices began in Fall 2017. Additionally, several schools have already expanded their use of the STRIDE training offered by ADVANCE.

**Responsibility:** Office of Diversity, Equity & Inclusion

#### Action Item:

##### Faculty Leadership Development Fellowships

*Scholars at the National Forum on Higher Education for the Public Good in the School of Education provide leadership training in higher education for fellows selected from external organizations, including the American Council on Education, the American Association of Hispanics in Higher Education and several other national associations. Their state-of-the-art training incorporates DEI issues into every aspect of their model of higher*

## UNIT PLAN SPOTLIGHT

[Center for the Education of Women \(CEW\)](#)**IMPROVING THE CAMPUS EXPERIENCE OF NONTRADITIONAL STUDENTS**

A focal point of year one was to educate faculty and staff on issues faced by nontraditional students, and to improve the sense of belonging and community for nontraditional students. These related goals were addressed in multiple ways, including a collaboration with CRLT to deliver two workshops to faculty and GSIs on making classrooms more inclusive of nontraditional students. CEW also worked with numerous units to train staff in working with nontraditional students and to coordinate panels on the experiences of student parents. Additionally, a Council for Nontraditional Students (COUNTS) was formed to promote knowledge sharing among units that serve nontraditional students. The success of COUNTS and other strategic partnerships, and the interest among staff and faculty in learning more about nontraditional students, has sparked many ideas for year two. As one example, CEW will partner with Learning and Professional Development to develop an online module on the nontraditional student experience.

*education leadership. 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 National Forum on Higher Education for the Public Good Leadership Development program.*

**Progress to Date:**

The National Forum on Higher Education for the Public Good hosted a conference in June 2017 for U-M Strategic Diversity Leads centered on leadership topics in higher education, with diversity, equity and inclusion as a priority. The daylong conference—which featured distinguished speakers and presenters, four dynamic learning modules and other activities—attracted approximately 40 Strategic Diversity Leads from across campus. The National Forum launched a Massive Open Online Course on “Leadership for Equity, Diversity and Inclusion” in cooperation with Coursera and offers webinars, coaching and other related initiatives. In addition, the Office of Diversity, Equity & Inclusion funded fellowships for six U-M faculty with a demonstrated commitment to diversity.

**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). Dedicated to supporting academics throughout their careers, NCFDD is an independent professional development, training and mentoring 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.*

**Progress to Date:**

According to NCFDD, the University of Michigan attracted more first-year members—776 in all—than any other institution of its size. During this initial year, 26 U-M faculty participated in the Faculty Success Program (FSP), 47 registered to be on the FSP alumni network and 234 members signed up to participate in at least one of the

14-day writing challenge programs. In January 2017, a survey was distributed to 454 registered members, with 110 responding. Respondents reported the following benefits from NCFDD resources: improved time management skills (63%); increased research productivity (41%); greater writing productivity (69%); improved work-life balance (37%); and an enhanced sense of purpose around their scholarship (38%). Further, more than 85% reported being satisfied with the overall resources offered by NCFDD.

**Responsibility:** Office of Diversity, Equity & Inclusion

**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—including the use of established search principles, protocols and checklists designed to support the recruitment of a diverse staff. As part of this effort, the working group also will promote 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.*

**Progress to Date:**

Year one saw significant progress in a number of areas. Chief among them were: developing an in-depth understanding of the current state of diversity recruiting at U-M, including resources needed to move to an ideal state; benchmarking against external organizations; and the successful completion of a comprehensive literature review. In August 2017, a working group was convened to analyze the data and generate a set of topics, actions and solutions for further exploration and possible implementation. A [detailed progress report](#) is available.

**Responsibility:** University Human Resources and the Office for Institutional Equity

## UNIT PLAN SPOTLIGHT

## College of Pharmacy (COP)

**CONNECTING WITH MINORITY SERVING INSTITUTIONS (MSI)**

With financial support from the Provost, the college launched its Sabbatical Connections Program to establish long-term professional relationships with faculty members from minority serving institutions (MSI). This initiative also seeks to: enhance understanding of and access to our graduate and professional programs for MSI students; develop connections with MSI students and faculty; create new faculty research collaborations; and enrich research and academic environments at both institutions. The search was successful and resulted in the selection of the first Sabbatical Faculty Fellow, Dr. Leyte Winfield, immediate past chair of the Department of Chemistry at Spelman College. Winfield will spend the 2017–2018 academic year in the Department of Medicinal Chemistry, where she will work with Dr. Amanda Garner on the development of new laboratory pedagogy to benefit students at both the University of Michigan and Spelman College.

**THE GO BLUE GUARANTEE**

Introduced in Summer 2017, the Go Blue Guarantee demonstrates the university's commitment to making a first-rate education affordable to all qualified students, regardless of socioeconomic background. Under the terms of the guarantee, which goes into effect during the Winter 2018 semester, the University of Michigan will pay undergraduate tuition and mandatory fees for all admitted in-state students with an annual family income of less than \$65,000. In addition, the majority of students covered by the Go Blue Guarantee may also qualify for additional financial aid covering costs such as residence hall housing, meals and books.

For more details, including a message from President Mark Schlissel, visit the [Go Blue Guarantee](#).

UNIVERSITY OF MICHIGAN





### OVERARCHING STRATEGY 3: SUPPORT INNOVATIVE AND INCLUSIVE SCHOLARSHIP AND TEACHING

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 with regard to diversity, equity and inclusion. By encouraging original scholarly research and establishing culturally sensitive and inclusive pedagogical models that can be replicated at other institutions, we will not only serve our own students, but 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 and human experience. This strategy is focused on ensuring that diversity, equity and inclusion are foundational aspects of our educational programming and teaching methodology, and that scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

In formulating the strategy, planning leads across campus used a variety of methods to assess needs and determine appropriate actions. In schools and colleges, leads examined in what ways 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. In units outside the schools and colleges, planning leads assessed whether diversity, equity and inclusion educational events are developed and supported routinely.

Actions are specific to the unique challenges and requirements of each unit. For example, in schools and colleges, action items range from reviewing and updating course content and inclusive teaching methods to promoting DEI-related scholarship. In other units, the focus is on expanding diversity, equity and inclusion events and program offerings, and assessing program accessibility for those being served.

## UNIT PLAN SPOTLIGHT

## School of Public Policy

FOCUSING ON DIVERSITY  
IN THE CLASSROOM

The Ford School of Public Policy curricula have long included courses related to DEI issues in society. This past year, the school assessed its course offerings and diversified both content and teaching methods by holding workshops for all faculty and GSIs, tailored to the school's unique environment. New questions were added to course evaluations to solicit student feedback on DEI issues in the classroom. In addition, the BA curriculum was reviewed and revised to include new requirements for course content related to values and ethics in public policy decision making, and the importance of diversity, equity and inclusion in public policy practice. These efforts enabled the school to build on its strengths and plan future innovations.

## UNIT PLAN SPOTLIGHT

## School of Music, Theatre &amp; Dance

INTEGRATING DEI  
PRACTICES INTO DAILY  
ACADEMIC LIFE

The Faculty Activities Report (FAR) was revised to include a summary of current activities related to DEI. At the request of SMTD's Chief Diversity and Inclusion Officer, 30 faculty voluntarily shared descriptions of the work they have been doing for years and its impact on creating a more diverse, equitable and inclusive learning community, as well as more recent activities. This was followed by training sessions, dialogues and new initiatives in which faculty were encouraged to reflect on their teaching and activities through the lens of DEI, be recognized for their contributions and contemplate new endeavors that offer opportunities for making change. Faculty education will continue in year two, focusing on how progress in DEI can be accomplished on a daily basis in classrooms, studios and during office hours.

## Progress on Major Campuswide Actions

**Action Item:****Distinguished Diversity & Social Transformation Professorship**

*The university will establish a program to recruit and support faculty whose scholarship addresses topics of diversity, equity and inclusion. Designated as Distinguished Diversity & Social Transformation Professors, these faculty with tenure homes in U-M schools and colleges will be affiliated with the National Center for Institutional Diversity (NCID), which will serve as an academic, programmatic and administrative unit for the program. NCID will work with the academic units to encourage and support the recruitment of faculty with expertise in a range of diversity topics, with an emphasis on cutting-edge and next-generation scholarship. Distinguished Diversity & Social Transformation Professors will participate in NCID's Diversity Scholars Network and have access to special activities and resources to promote and support their work, as well as novel scholarly and research collaborations with other diversity scholars. They also will be designated as NCID Fellows and represent a special community within NCID who will help provide leadership on scholarly activities related to their specialty and expertise areas.*

**Progress to Date:**

In consultation with ODEI, the NCID team renamed the professorship the Distinguished Diversity & Social Transformation Professorship. Continuing the collaboration with ODEI, we developed a framework and application process which included posting a program announcement on both the NCID website and creating an online nomination form. During the summer months, ODEI and NCID sent out program announcements to the university community. In January of 2017, the director of NCID presented information about the professorship to the Academic Program Group and followed up by meeting with each APG member individually during the winter, spring and summer months. NCID has received numerous inquiries about the program from U-M schools and colleges. At present, individual units are working with their faculty to identify nominees; formal nominations began to be received in late Fall 2017 and will continue throughout the Winter 2018 semester.

**Responsibility:** National Center for Institutional Diversity

**Action Item:****Inclusive Teaching Professional Development Workshops**

*The university will expand the Inclusive Teaching Professional Development Workshops offered by the Center for Research on Learning and Teaching (CRLT). Similar to a program piloted by LSA in Fall 2015, CRLT will work with schools and colleges to create professional development programs designed to meet the unique pedagogical needs of each school and college with respect to making learning more inclusive and effective across a diverse student body. CRLT will also continue its work with Rackham to offer inclusive teaching workshops for both new and experienced graduate student instructors.*

**Progress to Date:**

During the past year, CRLT expanded its professional development efforts in inclusive teaching both campuswide and within individual schools and colleges. Inclusive Teaching @ Michigan, a campuswide seminar series designed to provide faculty and GSIs with professional development in inclusive teaching after the term ends, drew 360 participants—a large majority of them faculty—from 17 schools and colleges. Throughout the year, customized workshops in inclusive teaching were offered in 15 departments within seven schools and colleges. The center also increased the number of DEI-focused topics in its Fall and Winter seminar series, open to faculty and GSIs across campus. During year one, the CRLT Players staged 20 performances related to either supporting students facing mental health issues or responding to climate challenges. CRLT staff also facilitated all meetings for the Liaisons for Inclusive Teaching group convened by the Vice Provost's Office. In addition to helping liaisons build their skills in inclusive teaching, the meetings included strategy sessions for launching new professional development opportunities in inclusive teaching within individual units.

**Responsibility:** Center for Research on Learning and Teaching



**“Our communities have many holes and we will only be WHOLE when everyone is included.”**

Carolyn Grawi  
U-M faculty

#### Action Item:

##### Diversity Scholars Network

*The National Center for Institutional Diversity (NCID) will expand its current multi-institutional Diversity Scholars Network to include a U-M-specific component. As part of this work, the center will conduct an inventory of university faculty and researchers whose scholarship intersects with diversity, equity and inclusion (defined broadly). They also will 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, facilitate cross-disciplinary collaboration and promote and catalyze cutting-edge diversity research and scholarship.*

#### Progress to Date:

In year one, discussion and planning centered on ways to improve the existing national Diversity Scholars Network, including the development of a university-specific focus to deepen the engagement of the campus community. As a part of this work, a diversity scholarship framework was crafted to establish a definition of and guiding principles around “diversity research and scholarship.” Subsequently, NCID engaged in several active outreach efforts to identify U-M faculty and researchers whose scholarship intersects with diversity, equity and inclusion. These efforts resulted in 153 new members joining our national Diversity Scholars Network, 72 of whom were U-M scholars who varied in discipline, rank and research interests. The new members were welcomed into the network, given exclusive access to private virtual groups and invited to a private U-M Diversity Scholars Network event in May 2017. All new members are now part of the online public directory and receive priority consideration for NCID grants and other relevant opportunities, including the small grants program, which was launched this year. Efforts are underway to recruit even more U-M faculty during the current Network recruitment cycle.

**Responsibility:** National Center for Institutional Diversity

#### Action Item:

##### Distinguished Diversity Scholar Career Award

*The university will establish a new career award to celebrate and honor faculty whose scholarship has contributed significantly to our understanding or appreciation of groups that have traditionally been under-studied. 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*

#### UNIT PLAN SPOTLIGHT

##### Political Science

### BEYOND PARTISANSHIP: POLITICAL SCIENCE 385 AND 489

A new project known as The Michigan Initiative to Identify Shared Values provides a venue for people from different political perspectives to learn about one another and identify ways to make progress on problems of common interest. The initial component of this project is “Beyond Partisanship: How to Work Together to Find Shared Values and Improve Quality of Life,” a class offered to all members of the U-M community. Built around a series of interviews with public figures, the course focuses on how students can inform and lead substantial efforts to improve quality of life through broad participation that goes beyond partisanship. An advanced version of the class includes weekly meetings, research, simulations, team-building exercises and projects designed to offer usable and constructive progress to communities in need.



**“We must recognize the narratives that are written out of history by striving for equity in the present.”**

**Dianne Sungjee Ro**  
U-M student

*work may have been undervalued in the past. This award is administered by the National Center for Institutional Diversity.*

**Progress to Date:**

In collaboration with ODEI, NCID spent the first year developing and refining the award nomination and selection process. This year also saw the launch of the award program and online nomination process. A rigorous review of candidates yielded the first Distinguished Diversity Career Award recipient, Professor James S. Jackson, who was honored at the University Faculty Awards Dinner and at a separate event on October 30, 2017, which featured a daylong symposium, a lecture by the award winner and a celebration dinner.

**Responsibility:** National Center for Institutional Diversity, Office of Diversity, Equity & Inclusion

**Action Item:**

**Inclusion of Diversity, Equity and Inclusion Contributions in Promotion and Tenure Review**  
*As part of the overall accountability efforts related to this plan, the Office of the Provost will convene a working group to determine how best to include DEI-related contributions in faculty evaluations and tenure reviews. Composed of deans and department chairs, the DEI Faculty Evaluations Working Group will develop appropriate methods for valuing efforts to promote diversity, equity and inclusion as service, and for ensuring that related scholarship is considered as part of a faculty member's teaching or research in the tenure and promotion process.*

**Progress to Date:**

During Spring 2017, discussions began regarding the inclusion of DEI content in the annual Faculty Activity Reports (FARs) of the university's schools and colleges. Several units have already incorporated this into the FAR process, and others are contemplating its incorporation. The Office of the Provost considers this to be a significant first step in making DEI contributions an element of the promotion and tenure review process. Additional discussions on this topic are being held with executive leadership and deans during the Fall 2017 semester.


**Responsibility:** Office of the Provost

**UNIT PLAN SPOTLIGHT**

**Institute for Social Research (ISR)**

**BRINGING DIVERSE VOICES TO CAMPUS**

ISR set a strategic goal of increasing the coverage of topics related to diversity, inclusion and racism in seminars and an annual interdisciplinary workshop on the quantification of racism. In year one of the DEI effort, ISR's RacismLab, housed within the Social Environment and Health Program, implemented three major activities. These included collaborating with the Institute for the Humanities to co-sponsor a presentation by MacArthur Fellow and noted poet Claudia Rankine on MLK Day 2017. A second ISR-sponsored event was the interdisciplinary empirical research workshop, "Race at the Intersection," which featured leading scholars from around the country who discussed their work on racism as it intersects with other social identities. The visiting scholars also held small-group discussions and guest lectures on campus. Dr. Margaret Hicken, head of Racism Lab, also edited a special issue of the highly cited journal *Social Science and Medicine* on the topic of racism and health inequality.



## SUPPORTING ELEMENTS: FOUNDATIONAL PROGRAMS & INFRASTRUCTURE YEAR ONE UPDATE

**YEAR  
ONE**



## FOUNDATIONAL PROGRAMS

Over the years, the university has established numerous centrally funded, cross-campus programs and offices focused on promoting a more diverse, equitable and inclusive community.

Collectively, these programs touch on virtually every aspect of university life—from equitable and inclusive recruitment policies to research grants for nontraditional scholars, mentoring and learning opportunities for underrepresented students, best practices in teaching, academic skill building, staff and workplace development, K-12 educational outreach and community partnerships.

**Along with new initiatives launched as part of its five-year strategic plan in November 2016, U-M has also reinvested in a number of these highly effective campuswide programs.**

All of the continuing programs listed below are dedicated to furthering diversity, equity and inclusion throughout the university. All of them provide unique services and resources to our campus community. And all of them are proving to be instrumental as we pursue our five-year strategy for creating a learning environment in which every individual feels welcomed, valued and supported.

It is important to note that these programs and offices represent only a few of the many ongoing investments that have supported and will continue to support diversity, equity and inclusion across

campus. In addition to other centrally funded initiatives, individual schools, colleges and campus unit have also launched countless programs that are contributing to positive change across the university.

### CONTINUING MAJOR CAMPUSWIDE PROGRAMS

#### ADVANCE

Since 2007, the university has funded ADVANCE—a program originally launched by the National Science foundation to support women faculty in science and engineering fields. Today, an expanded version of the program is promoting diversity among faculty in all fields. The overall goal is to improve the campus environment through equitable recruiting practices, preemptive retention strategies for valued faculty, improvement of departmental climate and academic leadership training.

#### Center for Research on Learning and Teaching (CRLT)

CRLT advances a university culture that fosters learning environments in which students and



**“This is the only way forward, to grow as a community, to thrive as individuals, to inspire others and to nurture future generations to come!”**

**Maria Castro**  
U-M faculty

instructors of all identities and backgrounds can excel through inclusive teaching practices. It also partners with members of the campus community to alleviate patterns of inequity in teaching and learning through campuswide seminars and faculty learning communities; customized retreats and workshops for departments, schools and colleges; faculty teaching grants; orientations for new faculty, GSIs and academic administrators; one-on-one consultations; print and web resources; and performances by the CRLT Players Theatre Program.

#### **The Center for Educational Outreach (CEO)**

CEO works to increase college attainment and success rates of K-12 school partners. The center also collaborates with U-M academic and enrollment offices to recruit a well-prepared, diverse student body to the university.

#### **Center for the Education of Women (CEW)**

Since 1964, CEW has served as an empowering voice and advocate for women and nontraditional students, providing financial support and other services that ensure educational success and degree completion. The Center also works with university students who encounter education and career obstacles based on their non-linear paths to, and experiences within, the U-M community.

#### **The Detroit Center**

The Detroit Center seeks to enrich the university and Detroit communities through service, education, research and the exchange of culture. The center accommodates faculty research projects and outreach initiatives while also offering space for an increasing number of U-M programs involving Detroit citizens and organizations.

#### **National Center for Institutional Diversity (NCID)**

NCID works to strengthen and integrate research about diversity, equity and inclusion in education and society, and to support its effective use in addressing contemporary issues. It achieves these goals by promoting cross-disciplinary research and scholarship, facilitating national scholarship-to-practice discussions on critical issues and developing related briefing materials for leaders and policymakers.

#### **Office of Academic Multicultural Initiatives (OAMI)**

OAMI supports U-M students by offering programs and opportunities designed to enhance their academic, social, cultural and personal development. A feature of the office is SuccessConnects, which pairs staff with first-year students for success coaching, and upper-level students with sophomores. In addition, the program provides monthly workshops focusing on connecting students to the various resources on campus. SuccessConnects targets first generation students, underrepresented minority students and scholarship students, yet is open to all students.

#### **Office of General Counsel (OGC)**

OGC has been a key partner in the university's DEI efforts, from its successful defense of the Law School's admissions policies in the U.S. Supreme Court, to the continued championship of the compelling interest in the educational benefits of a diverse student body in cases involving other institutions. OGC regularly provides advice and counsel on specific matters, including with respect to diversity initiatives, disabilities and accommodation issues and discrimination and harassment concerns, as well as proactive trainings in those and other areas.

#### **Office for Health Equity and Inclusion (OHEI)**

Michigan Medicine's Office for Health Equity and Inclusion leads efforts, advises on best practices and coordinates initiatives that promote inclusion, increase diversity and help assure equity for staff, faculty, students and patients. Services include pre-college and college pipeline programs, diversity and inclusion learning and development programs and support of research on topics related to health disparities.

#### **Office for Institutional Equity (OIE)**

OIE delivers programming and services for faculty, staff, students and management with the goal of supporting diversity, inclusiveness, equal access, equitable treatment and cultural understanding and competency. It also offers training and consultation on achieving workplace diversity; preventing and resolving discrimination and harassment; and on issues related to the Americans with Disabilities Act.

#### **Provost's Faculty Initiative Program (PFIP)**

Sponsored by the Provost and Executive Vice

## YEAR ONE UPDATE: PROGRAM FUNDING ALLOCATIONS

Beginning in November 2016, the university's Chief Diversity Officer held a series of meetings with representatives from the campuswide programs and offices listed below. In each case, it was determined that implementation of the U-M Five-Year DEI Strategic Plan had led to a significant rise in demand for services. In response, budget allocations were increased to meet the subsequent need for additional staff and operational support.

- Center for Research on Learning and Teaching
- Office for Health Equity and Inclusion
- ADVANCE
- National Center for Institutional Diversity
- Program on Intergroup Relations
- Office of Academic Multicultural Initiatives
- Office for Institutional Equity
- Department of Organizational Learning

President for Academic Affairs, PFIP provides supplemental resources to help schools, colleges and other academic units hire and retain faculty who have a demonstrated commitment to diversity through their scholarship/creative activity, teaching and/or service. It also assists dual-career partners of tenure-track and tenured faculty, responds to unique DEI opportunities across campus and provides funds for new program development and recruitment of tenure-track faculty.

### President's Postdoctoral Fellowship Program (PPFP)

Founded in 2011, PPFP offers postdoctoral fellowship opportunities in economics and political science, and in science, technology, engineering and mathematics (STEM). These fellowships are coupled with faculty mentoring, professional development and academic networking opportunities. The program has proven to be an exceptional mechanism for recruiting new faculty to the university through postdoc positions and combined postdoc and tenure-track faculty appointments.

### Rackham's Summer Research Opportunity Program (SROP)

Launched in 1986, the SROP offers historically underrepresented students an opportunity to work on graduate-level research projects with faculty. Since its implementation, over 1,500 undergraduates from a multitude of disciplines have participated, with significant numbers applying to graduate programs at U-M and peer institutions as a result of their summer research experiences.

### Student Life Programs

The Division of Student Life offers a suite of support services, resource groups and engaged learning programs that promote cross-cultural connection and intercultural intelligence in the U-M community. While Student Life initiatives are intended to help all students succeed, some continuing programs focus specifically on leadership for diversity, equity and inclusion efforts. These include: the Trotter Multicultural Center, the Program on Intergroup Relations (IGR), Multi-Ethnic Student Affairs, the Spectrum Center, Services for Students with Disabilities and the International Center.





**“The front line of DEI at U-M means providing the opportunity of access, support for success and lifelong benefits of education to all.”**

Teri Rosales  
U-M staff



**“DEI means a campus where I could go to school and be accepted.”**

Brad Ebenhoeh, U-M student

# INFRASTRUCTURE



**“Welcoming those different from you adds value to your life. Their perspectives are just as valuable as yours.”**

**Sarah Musleh**  
U-M student and staff

The massive scope of the Five-Year DEI Strategic Plan and the depth of the university’s commitment to achieving the goals set forth in that plan have required the development of a new infrastructure—one capable of providing administrative and operational support for implementation, monitoring and reporting. As a crucial first step, the university established an expanded leadership function to guide campuswide progress by adding the role of Chief Diversity Officer to the existing position of the Vice Provost for Equity & Inclusion.

In October 2016, Professor Robert M. Sellers was named Vice Provost for Equity and Inclusion and Chief Diversity Officer. In that capacity, he serves as a key advisor to the president and serves as part of the university’s executive leadership team.

As its primary directive, the Office of Diversity, Equity & Inclusion (ODEI) has taken the lead in implementing the university-wide DEI Strategic Plan. This has included:

- 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
- Facilitating attention and action in any needed areas.

In addition, ODEI has made continuous improvements in the iterative planning and implementation

process. Based on lessons learned during the yearlong planning experience, several central priorities became clear—among them the need to engage identity and resource groups more formally in the planning process and to facilitate connections among them for collaboration and mutual support. Other areas of focus involved broader and deeper engagement with students across campus, the convening of additional open forums for larger community discussion of current issues and development of a deeper and more nuanced understanding of issues and aspirations within university communities.

In the course of the past year, ODEI has assumed responsibility for numerous existing programs in the Office of the Provost and Executive Vice President for Academic Affairs that support diversity, equity and inclusion efforts in our schools and colleges. As part of the strategic plan, ODEI is also charged with overseeing an array of new programs and initiatives across the institution, and for charting their progress. What follows is a capsule summary of past-year activities.

## **DEI Innovation Small 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 grants of up to \$10K were open to all students, faculty and staff and were designed to fund DEI ideas and projects that could potentially be scaled up for broader use. The inaugural Request for Proposals took place in April 2017, and during that first cycle, 23 applications for one-time grants were received from students, staff and faculty—reflecting a broad range of issues and concerns. Thirteen were funded. A second grant



cycle in the January 2018 is expected to draw an even larger number of applications.

#### **Professional Network for DEI Unit Leads**

Among its many positive outcomes, the strategic planning process created a vibrant campus network of DEI-related professionals. In the interest of sustaining and expanding this network, ODEI launched programs and activities intended to support dedicated DEI professionals, facilitate collaboration and sharing and enhance their work individually and collectively. In addition, a large portion of new investments in school, college and unit plans has been allocated to DEI efforts spearheaded by these professionals. The overall goal is to develop leaders across the institution, matching their commitment with needed skills in order to assure real and lasting progress. Throughout the past year, a new cross-campus network known as the DEI Implementation Leads Group (DEI-ILG) has met on a monthly basis to share best practices, engage in professional development activities and receive updates, information, tools, templates and other resources from central administration.

#### **DEI Fundraising**

Working in close collaboration with ODEI, the Office of University Development (OUD) initiated a fundraising effort to support DEI-related initiatives within the overall Victors for Michigan campaign. A newly hired development professional assigned to ODEI manages all related fundraising activities and works in partnership with other development professionals campuswide. Over the past 12-month period, considerable progress has been made in key areas

such as fundraising, staffing and data analysis. As part of that work, a newly formed DEI Development Community Taskforce has developed fundraising recommendations aimed at engaging diverse audiences, and the Fund for a Diverse, Equitable, Inclusive U-M has been established to collect unrestricted gifts for DEI initiatives.

#### **DEI Recognition Awards**

ODEI currently oversees a suite of new and existing awards. All of the honors are intended to recognize outstanding accomplishments of faculty, staff, students or groups that have enhanced diversity and contributed to a more equitable and inclusive campus environment. Nominations for DEI-related awards are solicited on an ongoing basis from the community. Nominations include a broadly diverse pool of prospects.

#### **DEI Communications and Website**

In collaboration with the university's Office of Communications, ODEI generates a wide range of ongoing communications related to DEI programs and activities. These communications are designed to inform and highlight the efforts of the campus community, and also promote continuing and new opportunities for students, staff and faculty to engage in DEI-related activities. A central part of this work involves maintaining and updating the university's diversity website: [diversity.umich.edu](https://diversity.umich.edu).



**“It’s the first step toward ensuring that the privileges of today become the rights of all tomorrow.”**

**Bryan K. Roby**  
U-M faculty

### DEI Data Support

Working in close partnership with the Office of Budget and Planning and University Human Resources, ODEI has established a repository of diversity-, equity- and inclusion-related data. This effort is contributing directly to the creation of an essential infrastructure for supporting data requests and developing analytics tools and other processes to advance both unit and campuswide data analysis and reporting.

### Deputy Chief Diversity Officer (DCDO)

In September 2017, the position of Deputy Chief Diversity Officer was created to provide crucial administrative support to the Office of Diversity, Equity & Inclusion in a variety of domains. As director of implementation for the five-year DEI Strategic Plan, the DCDO is responsible for facilitating plan implementation in all 50 units across campus; advising DEI implementation leads across the university; developing templates, tools and other support services; establishing and overseeing DEI plan reporting processes and systems; enacting special project requests; and carrying out additional duties as assigned by the CDO.

### Alignment of DEI Plans and Budgeting

To assure that campuswide momentum is maintained and that individual units continue to make steady advances in their respective DEI action plans, the annual DEI progress reports required of all schools, colleges and other university units

have been aligned with the yearly U-M budgeting cycle. Beginning in the 2016 academic year, all units began providing updates and highlights of their DEI plans, and noting any challenges that have emerged during implementation. Further, the Chief Diversity Officer has been added to the roster of university leadership represented at all formal budget allocation sessions.

### Chief Organizational Learning Officer

Sonya Jacobs was appointed U-M’s very first chief organizational learning officer in September 2016. She is charged with creating curricula and strategies aimed at building the capabilities and awareness of staff, managers and leaders across the university and Michigan Medicine. Training that will be vital to furthering the university’s diversity, equity and inclusion efforts in a comprehensive and measurable way. Her work builds on the existing programs and educational design capabilities of University Human Resources’ Learning & Professional Development unit. She also serves as senior director of LPD and on the senior leadership team of UHR. Prior to this appointment, she directed faculty and leadership development for the Medical School and Michigan Medicine as the first director of the Office of Faculty Development creating organizationwide career and leadership development programs, including coaching and mentoring.



## METRICS AND REPORTING: YEAR ONE UPDATE

YEAR  
ONE



Because we are committed to holding ourselves accountable for achieving progress under this plan, the university is tracking—over time—key metrics that represent important factors in assessing progress toward our goals. We are using these metrics to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable and inclusive campus.

At regular intervals, we are updating the community on our progress. This tracking and reporting occurs at the university as well as the school, college and unit levels. Overall progress 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 leading measures of progress. Longer-term measures include trends in the demographic composition of our campus over time, taking into account shifts in climate and key indicators of equity across all populations.

While additional metrics will continue to emerge over time, at minimum, we will refine and 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 and will allow us to compare trends over time. Other metrics are new and have required the creation of fresh methods and processes to ensure that reliable data are captured each year.

As part of the five-year plan implementation, we began tracking metrics that will indicate whether specific shifts up or down, or lack of activity, represent positive outcomes relative to progress toward our goals of creating a more diverse, equitable and inclusive campus. In this first year, we assessed implementation unit by unit on plan-related action steps such as participation in programs, utilization of services, increased awareness of DEI and other leading measures of progress. Longer-term measures not only will include trends in the demographic composition of our campus over time, but also will take into account shifts in climate and key indicators of equity across all populations.



**“Diversity, equity and inclusion means creating an inclusive environment where students of all backgrounds can receive an education.”**

Sophee Langerman  
U-M student

## CATEGORIES OF INITIAL METRICS

- 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: first-year class makeup, senior class makeup, graduation rates
  - » Graduate students: first-year makeup, graduation rates, time to degree
  - » Faculty: postdocs, assistant professors, associate professors, full professors, promotions, denials of promotion, retention/turnover
  - » Staff: applicant pools, selection pools, interview pools, hires, promotions, retention/turnover
  - » University leadership, major decision-making positions, major university committee membership and other key institutional groups
- Diversity-related activities and events on campus and within units
- Reports of harassment, bias, discrimination incidents (Hot Line, OIE)
- Demographic diversity of workforce groups (Affirmative Action designated)
- Student, faculty and staff perceptions of equal opportunity for success at U-M (Climate Survey)
- Student, faculty and staff reports of experiences of discrimination (Climate Survey)
- Student, faculty and staff feelings of sense of belonging and affirmation (Climate Survey)

## REPORTING

ODEI manages and coordinates the overall reporting and evaluation process. Progress will be evaluated at the end of year three and again at the end of year five. There is the expectation that a subsequent five-year plan will be developed based on progress as measured.

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

- The President and CDO report to the Board of Regents on progress regarding the DEI plan annually.
- Deans and administrative leaders report on plan progress during annual the 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, the first year aim was to gather information that could be connected to institutional and other data to create a dynamic information resource that streamlined the process and achieved rich implementation evaluation results. Data was aggregated with an electronic, prefilled reporting form that was developed with the input and beta testing of a subgroup of DEI unit leads.

This online reporting tool solicited each unit's assessment of progress against their year one DEI plan. In turn, the year one reporting process provided an opportunity for units to reflect on successes, challenges and areas for growth. The insights gleaned informed the revision process for year two plans, thus allowing units to tailor their efforts in ways that leveraged progress toward unit and campuswide goals. This year-over-year assessment workflow is key to the five-year plan implementation as it moves forward toward an overall progress summary for the university.

## PROGRESS STATUS ON CENTRAL- AND UNIT-BASED YEAR ONE ACTION ITEMS.

Significant progress has been made on central- and [unit-based action items](#), with 100% of central actions and 85% of unit-based actions either *Implemented* or *In Progress*.

## 2017–2021 TIMELINE

### July – September, 2017

Assess and Report on Progress in Year One, Refine Plan for FY18

- Begin Year Two implementation

### July – September, 2018

Assess and Report on Progress, Refine Plan for FY19

- 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 FY20

- Begin Year Four implementation

### July – September, 2020

Assess and Report on Progress, FY21

- 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

“Same-same but different. Challenge yourself to explore beyond the confines of self and engage with someone else. You’ll be amazed at what you learn that’s similar and you’ll be rewarded with what you learn that’s different.”

Dominic Bednar, U-M student

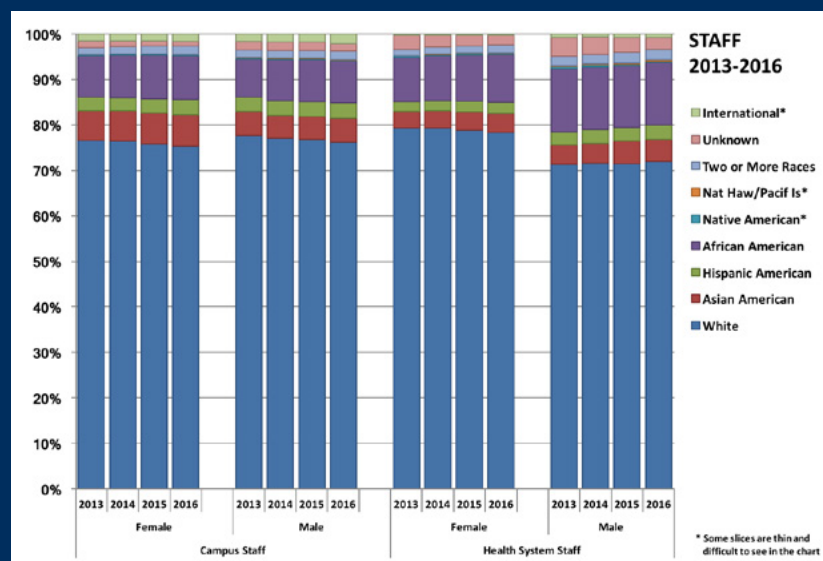
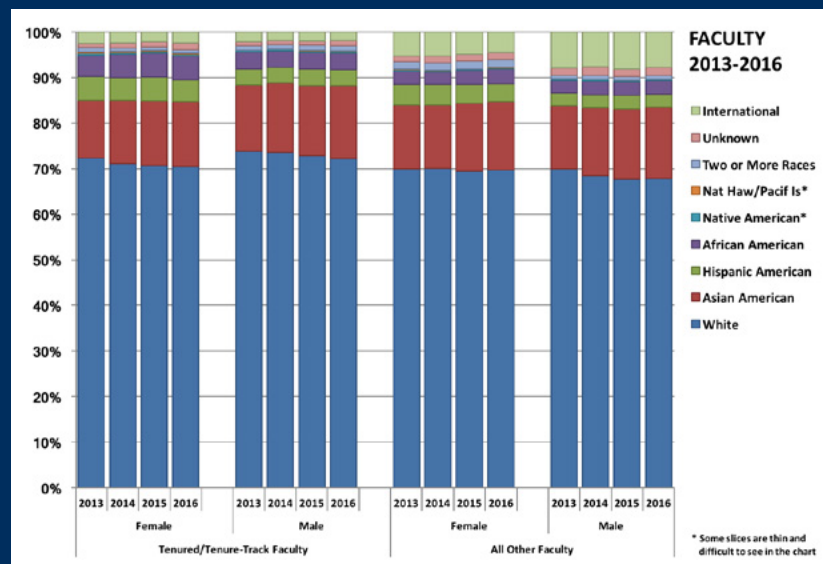
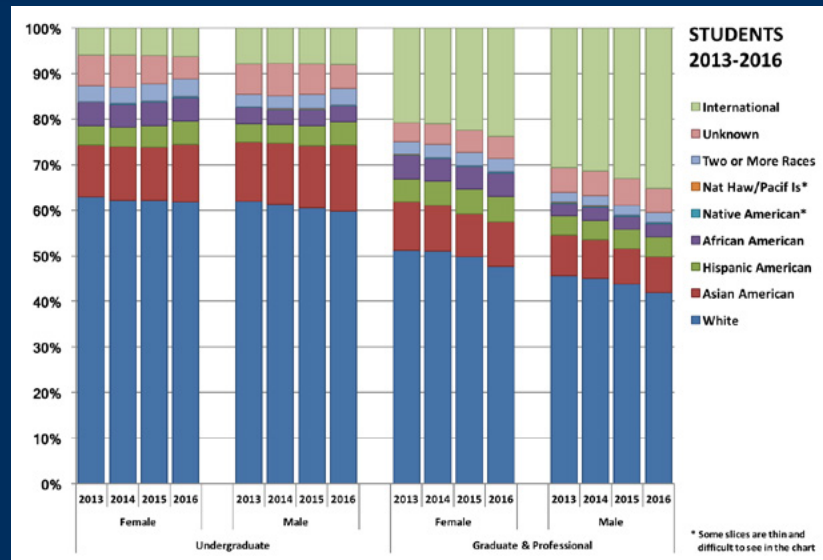


## A SNAPSHOT OF OUR CAMPUS TODAY

Existing data on the demographic composition of our campus, which has been tracked over time, provides important baseline information on where we stand with respect to racial and gender diversity. The charts on this page offer a summary overview of each of our campus constituencies. As part of our ongoing accountability efforts, these data will continue to be monitored, as will many other metrics, including those designed to measure other dimensions of diversity, equity and inclusion outlined elsewhere in this document.

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



## LOOKING AHEAD

YEAR  
ONE



**“While at times we may be tempted, we must not grant others the power to derail our educational goals as a community or as individuals. Ultimately, the power belongs to us, and together, we are capable of remarkable change.”**

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

The university begins year two of its five-year Strategic Plan for Diversity, Equity and Inclusion with the certain knowledge that, working together as a community, we are making a difference.

The first 12 months of plan implementation have seen tremendous progress on every front. This report offers tangible proof of that. In year one, planning units devoted considerable time and effort to building essential infrastructure and setting new initiatives in motion. In year two and beyond, those initiatives will gain traction.

Perhaps most important is the fact that DEI is now an integral part of the university culture. At Michigan, creating a diverse, equitable and welcoming environment is no longer an option but a mandate. Individuals across campus are focused on the contributions they can make toward this effort, and units across campus have people and processes in place to address DEI-related concerns.

Because of this progress, we are justified in feeling hopeful. Even so, we must balance that hope with pragmatism.

In the years ahead, our efforts will be challenged by a national climate that portends an extremely volatile space for matters relating to diversity, equity and inclusion. Our strategic initiative continues to break new ground. For that reason, we can expect to become a point of focus within an increasingly heated national conversation.

Criticism is likely to be forthcoming from both sides of the debate. There will be those who question why we have not moved far enough, fast enough, and others who will dispute whether we should have proceeded at all.

Rather than quelling our enthusiasm, these challenging realities call us to redouble our efforts and our commitment. In the months and years to come, we must not lose hope, or patience. We must never forget that DEI has always been about gradual, long-term, institutional change. This five-year period constituting the Strategic Plan represents an entry point, the beginning of an inclusive, all-encompassing and, ultimately, transformational process.

Our work may become increasingly difficult, because meaningful change is always difficult. But we can draw strength from the fact that, despite these challenging times, our institution has begun the long journey to fulfilling its promise.

Together, united in purpose and resolve, let us move forward in this important work.