DIVERSITY, EQUITY & INCLUSION
STRATEGIC PLAN PROGRESS REPORT
OCTOBER 2019
Our community has come together to help us redefine what it means to be a great public university. The University of Michigan cannot be excellent without being diverse in the broadest sense of that word.”

PRESIDENT MARK S. SCHLISSEL
To the University Community,

We have completed Year Three of our Strategic Plan for Diversity, Equity and Inclusion. Thanks to the dedication and hard work of people across our campus, the values we share are becoming ingrained in all parts of our mission as a public university. We are not the same university we were when our initiative began.

DEI is a value that’s built into our operations and activities. It’s on its way to being an indispensable part of our teaching, research and patient care; our budget process; and the arts, athletics and outreach programs that engage with the public. Most importantly, it’s bolstered by a community-wide commitment to being a better university for everyone we serve.

Whether it’s the CRLT Players conducting a record number of performances to improve inclusivity in our classrooms; the College of Literature, Science & the Arts (LSA) Collegiate Fellows program launching the careers of DEI-focused scholars; or carillon music composed by underrepresented artists being played in Burton Tower for the first time anywhere, I am continuously inspired by the work I get to experience every day.

We’ve also enacted changes developed and informed by faculty, students and staff that were identified as top priorities. More than a quarter of our in-state undergraduates pay no tuition, thanks to the Go Blue Guarantee and additional financial aid increasing the socioeconomic diversity of our student body. University health plans now cover additional important medical procedures for transitioning transgender members of our community, all employees are now required to complete sexual misconduct training and Central Student Government is working to increase student organizations’ diversity and inclusion.

The opening of our new Trotter Multicultural Center on State Street this past spring gave me another opportunity to reflect on our progress. At Trotter’s ceremonial grand opening, I said that we must remember that the ribbon we cut that day in no way represents the finish line. It’s not a finish line for us, and certainly not for the society we serve.

The challenge of diversity, equity and inclusion at the University of Michigan is unfinished. We have much more to do before our community is as diverse and welcoming as we envision. I remain committed to DEI being a major focus of my presidency, and I look forward to joining you as this important work continues beyond our initial five-year Strategic Plan.

I hope all of you have also had the opportunity to interact with at least some of the many individuals on our campus who are leading the way in implementing our Strategic Plan. We wouldn’t be the university we are today without their considerable innovation and efforts.

As the quote from Desmond Tutu says on one of the walls at the Trotter Multicultural Center, “My humanity is bound up in yours, for we can only be human together.”

I am deeply grateful that our community has come together to help us to redefine what it means to be a great public university. The University of Michigan cannot be excellent without being diverse in the broadest sense of that word, and we must strive to ensure that all individuals have an equal opportunity to succeed and reach their full potential.

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

Mark S. Schlissel
President
To the University Community,

As the University of Michigan enters the fourth year of its five-year strategic plan for diversity, equity and inclusion (DEI), we continue to make progress in transforming the university into a place where everyone has an equitable opportunity to succeed and contribute. These changes can be seen and felt throughout our campus, as programs, practices and initiatives continue to reflect our values in making Michigan a more diverse, equitable and inclusive university.

In the process, we have learned much about ourselves, and how we are able to succeed when everyone is welcomed into the process.

Over the past year, we have achieved several important milestones that have strengthened our community. On April 11, 2019, the new Trotter Multicultural Center (TMC) on State Street opened. Coming out of the activism of student protest, the construction of the new TMC represented an inclusive, strategic planning process that included significant input from our community members—students, staff and faculty alike. As a result of these efforts, we now have a beautiful hub and communal space where everyone from our community can feel welcome and inspired.

Also new this year was the appointment of our first staff ombudsperson. This role began providing university staff members with a wide variety of services, including impartial conflict resolution, information and referrals, serving as a liaison between individuals and university administration and making recommendations for systemic change.

New options for university health services were also announced in 2019, paving the way for U-M transgender health plan members to receive expanded coverage for additional medical procedures. Following a careful and thorough review of coverage for gender-affirming services, U-M clinicians and policy experts studied medical evidence and benefits at peer institutions to develop this expanded coverage. The new U-M coverage went into effect July 1.

In addition to these efforts, this past May, the university provided faculty and staff with educational resources to help prevent sexual misconduct in our community. These resources included a mandatory training module on sexual and gender-based misconduct. This training was the first step in a multilayered approach to cultural change.

These are just a few examples of the progress that has been made to date.

As we assess where we are at the end of the third year of our DEI strategic plan, there are two things that are both undeniable. First, we still have a great deal of work to do before we achieve all of our goals. Second, we have made tremendous progress and are not the same university we were at the start of the DEI process. It is our challenge to let the latter truth help motivate us to work to address the former.

I continue to be amazed by all the hard work, dedication and commitment that has been shown by so many students, staff and faculty at this great institution, and I am honored to be a small part of this effort. I cannot wait to see what the future holds for us as we continue this most important work.

Sincerely,

Robert M. Sellers
Chief Diversity Officer
Vice Provost for Equity and Inclusion
SECTION ONE:
EXECUTIVE SUMMARY
EXECUTIVE SUMMARY

In 2016, the University of Michigan took a bold and determined step toward creating a more diverse, equitable and inclusive campus by launching its Five-Year DEI Strategic Plan. This sweeping blueprint for change, which engaged every U-M unit as well as Michigan Medicine, was intended to make the university a place of learning where every individual, without exception, would feel welcomed and valued. In Year Three—the midpoint of the Strategic Plan—we implemented the policies, procedures, priorities and processes necessary to sustain momentum, assess the DEI work underway in every campus unit and ensure that the university community continues on its current path of creating long-term, sustainable, meaningful change.

THE CALL TO ACTION: CREATING AN INSTITUTIONAL MAP FOR DEI

In early Fall 2015, recently appointed U-M President Mark Schlissel announced that one of the key priorities of his tenure would be advancing diversity, equity and inclusion across the entire institution. Emphasizing that a university cannot be excellent without being diverse in the broadest sense of that word, he challenged the U-M community to unite in creating a campus that offers all individuals an equal opportunity to contribute and succeed. In order to achieve that goal and become that place of equal opportunity, the university would develop a five-year strategic plan for diversity, equity and inclusion.

Within a matter of months, the entire campus had taken up the challenge and U-M leaders had developed a distributed DEI planning process that involved scores of units across campus, each with their own individual planning leads. These initial units included all 19 Ann Arbor schools and colleges, other academic affairs units, Student Life, Athletics, Michigan Medicine and numerous administrative offices. The total number of participating units stands at 50 for the upcoming 2019-2020 academic year.

Within 12 months of the president’s initial challenge, each of the campus units rolled out a set of detailed action steps corresponding with the three overarching strategies laid out in the university-wide plan. Together, the nearly 2,000 action items outlined in the unit plans—along with the initial 34 campuswide central action items—formed the basis of the university’s Five-Year Strategic Plan for Diversity, Equity & Inclusion.

In October 2016, all units began implementing their action plans. Since then, campuswide and individual plans have been continuously monitored, assessed and adjusted to promote optimal outcomes.
YEARS ONE AND TWO: GALVANIZING THE COMMUNITY, CREATING STRUCTURES AND LAUNCHING PROGRAMS FOR LONG-TERM, SUSTAINABLE CHANGE

The first two years of plan implementation were marked by tremendous activity, innovation and program building on multiple fronts as the entire campus worked to embed DEI in the structures and processes of the university. A central office for Diversity, Equity & Inclusion (DEI) was established to coordinate, organize and provide support for the units. DEI operational support was incorporated into the university’s annual budget process as well as unit budgets and funding decisions. The U-M conducted its first climate survey, and an Intercultural Development Inventory (IDI) was piloted to help students assess their intercultural acumen and build skills and awareness. In collaboration with U-M Human Resources, units developed tools and procedures for recruiting diverse faculty and staff. Both institutionally and at the unit level, programs were launched to prepare, recruit and support students from underserved communities; to promote inclusive teaching practices; to develop DEI skills among deans and executive leadership; to encourage DEI-related research and service among faculty; to support staff training programs and events that recognize and celebrate differences; and to make all university facilities and communications more broadly accessible.

YEAR THREE: IMPLEMENTING INITIATIVES, EVALUATING PROGRAMS AND PROGRESS AND STRENGTHENING THE WORK OF DEI THROUGH NEW POLICIES, PROCEDURES AND PRIORITIES

In Year Three, a large part of our focus was on implementation: doing the daily work of creating long-term change throughout the university—in schools and colleges, in service hubs and centers of excellence, in administrative units and outreach programs. Year Three was also a time when leadership began putting systems in place for early evaluation of DEI-related programs at both the central campus and unit levels, in anticipation of the final summary of activity in Year Five. This evaluation effort included a new requirement in annual DEI status reports, one that provided an opportunity for each unit to reflect on signs and examples of culture change related to its strategic efforts for diversity, equity and inclusion. In addition, units are prompted to determine what is—and is not—working and to consider course corrections as needed.

As a result of this early evaluation process, we discovered that over the past three years, DEI has increasingly become embedded in university programs and policies in a seamless, automatic, almost taken-for-granted way. Rather than being viewed as an acute issue or an urgent challenge to be addressed, there are many indications that DEI is now regarded as an integral component of our infrastructure and everyday work.

However, in becoming part of the university’s standard operating procedure, DEI has also become, in some ways, less visible. This fact is proof of success. Yet it also makes evident our new challenge: to continue drawing attention to the realities that make DEI efforts essential, and to continue seeking new opportunities and more effective ways of achieving the institutional changes that will ensure positive, sustainable, long-term change within the U-M community.
DEI is creating institutional goals that reflect the voices of all the people who comprise the institution, including missing voices that ought to be heard.”

MALINI RAGHAVAN
PROFESSOR OF MICROBIOLOGY AND IMMUNOLOGY, MEDICAL SCHOOL; PROFESSOR OF BIOPHYSICS, COLLEGE OF LITERATURE, SCIENCE, & THE ARTS

SIGNIFICANT ACHIEVEMENTS OF YEAR THREE

WOLVERINE PATHWAYS
In 2018-2019, this innovative pipeline program enrolled 654 middle and high school students from underserved communities in the Southfield, Ypsilanti and Detroit school districts. The program also graduated its second class of 89 scholars, all of whom were admitted to selective colleges nationwide. In total, 46 scholars were admitted to the Ann Arbor campus and 32 to the UM-Dearborn campus. In Year Four, the program will pilot a range of initiatives to strengthen its advising, mentoring and tutoring services.

INCLUSIVE TEACHING PROGRAMS – CENTER FOR RESEARCH ON LEARNING AND TEACHING (CRLT)
In Year Three, the center made DEI an ongoing focus of its Teaching Academy programs for faculty in 10 schools and colleges, and offered 35 customized workshops and retreats. CRLT also presented 17 all-campus, DEI-focused pedagogy workshops; hosted the fourth annual Inclusive Teaching @ Michigan series for faculty and graduate student assistants (GSIs) from the Ann Arbor and Dearborn campuses; conducted a yearlong professional development program for lecturers; and presented plenary sessions for 1,413 GSIs and undergraduate instructional aides.

TROTTER MULTICULTURAL CENTER
In April of 2019, more than 1,500 members of the U-M community celebrated the grand opening of the new Trotter Multicultural Center (TMC). TMC also onboarded a new director and associate director. In partnership with other campus units, the center evaluated student leadership programming and, based on student feedback, will be launching an array of pilot programs for the 2019-2020 academic year.
DEI LEADERSHIP DEVELOPMENT
In July 2019, executive officers moved forward with their professional development initiative by participating in a half-day retreat and workshop. Led by Dr. Dolly Chugh, an NYU-based social psychologist, the retreat focused on enacting change both as individual leaders and a senior leadership team.

DEPARTMENT OF ORGANIZATIONAL LEARNING (DOL) DEI STAFF TRAINING
In Year Three, the office continued using its new DEI Lifelong Learning Model to design educational resources for stakeholder groups and diversity committees across campus and in Michigan Medicine. This included adding instructor-led courses and videos, and delivering a leadership course on recruitment and hiring practices. Since 2016, DOL and Michigan Medicine have, together, offered 899 classroom courses and served 23,652 participants.

STAFF OMBUDSPERSON
This past year, a newly appointed Staff Ombudsperson began establishing the structures and partnerships necessary to support the role within the university’s DEI initiative. This included hiring a limited number of professional staff to provide consulting sessions for members of the campus community.

GO BLUE GUARANTEE
Launched in 2018, this program makes college affordable for Michigan families with annual incomes of $65,000 or less and assets below $50,000 by providing financial aid packages totaling, at a minimum, the cost of tuition and mandatory university fees. During Winter 2018, 1,687 current students were identified as being eligible for the Go Blue Guarantee and, collectively, received over $11 million in institutional support for that term. In Fall 2018, the first full term of the guarantee, 95 percent of eligible in-state undergraduates received institutional aid, and 85 percent paid no tuition.

SUCCESS CONNECTS
Open to all students, this holistic support program uses one-on-one professional coaching, peer mentoring and monthly workshops to connect participants to campus resources and encourage academic success. The program has added a new Graduate Student Partners tutoring resource for juniors and seniors. In the past three years (2016-2018), SuccessConnects has served 1,025 students.

LSA COLLEGIATE FELLOWS PROGRAM
A five-year initiative launched in 2016, this major program aims to recruit and retain 50 exceptional early-career scholars in all liberal arts fields who have demonstrated a sustained commitment to building an inclusive and diverse intellectual community. In Year Three, the program welcomed eight new scholars, and in Fall 2019, members of the first and second cohort began to move into tenure-track positions. During the past three years, the program has recruited 24 fellows across all three LSA divisions.

FACULTY LEADERSHIP DEVELOPMENT FELLOWSHIPS
In 2018-2019, the program conducted a project funded by the W.K. Kellogg Foundation and focused on leadership development models aimed at preparing future leaders from underrepresented backgrounds for roles in U.S. colleges and universities. The 2019 program cycle included eight U-M fellows who participated in the New Leadership Academy program. This brings to 24 the total number of program participants, including faculty and senior staff from a broad range of academic and administrative units.

DEI DATA SUPPORT: METRICS AND REPORTING
The DEI Dashboard, developed in Year Two and designed to help track and generate university-wide, goal-related metrics, was optimized and improved. In Fall 2018, the first release of unit-level DEI metrics reports were distributed to all units with DEI strategic plans. The second release took place in Fall 2019, and plans are underway to publish a public-facing Dashboard in Winter 2020.
JAMES S. JACKSON DISTINGUISHED CAREER AWARD FOR DIVERSITY SCHOLARSHIP (FORMERLY THE DISTINGUISHED DIVERSITY SCHOLAR CAREER AWARD)
In Year Two, the inaugural award was presented to Dr. James S. Jackson, Daniel Katz Distinguished University Professor of Psychology and former director of the Institute for Social Research, and the award was renamed in his honor. A second recipient was selected in Year Three and will be publicly announced in late Fall of 2019.

SEXUAL MISCONDUCT AWARENESS
In Year Three, the university introduced a mandatory online training module, Cultivating a Culture of Respect: Sexual Harassment and Misconduct Awareness. As of September 23, the online training was completed by 30,087 faculty and staff across the U-M’s three campuses. The goal is 100 percent participation for both faculty and staff. A new website on sexual misconduct reporting and resources features information on sources of support, reporting procedures and a link to the module. In addition, all units are now including sexual misconduct awareness efforts in their revised DEI strategic plans for 2019-2020.

FIRST-GENERATION SUPPORT
The First Generation Gateway office collaborated with units across campus to grow its co-curricular programming, expand its reach and enhance student awareness of resources. New events launched in Year Three include a resource fair, First Generation Week and a symposium for faculty and staff, highlighting best practices for supporting first-generation students. The Gateway is now a designated member of the National Association of Student Personnel Administrators (NASPA), with U-M recognized as a leading university in the support of first-generation students.

THE PRIMARY FOCUS OF THIS YEAR THREE REPORT is to provide capsule progress summaries for each of the major campuswide DEI initiatives. Also included is a sampling of unit plan highlights, drawn from more than 2,400 DEI-related Action Items. For those who wish to learn more about the many other unit-based initiatives that took place in Year Three, a complete list of Unit-Based Objectives and Action Items is available.

In addition, each unit’s updated Year Four plan incorporates a summary of activities carried out during Year Three.
SECTION TWO:
OVERARCHING STRATEGIES
"We are all in this together. On the issues of diversity, equity and inclusion, we are of many minds and many voices. But we are of one heart. I am grateful to all those who are helping us make Michigan a place where everyone can share fully in all the resources and opportunities this great university has to offer.”

PRESIDENT MARK S. SCHLISSEL

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

GOALS

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

#2: EQUITY
We commit to working actively to challenge and respond to bias, harassment and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight or veteran status.

#3: INCLUSION
We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, where different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.
The Strategic Plan for DEI is guided by three overarching strategies. These strategies, and the campuswide actions and individual unit plans that emerged from them, are intended to help our entire institution move forward in a meaningful, intentional and thoughtful way to create a community in which every individual can thrive. To help promote a successful outcome, the university has allocated considerable resources for both the campuswide and unit-level programs that support these core strategies. In addition, specific offices have been assigned to carry out each major action item and provide annual progress updates.

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

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

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

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

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

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

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

Major new campuswide actions over the five years include: initiatives to build a diverse pipeline of qualified undergraduate and graduate student candidates; introduction of programs to ensure that students have the resources needed to excel on campus; and development of tools to improve hiring and search processes for faculty and staff.
OVERARCHING STRATEGY 3: SUPPORT INNOVATIVE AND INCLUSIVE SCHOLARSHIP AND TEACHING

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

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

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

“It means allowing for safe spaces for everyone to thrive with resources and support from the University of Michigan.”

JESS P. HERNANDEZ
STUDENT
DEI is about giving a voice to and hearing people of differing genders, backgrounds and faiths and respecting their contributions in the things we do together as a campus community. That’s what makes Michigan unique!”

KUNAL BANSAL
SENIOR DATABASE ADMINISTRATOR
SECTION THREE:
MAJOR CAMPUSWIDE ACTIONS:
PROGRESS TO DATE
MAJOR CAMPUSWIDE ACTIONS: PROGRESS TO DATE

The campuswide action items described here were created to serve as both inspiration and infrastructure for the 50 participating university units. In Year Three, these synergistic, broad-impact initiatives—many of which could only be conducted on a university-wide scale—continued to provide the centrally administered programs, consolidated resources, activities and guiding expertise so necessary to the success of every unit plan.

By pairing highly specific initiatives with each of the three overarching strategies, the campuswide action items enable the university to promote positive, meaningful and lasting change, and help assure that every unit will have the resources to build a more diverse, equitable and inclusive learning community.

NOTES ON YEAR THREE PROGRESS SUMMARIES

In addition to the proposed actions outlined in each unit plan, the university has committed to a series of sweeping campuswide initiatives aligned with each of the three overarching strategies. Taken together, these initiatives touch on every aspect of university life. In this section, we offer capsule summaries of activities and progress to date. Each of the items listed below includes a statement detailing planned actions in support of campuswide diversity, equity and inclusion along with a brief progress update and the name of the accountable office.

It’s important to note, however, that all action items require ongoing collaboration across many offices and individuals, and that all campuswide initiatives welcome contributions from those who feel called to participate. Along with the programs and initiatives outlined below, the plan also encompasses an array of existing DEI-related efforts—described later in this report—in which the university continues to invest. As always, strategies and actions are being implemented in strict accordance with the law and university policy.

In Year Three, the 50 unit-based strategic plans encompassed 2,518 action items. [Link here](#) to explore action items in an interactive dashboard.

In this section, we offer selected highlights from various unit plans. Intended to serve as examples of current DEI efforts, these “spotlight” summaries represent only a small fraction of campuswide achievements in Year Three.
OVERARCHING STRATEGY 1: CREATE AN INCLUSIVE AND EQUITABLE CAMPUS CLIMATE

The university’s organizational climate is a mosaic of the unique missions, goals, cultures and values of each individual unit. For that reason, in developing appropriate action steps, planners focused on helping all DEI Leads, at the unit and university level alike, to understand the many elements that contribute to both positive and negative organizational cultures.

Although all unit strategic plans share common goals and are intended to achieve greater openness, inclusivity and sense of belonging among community members, the individual action items themselves are wide-ranging. Accordingly, the campuswide action items are designed to support and strengthen the development of programs, policies and activities that cultivate an inclusive culture where everyone can grow and thrive.

MAJOR CAMPUSWIDE ACTIONS

ACTION ITEM: CAMPUSWIDE CLIMATE SURVEY

Using advanced methodology, we will conduct the first-ever Campus Climate Survey on Diversity, Equity and Inclusion to help us understand faculty, staff and student perspectives and experiences related to work and study at the university. The resulting data will be used to assess the present campus climate, guide current and future decisions and provide a metric of accountability for change over time. Administered for the first time in 2016-2017, the climate survey will generate university- and unit-level data in a way that can be repeated to measure progress.
YEAR THREE PROGRESS:
Over the past three years, through an ongoing partnership with the Institute for Social Research (ISR) and the independent research firm SoundRocket, we have developed and released sampling reports at the university level, as well as unit-level census reports to aid DEI efforts centrally and campuswide. The university-level climate data provide a baseline against which we will measure future progress as an institution. (Climate survey instruments and reports can be viewed at diversity.umich.edu/strategic-plan/climate-survey.) The unit-level climate reports for students, faculty and staff—based on results from the census deployments—are designed to equip planning units with actionable climate data as they advance their unit-based DEI plans.

In Year Three, we also assured broad access to the information by making the university-level data available via a public-use database, in addition to a restricted-use database. This was made possible through a partnership with the Inter-university Consortium for Political and Social Research (ICPSR), one of the ISR centers, which prepared the data for release. A link to an interactive tool was made available on the U-M DEI website in September 2019 to allow both the university community and the public to view and manipulate the public-use data.

Responsibility: Office of Diversity, Equity & Inclusion

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

UNIT SPOTLIGHT
BUSINESS & FINANCE
CONNECTING TEAMS TO PURPOSE: THE PURPOSE PROJECT
This year, in an effort to recognize the behind-the-scenes student support that staff teams provide and to strengthen their shared sense of mission, Business and Finance (B&F) launched the Purpose Project. As a first step, two U-M student interns spent Summer 2018 taking photos of B&F staff at work and interviewing teams about their purpose at the university. Like most of their peers, the interns had little understanding of what it takes to Make Blue Go. However, through the Purpose Project, they came to realize that their rich and varied U-M experiences would not have been possible without B&F staff members’ work behind the scenes. To say thank you, the students created a video featuring some of the more than 600 images they had captured. When paired with a voiceover of their original script, this photo montage became known as “The Love Letter to B&F.” The video was first presented by the interns at B&F’s annual Leadership Forum in November 2018, and has since been viewed more than 2,000 times by teams and individuals within the unit and beyond. This project achieved its goal by giving staff a unique opportunity to see the importance of what they do—their purpose at the university—through the eyes of students. The video link can be found online here.
YEAR THREE PROGRESS:
The Intercultural Development Inventory (IDI) pilot is now administered by Trotter Multicultural Center as a featured component of a broader intercultural learning program. This transition provides for continued use of the IDI alongside other intercultural learning tools such as the Intercultural Conflict Styles Inventory (ICS), the Cultural Intelligence Assessment (CQ) and the Cultural Values Profile (CV).

In Year Three, U-M Student Life focused on increasing access to and continuing assessment of the IDI. We also leveraged our increasing momentum with partners across campus. Preliminary analysis of outcomes data indicates that the IDI tool is extremely effective when strategically aligned with the learning agenda for a given academic course or program—as opposed to being an isolated experience disconnected from a cohesive curriculum.

In the past year, student participation in the IDI increased notably:
- 1,140 IDIs completed (182 percent increase from Year Two)
- 1,126 attendees in Group Profile Sessions (243 percent increase from Year Two)
- 739 Individual Qualified Administrator (QA) feedback sessions completed (203 percent increase from Year Two)

As a result of sustained partnerships, we engaged with more than 330 students from Rackham, Engineering and LSA/Wolverine Wellness. In addition, we established new collaborations with units that included Social Work (164 students), Nursing (218 students) and Public Health Epidemiology (79 students). Also, as of Spring 2019, a total of 112 staff had been trained to serve as Qualified Administrators (QAs) for the IDI. Data disaggregated to examine the experience of four specific cohorts indicated that, overall, a majority of students agreed that participating in the IDI was an important and valuable experience.

Data analysis and assessment goals for 2019-2020 include: assessing the impact relative to the student experience by cohort; identifying SL congruence with class/organization/cohort priorities and intended impact; and understanding how the use of a chosen tool informed the participants’ level of experience/satisfaction.

In Year Four, Student Life will continue using the IDI with a focus on academic partnerships, intentional co-curricular student organization and student staff development. In collaboration with partners across campus, we will also continue to expand intercultural learning offerings at Trotter to promote intercultural competence and the capacity to engage across difference in identity and culture.

Responsibility: Division of Student Life
Throughout Michigan Medicine, people with disabilities are breaking down barriers and showing the world how capable they are. This is occurring because Michigan Medicine is committed to improving the experience of individuals with disabilities as employees, students, leaders and patients. The ultimate goal is to make the healthcare and organizational environment more responsive to those with disabilities, more aware of community resources and policies and better able to collaborate with disabled individuals and their families. Areas of focus include not only healthcare policies and organizational structures, but also the knowledge and attitude of healthcare providers at all levels and the support received by individuals with disabilities as employees and students. By conceptualizing issues associated with participation and optimal functioning for disabled individuals in terms of the interaction between impairment and context, Michigan Medicine is able to identify and target modifiable factors that the health system and the university can begin to address. Examples of the wide-ranging work underway include:

- **Michigan Medicine Disability Resource Group**
- **Rehabilitation Research and Training Center**
- **MDisability: A collaborative program focused on improving the inclusion of people with disabilities**
- **MCHAMP Adaptive Sports**
- **UMAISE**
- **University of Michigan Adaptive Athletics**
- **Revision to Medical School Technical Standards**
- **Competitive intercollegiate Sports**
- **Intramural and recreational sports in collaboration with Student Life**
- **MI-TRY (Pediatric adaptive triathlon)**

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**OFFICE OF GENERAL COUNSEL**

**DIVERSITY OF THOUGHT: LESSONS FROM THE OFFICE OF THE U.S. SOLICITOR GENERAL**

In Year Three, the Office of General Counsel (OGC) partnered with the Law School and the Ford School of Public Policy to sponsor its first university-wide DEI event. The program, which featured past members of the Office of the U.S. Solicitor General who had been appointed by presidents from both political parties, emphasized and illustrated the advantages of being open to different perspectives as a way of strengthening one's own efficacy and understanding. A key takeaway from the event was the crucial importance of including diversity of thought and perspective in the mission of a university.
**ACTION ITEM:** Diversity, Equity and Inclusion Education and Training Resources

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

**YEAR THREE PROGRESS:**

In Year Three, the Department of Organizational Learning (DOL) continued to use its new DEI Lifelong Learning Model to design educational resources for numerous stakeholder groups and diversity committees across campus and at Michigan Medicine. With the help of our Education and Learning Advisory Group (ELAG), we added instructor-led courses and videos to support the initial phase of our three-stage approach to learning: awareness, practice and modeling.

Along with identifying core courses that could be adapted for university leaders, we delivered a leadership course on recruitment and hiring practices which has been highly praised and widely requested, especially by campus hiring teams.

During this highly productive year, a multitude of DEI education and learning opportunities were offered through courses such as *Unconscious Bias, Intercultural Awareness, Bystander Training* and *Disability Awareness*, serving thousands of faculty, staff and student employees. Since the DEI launch in October 2016, the Department of Organizational Learning and Michigan Medicine have together offered 899 classroom courses, served 23,652 participants, and engaged all of the units that submitted a DEI plan. In all, there were 2,345 participants in the online training *DEI The Basics 1* and 728 in *DEI The Basics 2*. In addition, 2,319 unique users have visited our media space online since October 2018. Our customized services included 10 workshop facilitations, four consultations and one learning lab attended by DEI Leads from units ranging from Rackham and Public Health to Engineering, LSA, Logistics,

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**UNIT SPOTLIGHT**

**CLEMENTS LIBRARY**

**WELCOMING NONBINARY IDENTITIES TO THE ARCHIVES**

The Clements Library’s Aeon request system requires researchers to fill out a form containing personal information, including name, address, institution, etc. In one instance this past year, a student’s given name did not reflect that person’s gender identity. As a result, the student was misgendered in the system and in the Library records. Within 24 hours of discovering the error, the Library had updated its registration process to include an optional preferred pronoun and had trained staff members to check this field to ensure against future errors. This response reflects the Clements Library’s strong institutional commitment to create a welcoming environment for nonbinary members of its community. Since implementation of the revised registration process, many readers—both cisgender and transgender—have chosen this option.
DEI Skill Building
A Priority at all Levels Across Campus

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Officers</td>
<td>100% engaged in DEI skill-building activities</td>
</tr>
<tr>
<td>Deans</td>
<td>100% attended a retreat on DEI skill building</td>
</tr>
<tr>
<td>Undergrad Students</td>
<td>90% of incoming freshmen received unconscious-bias training</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>314 graduate students completed the Rackham DEI Certificate Program in past two years</td>
</tr>
<tr>
<td>Faculty</td>
<td>Over three years, 663 faculty &amp; GSIs attended the Inclusive Teaching @ Michigan series</td>
</tr>
<tr>
<td>Staff</td>
<td>23,652 staff members have participated in DEI educational sessions since the Strategic Plan launch</td>
</tr>
</tbody>
</table>

3 of 19 schools and colleges represented

Starting May 2019: 0%
Dec. 2019 Goal: 100%

49% of faculty and staff have taken mandatory training on sexual misconduct and harassment

DEI was a KEY COMPONENT of the Regents’ annual retreat in January 2019
During Year Three, we also continued to build capacity within our Facilitator Engagement Program (FEP), a group of 16 facilitators highly skilled in DEI curriculum and activities. We launched our first Train the Trainer and gave agency to these new trainers to act locally on unit-specific needs. We also created a development pathway for future cohorts of trainers by hosting the first annual two-day facilitator skill development workshop with a “DEI lens.”

In May 2019, as part of an institutional commitment to preventing sexual misconduct and offering support to those who have been harmed, the online mandatory training module “Cultivating a Culture of Respect” was launched campuswide. The primary objectives of the course are to raise awareness of:

- an institutional commitment to creating a safe, harassment-free working and learning environment
- differences between reporting and confidential resources
- reporting and confidential resources available on all campuses

The course was piloted with a mix of faculty and staff to determine areas that could be improved. The decision was made to include scenarios, making the module more relatable to those taking the course. As of September 23, the module was completed by 30,087 (49 percent) of faculty and staff with a goal of 100% participation by December 31, 2019. An in-person version of the module is under construction and will be piloted in Fall 2019. It will discuss the impact of sexual harassment and misconduct on minority populations and will introduce ways we can create a psychologically safe workplace that empowers people to speak up when these behaviors occur. Organizational Learning has partnered with the Center for Research on Learning and Teaching to provide a daylong workshop for deans and other leaders across the university with the goal of developing the knowledge and skills necessary for leaders to cultivate climates that are more resistant to sexual harassment.

UNIT SPOTLIGHT

COLLEGE OF ENGINEERING

STAFF DEI AND PROFESSIONAL DEVELOPMENT

The College of Engineering (COE) followed up its Year Two DEI staff training initiative with the formation and active leadership of a staff DEI committee. This new group meets on a regular basis and oversees initiatives to encourage staff engagement and address staff issues and opportunities. This past year, a team was formed to identify ongoing professional development options for staff members. In addition, the committee began providing DEI-related blog posts for COE’s diversity, equity and inclusion website. Yet another key accomplishment was the launch of a program to encourage staff participation in the college’s creativity/innovation/daring cultural initiative, also known as the Blue Sky Initiative. Introduced in late 2017, the Blue Sky funding model supports transformational, high-risk/high-reward concepts that either reinforce or define Michigan’s leadership position in a wide range of areas.
Additionally, we initiated four work projects to support educational efforts that include next steps for our core DEI courses, a DEI resource clearinghouse and facilitator toolkits. Our website was also regularly updated throughout the year to better reflect the myriad programs and services offered by Organizational Learning (see hr.umich.edu/diversity).

Responsibility: Department of Organizational Learning

**ACTION ITEM:** Professional Development in Diversity, Equity and Inclusion for Deans and Executive Leadership

The university will provide professional development experiences in DEI-related issues for new deans and executive leaders both as part of their onboarding process and as continued leadership support. Training will be offered centrally as a supplement to professional development resources provided by the Office of the Provost. Topics will include recruitment and retention issues specific to diversity, equity and inclusion, as well as skill development for fostering an inclusive climate.

**YEAR THREE PROGRESS:**

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

In Year Three, we continued this professional development process to fulfill the four key objectives of this action item. All executive officers took the next step in this journey by participating in a half-day retreat and workshop, held in July 2019. The goal of this gathering was to create a space for sharing key insights and actionable steps to enact change both as individual leaders and as a senior leadership team. The

UNIT SPOTLIGHT

**INFORMATION & TECHNOLOGY SERVICES**

**DEI PASSPORT ENGAGES ITS STAFF IN U-M LIFELONG LEARNING MODEL**

The Information & Technology Services (ITS) DEI Passport is a tool for self-directed learning and reflection, and a fun way for staff to stay engaged with DEI topics every month. The Passport is a digital platform hosted on the employee intranet that allows ITS staff to explore a variety of DEI-related workshops, training modules and readings that can be applied in their day-to-day work, aligned with U-M’s lifelong learning model. Staff are encouraged to complete at least two suggested activities per monthly “destination,” and to write a short self-reflective commentary (which remains private, for their use only) in order to earn a digital stamp. This model has proven to be an effective way to offer “bite-sized,” relatively low-maintenance DEI learning material in the intervals between the unit’s flagship in-person training sessions. During the period from October 1, 2018, to April 10, 2019, a total of 140 staff members completed 960 DEI-related activities and earned 277 stamps.
session was led by Dr. Dolly Chugh, an award-winning Harvard-educated social psychologist who is currently on faculty at the NYU Stern School of Business. An expert in the unconscious biases of ordinary, good people, Chugh framed the event around the fundamental principles and learnings contained in her book, *How Good People Fight Bias: The Person You Mean to Be*.

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

**ACTION ITEM:** [Trotter Multicultural Center](#)

A new multicultural center will be built in the heart of campus. Inspired by the advocacy of the Black Student Union, and with the enthusiastic support of campus leadership, this facility will serve as a venue for student programs and activities that develop cultural learning and skills for collaborative engagement. In addition to providing event and meeting space for student organizations, the Trotter Multicultural Center (TMC) will serve as a center for campus conversations on and programming to improve climate, student support and diversity, equity and inclusion at the University of Michigan.

**YEAR THREE PROGRESS:**

Thanks to the persistent efforts of U-M Student Life, construction of the new Trotter Multicultural Center was completed ahead of schedule and, on April 11, 2019, more than 1,500 members of the University of Michigan community converged on State Street to celebrate the grand opening of the new facility.

The Trotter Center represents a successful outcome on many fronts, including highly intentional design of all interior spaces and the development of a multimodal and historic building project, made possible by a dynamic team of staff members and DEI Student Advisory Boards (SABs) determined to honor and continue the Trotter legacy and engage the campus community. The TMC building was well received by the campus community, and particularly students, as documented by news outlets such as the *University Record, Michigan Daily*, MLive Ann Arbor and NPR affiliates.

Year Three was marked by other notable achievements as well. In partnership with various stakeholders, Student Life successfully identified and onboarded a new director and associate director. In addition, a plan was created for documenting and honoring the history of both William Monroe Trotter and the Trotter Multicultural Center. Plans call for the Trotter History Project to be published in late Fall 2020.

This past year, Student Life’s Trotter Team—in partnership with other U-M units—evaluated existing student leadership programming offered by Student Life and campus units, designed innovative programs to be piloted and/or fully implemented in the 2019-2020 academic year, and sought student feedback from the Student Life DEI SABs. As a result of those conversations and collaborations, student-centered resources at Trotter will now include elements of interfaith programming. Another innovation was the Trotter Multicultural Center Student Creative Gallery Exhibition Series. This new
initiative provides an opportunity for students campuswide to submit thought-provoking artwork that conveys powerful messages aligned with the center’s mission and vision.

Looking ahead, TMC has identified opportunities for future programmatic collaborations with U-M campus partners such as the Stamps School of Art & Design, the U-M Jazz Institute, Rackham, Michigan Radio (NPR) and WCBN-FM, the National Center for Institutional Diversity, Program on Intergroup Relations and the School of Social Work.

**Responsibility:** Division of Student Life

**ACTION ITEM:** Student Support and Resources to Improve the Campus Climate

The university will use data-driven best practices to increase capacity and improve its overall effectiveness in providing resources for student support and educational programming to improve the campus climate.

**YEAR THREE PROGRESS:**

As a priority initiative for Year Three, Student Life (SL) examined how wellness work contributes to an inclusive campus climate, identified resource gaps and developed strategies for increasing participation. With longtime partners Multi-Ethnic Student Affairs (MESA) and University Health Service (UHS), we modeled an embedded Wellness Coach program. We also began developing a Wellness Toolkit for SL student staff members across the division.

During Year Three, Student Life devoted a total of 158 hours to formal training for peer educators in social justice and intercultural development programs throughout the division. In addition, we:

- deepened engagement with student organizations to enhance community development and support
- developed a new collaborative process for assisting student organizations through increased resources for funding, advising and professional development
collected and analyzed divisional data on allyhood programming to identify gaps, benchmarked allyhood programming within the Big 10 and are advancing recommendations offered recommendations to broaden and deepen allyhood work campuswide.

In support of our educational mission contributing to an inclusive campus climate, Student Life delivered a total of 66 Social Justice Education and Intercultural Development programs across the division.

Some examples of educational outreach to improve awareness include:
  • Promoting inclusivity and respect and improving understanding of cultural appropriation with Diag Day programs.
  • Strengthening student-driven awareness initiatives through increased support for Expect Respect™ efforts and expanding Inclusion Ambassador recruitment.
  • Delivering informational presentations with invested stakeholder groups
  • Hosting collaborative programs with academic units

To sustain momentum and assure unified, broad-scope action, we convened and coordinated SL units that provide Social Justice Education and Intercultural Development and provided a menu and no-cost delivery process for available offerings, marketing materials that showcase offerings for academic partners and an online intake process. To improve capacity, we reviewed how Social Justice and Intercultural Development offerings are staffed; examined roles, training protocols and types of compensation; identified areas in need of permanent funding or new staffing structures; and flagged opportunities for creating student staff experiences across the division in support of multiple initiatives.

**Responsibility:** Division of Student Life

**ACTION ITEM:** Diversity, Equity and Inclusion Contributions in Staff Evaluations

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

**YEAR THREE PROGRESS:**

During the past year, the Department of Organizational Learning (DOL) developed and received approval for the Michigan Expectations Model, which outlines 12 competency areas and includes detailed behavioral expectations demonstrating aptitudes within these areas. These competency areas include the following:
  • Create value for the diverse communities we serve
  • Create a shared vision
  • Lead innovation and change
  • Foster and promote diverse teams
  • Collaborate and build inclusive relationships
  • Coach and develop others
  • Adapt
  • Act with courage and confidence
  • Communicate
  • Achieve results
  • Solve problems
  • Build positive culture

Many of these areas are directly associated with, and rooted in, behavioral-based competencies related to DEI. This model has been widely distributed in Michigan Medicine, with a plan to extend the model’s use across campus in the coming year and to encourage the incorporation of these expectations in the staff performance evaluation process.

**Responsibility:** Office of the Provost and University Human Resources
UNIT SPOTLIGHTS

SCHOOL OF SOCIAL WORK

SOCIAL WORK AND SOCIAL JUSTICE DIALOGUE PROGRAM
In Fall 2018, the School of Social Work piloted a six-week co-curricular program to engage MSW students in meaningful dialogue around social justice issues related to the field. The topics for these dialogues were grounded in the 12 Grand Challenges for Social Work identified by the American Academy of Social Work and Social Welfare. Developed in collaboration with the U-M Intergroup Dialogue Program, this pilot program was aimed at providing a means for students to gain the knowledge and skills necessary for engaging in productive, transformational conversations around challenging—and often contentious—topics. Each dialogue group met for two hours and was co-facilitated by two MSW students. Each dialogue focused on a specific topic such as “Achieve Equal Opportunity and Justice,” “Create Social Responses to a Changing Environment” or “Reduce Extreme Economic Inequality.” Over 60 students participated in the pilot program, which will be expanded to six dialogue sessions during Fall 2019 and Winter 2020.

SCHOOL OF MUSIC, THEATRE & DANCE

FACULTY & STAFF ALLIES NETWORK
The School of Music, Theatre & Dance (SMTD) Faculty and Staff Allies Network (FASAN) is a collection of volunteer leaders dedicated to fostering a nurturing, respectful and safe academic community, free from sexual misconduct, harassment and unlawful gender bias. Distinct from a policy body or counseling effort, FASAN works collaboratively with the school to address issues that enable sexual misconduct to occur, including the inequities and power dynamics that can lead to abuse and a culture of silence. This initiative strives to create a climate of open communication, awareness and responsiveness through community education events. FASAN volunteers commit to attending additional training, particularly about U-M policies and support resources, in order to serve as informed consultants to their faculty and staff peers. Network members seek to create an increasingly positive learning atmosphere at SMTD, thereby improving the professional climate of the performing arts field as a whole. FASAN’s first major initiative, launched in Year Three, included a symposium consisting of a panel and performances that brought awareness to sexual misconduct in the performing arts and fostered empowerment among participants. In the coming academic year, the group will undergo additional training to become even more effective allies and provide more ways for constituents to safely voice concerns and promote culture change.
DEI means having and accepting all kinds of different backgrounds including race, gender, geographic locations, countries and regions, major, interests, etc.”

**ACTION ITEM: Inclusive Facilities**

The university will convene a DEI Facilities Working Group to establish campuswide guidelines that support a more accessible and inclusive physical environment. The working group will partner with units across campus whose missions support accessibility and inclusion.

**YEAR THREE PROGRESS:**

Disability and accessibility are key elements within U-M’s DEI strategic framework. Based on that framework, the U-M Student IDEA (“Inclusion, Diversity, Equity and Accessibility”) Board was convened during Year Three of the DEI Plan. The charge is to broadly assess the current state and capacity of U-M’s infrastructure to support and include students who are or may be impacted by barriers within the university culture regarding disability, accessibility or ableism.

Specifically, the U-M Student IDEA Board is tasked with generating actionable recommendations that are reasonably attainable within a short- to medium-term timeline. All recommended actions should include a collective, collaborative approach to achieving identified solutions or strategies.

Along with advising on physical infrastructure and facilities, the IDEA Board will also make recommendations on the broad set of actions impacting both accessibility on campus and students, staff and faculty with disabilities. The board is taking a comprehensive, holistic approach to its work of creating an institution that is both accessible and proactive in all aspects, something they are labeling Universal Design for Learning. In all, there will be eight subgroups issuing recommendations, which will be organized and presented to the Provost’s Office as one set of recommendations in December of 2019.

In addition to the efforts of the recently formed IDEA Board, the U-M engages in longstanding work to ensure accessibility for all community members. By way of example:

- Capital projects are reviewed with the Office for Institutional Equity (OIE) Accessibility Coordinator to assure accessibility compliance.
- In coordination with OIE, all identified occupant accessibility barriers in general fund buildings are
reviewed. Any required renovations are paid for by the committee through the Americans with Disabilities Act (ADA) Fund. Projects include items not required by code such as lifts, adult changing tables, restroom modifications and automatic door operators.

- Gender-inclusive, accessible, single-occupant restrooms are mandated for all new buildings and major renovations.
- Personal rooms are required in all new buildings and major renovations.
- Student Life projects now include attention to meditation and quiet study spaces.
- Prior to the opening of new or renovated facilities, Student Life provides tours for student accessibility groups to identify potential barriers and obtain feedback.

**Responsibility:** Office of the Provost and the Office of University Facilities and Operations

**ACTION ITEM:** Increased Web and Online Accessibility Testing

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

**YEAR THREE PROGRESS:**

As a key element in making all U-M websites and online communications broadly accessible, the Office for Institutional Equity (OIE) filled the previously vacant Digital Information Accessibility Coordinator (DIAC) position. Throughout this year, the DIAC has continued to partner closely with staff from Information Technology Services to provide auditing and support for all university units relating to the accessibility of their websites and other electronic and digital resources. In addition, OIE has requested funds to onboard a staff member with the primary responsibility of conducting accessibility reviews using screen readers and other review tools.

**Responsibility:** Office for Institutional Equity

**ACTION ITEM:** Raise Awareness About Climate Concerns Reporting

The university will develop and implement a campuswide education effort to raise awareness among students, faculty and staff about campus climate concerns and the methods available for reporting concerns. In addition, the university will actively educate the campus community about the resources and support offered to students in response to campus climate concerns.

**YEAR THREE PROGRESS:**

As part of our Year Three strategic efforts to improve campus response and support for climate concerns, student support and campus climate, U-M Student Life (SL) explored best practices in campus climate support with Big 10 and national institutions and engaged with U-M DEI leads about climate response practices. Campus Climate Support staff is committed to providing preventive and responsive educational programming to foster diversity, equity and inclusion across campus.

**Responsibility:** Division of Student Life, Office of Diversity, Equity & Inclusion
Disability Awareness Training provided to 1,366 people, with 90% confirming skills gained apply to their work.

Digital Accessibility SPG

ITS and OIE leading multi-unit collaboration to develop information technology accessibility SPG, making our campus commitment clear and accountable.

Making U-M accessible for all

Student Inclusion, Diversity, Equity & Accessibility (IDEA) Board comprising 50 students, staff, faculty, administrators and alumni will recommend actions to address concerns of people with disabilities.

Physical Accessibility

$960K invested over past 3 years to remove physical barriers on campus.
OFFICE OF UNIVERSITY DEVELOPMENT

HIGHER ED COLLABORATIVE: ADVANCING A SAFE AND RESPECTFUL FUNDRAISING ENVIRONMENT

The Office of University Development (OUD) has defined its DEI strategic objective as: developing constituents—including staff, faculty and volunteers—who have clear expectations around respectful behavior toward one another and who, if subjected to discrimination or inappropriate behavior, are aware of and informed about available resources. To achieve this goal, OUD invited colleagues from 11 peer institutions and a partnering consultant to a daylong working session on identifying the infrastructure, training and tools necessary for a safe and respectful fundraising environment. The scope of our work focused on interactions between front-facing staff/students (e.g., fundraisers, event staff, gift processors, scholarship students) and external constituents (e.g., donors, volunteers, grateful patients, candidates). In early May, this higher education fundraising collaborative identified a work plan for the next year, including development of a universal training curriculum. Action teams for FY20 will focus on five target areas: Data Collection, Assessment & Reporting; Organizational Response & Remediation; Organizational Culture; and Training Partner Institutions: Boston College, California Institute of Technology, Colorado State University, Georgetown University, Indiana University Foundation, Pennsylvania State University, University of Cambridge, University of Florida, University of Iowa, University of Michigan, University of Notre Dame and University of Oregon. OUD's partnering consultant—Fran Sepler of Sepler & Associates, who participated in the working session—was hired to support our DEI efforts into FY20. Known for her pioneering work in harassment prevention and workplace investigations and her 2008 book, Finding the Facts: What Every Workplace Investigator Needs to Know, Sepler has developed techniques and protocols used by organizations nationwide to investigate complaints of workplace misconduct.

MICHIGAN MEDICINE

TRANSGENDER EDUCATION TOOLS

The Michigan Medicine mini-grant awards administered by the Office of Health Equity and Inclusion (OHEI) have enabled a variety of units and departments within Michigan Medicine to be innovative and creative in their approach to DEI work. Awards provide the funding required to test new efforts that would otherwise go unsupported and untried. Michigan Medicine is committed to providing excellent care and service to patients and visitors of all genders. This year, as part of a diversity, equity and inclusion mini-grant project sponsored by OHEI, Halley Crissman, MD, MPH, led an effort to create training videos designed to help MM frontline staff improve levels of comfort and competency in providing care and service to transgender and gender-nonconforming patients.
OVERARCHING STRATEGY 2: RECRUIT, RETAIN AND DEVELOP A DIVERSE COMMUNITY

The primary aim of this strategic goal is to assure that every school, college and unit—without exception—provides equitable access, entry and opportunities for learning, development and advancement for students, staff and faculty. Before creating campuswide action items aligned with this particular goal, DEI Planning Leads studied key indicators—including rates of completion, promotion, turnover and exit interview data—to assess differences in access, entry and development across the university’s many groups.

Not surprisingly, overall performance indicators across campus units varied greatly. Therefore, DEI-related efforts and initiatives also vary, reflecting the needs and goals of specific campus communities. The campuswide action items described here are designed to bolster and extend the work of all units by introducing effective, highly tailored procedures and programs aimed at recruiting, retaining and supporting a diverse community.

MAJOR CAMPUSWIDE ACTIONS

ACTION ITEM: Wolverine Pathways
Launched in February 2016, Wolverine Pathways is an innovative pipeline program focused on creating a path to college readiness for middle and high school students currently in the Southfield Public, Detroit Public and Ypsilanti Community school districts. Scholars who successfully complete the program, apply to the University of Michigan’s Ann Arbor or Dearborn campuses and are admitted receive a four-year tuition scholarship plus additional need-based aid. Students achieving admission to the Flint campus may qualify for UM-Flint’s general scholarship programs, if eligible.

YEAR THREE PROGRESS:
In 2018-2019, the Wolverine Pathways (WP) program enrolled 654 scholars drawn from our three partnering communities of Southfield, Ypsilanti and Detroit. The program also graduated
its second class of scholars. As with the first cohort, students in this second graduating class were admitted to selective colleges nationwide, including the University of Michigan. In all, 46 of the 89 graduating scholars were admitted to the Ann Arbor campus along with one scholar from the WP 2018 graduating class, who completed a dual degree program as a fifth-year senior. Of these, 43 have accepted U-M’s offer of admission.

Wolverine Pathways continues to link the power of U-M’s academic and research enterprise, the resources and innovations of community partners and the instructional expertise of secondary teachers to support scholars’ academic success, college admission and career exploration. These linkages enabled us to launch a range of innovative educational programming during the Summer of 2019, including:

- **Accenture Summer Camp**: A partnership with Accenture Consulting for scholars to understand and explore the field of consulting, its academic and professional demands and the majors and specializations at U-M that support preparation for the field.
- **Film, Television & Media Studies**: A partnership with the Department of Film Television and Media that provided scholars with the opportunity to take courses in screenwriting, film history, digital media and production.
- **Engineering Pathways**: A partnership with the College of Engineering (COE) that provides an age-graded sequence of educational programming with the goals of exposing students to the field of engineering and increasing their likelihood of admisibility to COE.

WP students were additionally plugged into a host of standing U-M pre-collegiate summer programming (e.g., Earth Camp, ArcStart, DRISE, MPULSE, Michigan Health and Science Pre-College Exposure Academy) and also participated in a range of corporate and career internships throughout southeastern Michigan (e.g., Toyota, CVS Pharmacy, DTE, Charles H. Wright Museum, Wayne State Medical Library, U-M ITS, Hamilton Anderson Associates) and also research internships with U-M faculty and postdoctoral fellows in the Medical School, School of Public Health, School of Education and the College of Literature, Science, & the Arts.

Based on program assessments conducted during the 2018-2019 academic year, WP is poised to pilot a range of improvements in the areas of academic and college advising, math literacy, identity and efficacy as well as near-peer mentoring and SAT test preparation.

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

**ACTION ITEM: K-12 Outreach Hub**

The Center for Educational Outreach (CEO) continues to refine its mission to serve as a campuswide hub for K-12 outreach, to develop a more coordinated university-level strategy for educational outreach and engagement and to significantly increase both capacity and effectiveness. In addition, the center provides K-12 outreach consulting, training and programs for faculty, campus outreach professionals and student groups to prepare them to work with schools, youth and college-access organizations.

**YEAR THREE PROGRESS:**

This past year, we continued to align our mission and vision with CEO’s role as a hub that supports U-M’s commitment to educational outreach and academic excellence by partnering with faculty, staff and students to develop and implement programs that inform, engage and inspire a diverse community of scholars. As our primary focus, we prioritized the center’s work in four key areas: (1) supporting communities of practice, (2) developing infrastructure and tools to support outreach, (3) building capacity and consulting and (4) delivery of direct service to schools and students.

**Communities of Practice**

In Year Three, CEO continued developing communities of practice to gain insight into optimal strategies for youth outreach and engagement across campus, share best practices, highlight the work of U-M colleagues and support collaboration and innovation. This work began in 2008 with the creation of the University Outreach Council (UOC) and the launch of
Wolverine Pathways (WP) Program

The University of Michigan Wolverine Pathways program is a free, year-round program that partners with the families, schools and communities of Detroit, Southfield and Ypsilanti. This partnership provides learning experiences that will help students succeed in school, college and future careers. Students who successfully complete Pathways and are admitted to U-M Ann Arbor or Dearborn receive a four-year tuition scholarship.

- 654 active scholars in Wolverine Pathways in 2018-2019
- 176 WP graduates enrolled in college
- 86% WP graduates graduated from Wolverine Pathways in first two cohorts
- 85 UM-Ann Arbor
- 20 UM-Dearborn
- 2.1x more likely to be admitted
- 2.8x more likely to enroll at UM-Ann Arbor

Compared to applicants from same high schools in the first cohort.

GRADUATES

85

UM-ANN ARBOR

20

UM-DEARBORN

YEAR THREE PROGRESS REPORT | DIVERSITY, EQUITY AND INCLUSION STRATEGIC PLAN
a statewide annual conversation known as the Pre-College and Youth Outreach Conference (PCC), which U-M will host in November 2019. This past year, UOC helped strengthen campus units by connecting them with key resources such as: the U-M Office of the General Counsel (with a focus on Proposal 2), the Office of Enrollment Management, the Comprehensive Studies Program, U-M Library and the First Generation Symposium. In all, UOC hosted more than 230 staff members from over 45 campus units. CEO also continued its Faculty Forums on Outreach and Engagement with two programs: a fall event, hosted in collaboration with the Ginsberg Center, Academic Innovation and CEAL, and a second forum planned with the Detroit Public Schools Community District leadership and the dean of the School of Education. Together, the two events drew more than 150 faculty and staff.

Infrastructure and Tools to Support Outreach
The University Outreach Council has long identified the need for a better infrastructure to support youth outreach and engagement. With that goal in mind, CEO continued to partner with Risk Management to support the Children on Campus process (SPG 601.34), and is now able to provide robust reports to units on their registered programs over the past two years. We also continued to explore supplementary technology resources to streamline and standardize health information for minors university-wide, with a pilot program launching this fall. Youth Hub, our powerful and searchable marketplace of educational opportunities available to campus youth and their families, now has over 3,000 established user accounts and is the top-clicked link in an admissions email sent to 4,000 prospective students. In addition, CEO is collaborating with the Ginsberg Center in the Connecting Michigan initiative to develop a statewide database of U-M community partners and K-12 impact. In Year Three, we also set near-term priorities that include launching a college access digital library guide in partnership with the U-M Library and creating a physical college access library space, with a catalog located at Librarika.
Consulting/Capacity Building
This past year, the center continued working with the DEI Leads Group, which includes representatives from each campus unit that has a DEI strategic plan, to identify educational outreach resources available to unit leads in support of their strategic plans. In all, CEO staff consulted with 14 schools/colleges and four central units supporting over 50 initiatives to bolster existing efforts and create new opportunities. CEO also supported student organizations in their outreach efforts through Project Inspire, which included consulting with student leaders; hosting a networking and resources event; and recognizing their K-12 outreach initiatives through a campus showcase. Following last year’s pilot, CEO continued its Faculty Structured Outreach Support Fellowship (SOS) to support and promote meaningful educational outreach projects and engaged scholarship by U-M faculty. The center also awarded grants and provided consulting services on nine K-12 Outreach Projects to 11 faculty from diverse units.

Direct Service
In addition to its many intra-university initiatives, CEO continued to extend the statewide reach of U-M through initiatives such as Wolverine Express, a program in which faculty, staff and students visit high schools for a day; the Watson A. Young Scholarship, supporting participation in summer programs at U-M; and a campus visit hosting program for students from under-resourced schools. In Year Three, Wolverine Express connected over 58 U-M units and departments to five high schools, 96 classrooms and 2,039 students. CEO’s campus visitation program for underserved schools and community organizations included 15 visits for more than 650 students and hosting two visits for 230 high-achieving high school juniors and seniors from our Michigan College Advising Corps (MCAC) partner high schools. This year, with state and institutional funding, CEO also launched the College Day initiative, providing two major pre-college programs for both middle school and high school students from 14 underserved schools in Detroit and surrounding communities. As part of the College Day programming for rising ninth graders, we connected with students’ families through a parent campus visit, parent dinner orientation workshops in English and Spanish and other activities.

Responsibility: Center for Educational Outreach

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

YEAR THREE PROGRESS:
With our regional recruiters in place for the 2018-2019 school season, we redirected our efforts toward building and sustaining intentional partnerships with community-based organizations in urban areas. In Year Three, we focused on making connections and strengthening relationships. With the goal of advancing our outreach and targeting our recruitment efforts, we have fully implemented the College Board Environmental Context Dashboard. As described by the College Board, this tool “provides contextual information on students attending a particular high school including SAT performance, AP performance, average number of AP courses taken, percentage of students eligible for free and reduced-price lunch and neighborhood information including average family income, familial structure and stability, educational attainment, housing stability and crime.”

Responsibility: Office of Enrollment Management
**ACTION ITEM: Native Student Initiative**

The university will develop admissions, recruitment and student support programming consistent with the principles of the unique sovereign relationship that exists with Native populations in the United States. Through the grant lands provided in the Treaty at the Foot of the Rapids, U-M has a unique and foundational connection to local Native tribes, specifically the Ojibwe, Odawa and Bodewadimi. In pursuit of this goal, the Office of Enrollment Management (OEM) will collaborate with on- and off-campus partners to create recruitment and engagement opportunities and expand financial access to the Michigan Tuition Waiver program for Native students.

**YEAR THREE PROGRESS:**

In June 2019, OEM hosted College Horizons, a week-long college readiness program for Native American, Alaskan and Hawaiian students. Ninety-five students attended the program, along with 60 college admissions officers and high school counselors. Activities included an informational session with the Office of Financial Aid, a Q&A program with the Office of Undergraduate Admissions, and a panel of U-M students and presentations by Vice Provost Kedra Ishop, Vice Provost and Chief Diversity Officer Robert Sellers, Dr. Gregory Dowd, Dr. Michael Witgen and Assistant Vice Provost Dilip Das. Attendees also participated in a tour of the Botanical Gardens, specifically highlighting the Collaborative Indigenous Garden and Campus Farm, and a dinner prepared by Sioux Chef, an award-winning team of food service professionals specializing in Native American cuisine.

OEM is actively involved in the C-THEM project (Collaborative of Tribal and Higher Education in Michigan). In Year Four, we will continue to pursue the efforts outlined in the Native American Student Task Committee (NASTC) report submitted in 2018.

Finally, we are developing an outreach campaign to Native students, which will include a direct mail recruiting piece to Native families.

**Responsibility:** Office of Enrollment Management
ACTION ITEM: HAIL Scholarship
To increase the socioeconomic diversity of the university’s undergraduate population and improve access for underserved communities in Michigan, U-M will continue 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.

YEAR THREE PROGRESS:
Preliminary results for Year Three are consistent with outcomes from the two prior years. The HAIL Scholarship Program has proven to increase application, admission and matriculation rates, with the primary effect being a larger number of applications. Year One resulted in a 41 percent increase in applications from low-income students, while Year Two generated a 39 percent increase in applications from that same demographic group. Year Three yielded a 27 percent increase in applications, a decline not unexpected given a tightening of the study parameters.

In its third year, the Hail Scholarship encouraged 801 new low-income freshmen students to apply to U-M. Of those, 221 chose to enroll. This is in addition to the 1,313 freshman applicants and 483 enrollees in the first two years combined. During its brief history, the program has made the university home to 787 HAIL Scholarship awardees, including 78 transfer students from UM-Dearborn and UM-Flint. In all, 69 Michigan counties are represented by enrolled students. Of these, 86 percent are Pell Grant recipients and 61 percent are first-generation students.

Freshman retention metrics for Year One reveal a 97 percent retention rate from Fall to Winter terms and a 92 percent retention rate from Fall to Fall terms. Year Two metrics show a 99 percent retention rate from Fall to Winter, with a 94 percent retention rate from Fall to Fall, based on Fall 2018 registration data. Year Three saw a 99 percent retention rate from Fall to Winter. (Fall to Fall retention data will be available in October 2019.)

Responsibility: Office of Enrollment Management
Affordability Through U-M Institutional Aid: Supporting Regional and Socioeconomic Diversity

Enrolled HAIL Scholarship Recipients: Fall 2016 - Fall 2018 by Impact Area

- Upper Peninsula
- Northern Michigan
- Mid-Michigan
- Western Michigan
- Southeast Michigan

784 HAIL SCHOLARSHIP RECIPIENTS
253 HIGH SCHOOLS GAINED
26% OF ALL IN-STATE UNDERGRADUATE STUDENTS HAD THEIR TUITION COVERED BY INSTITUTIONAL GRANT AID
$12K AVERAGE INSTITUTIONAL GRANT AID PER TERM FOR U-M IN-STATE STUDENTS AS PART OF THE GO BLUE GUARANTEE
ENROLLED ACROSS 69 MICHIGAN COUNTIES
ACTION ITEM: Go Blue Guarantee
Announced in Summer 2017 and launched in Winter 2018, the Go Blue Guarantee (GBG) makes an education on the UM-Ann Arbor campus more affordable for low- and moderate-income Michigan residents. For families with incomes of $65,000 or less and assets below $50,000, financial aid packages include scholarships and grants totaling, at a minimum, the cost of tuition and mandatory university fees assessed each semester. Financial aid packages can also include a variety of awards such as Federal Pell Grants, Federal Supplemental Opportunity Grants, State of Michigan Competitive Scholarships and both institutional and non-UM tuition scholarships and grants. The majority of students eligible for the Go Blue Guarantee may also qualify for financial aid covering costs such as residence hall housing, meals and books.

YEAR THREE PROGRESS:
During Winter 2018, 1,687 current students were identified as being eligible for the Go Blue Guarantee and, collectively, received over $11 million in institutional support for that term. In Fall 2018, the first full year of the Go Blue Guarantee, 19 percent of all in-state undergraduates had family incomes below $65K. In all, 96 percent of these students received institutional aid and 85 percent paid no tuition.

Marketing for the program, which is ongoing, promotes the significant funding available for Michigan residents who attend classes on the UM-Ann Arbor campus. The campaign includes Spanish-language ads targeting Latinx audiences, resulting in 1,188 clicks to the espanol.umich.edu website and reach to nearly 11,000 people. Compared to the previous year, when this campaign was not active, espanol.umich.edu website traffic was up by more than 84 percent.

Meanwhile, paid advertising to English-speaking, low- and moderate-income audiences appeared more than 15 million times on Facebook, Instagram, Snapchat and the Google Ad Display network. Visitors were directed to a redesigned GBG landing page and registration form which consolidated the former “You Can Go Blue” messaging for families earning more than the established limit. In Year Three, form fills increased 163 percent to a total of 3,712 forms submitted. Also, Early Action applications among this group increased from 80 to 108, a 35 percent increase.
Significant inclusion of GBG materials (brochures, video testimonials, displays, banners and digital and print brand elements) in admissions and financial aid outreach packages resulted in over 2,300 prospects and parents reached. Western Michigan counties registered an increase in lead forms and applications, including early applications.

A June 2019 statewide survey conducted by Edelman Intelligence on behalf of the Office of the Vice President for Communications showed 40 percent awareness of the Go Blue Guarantee among prospective students, with parents at 26 percent and citizens at large at 22 percent.

More details and a message from President Mark Schlissel are available at goblueguarantee.umich.edu.

Responsibility: Office of Enrollment Management

**ACTION ITEM:** First-Generation Student Support

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

**YEAR THREE PROGRESS:**

During this past year, the First Generation Gateway office collaborated with the Office of Academic Multicultural Initiatives (OAMI), the Office of New Student Programs (ONSP), the Comprehensive Studies Program (CSP) and the Multi-Ethnic Student Affairs Office (MESA) to grow its co-curricular programming, expand its reach and enhance student awareness of resources.

Along with its ongoing Parent-Student Open House, community dinners and special graduation ceremony, the Gateway launched new events that included a resource fair, held at the beginning of the year, and a First Generation Week, featuring programs designed to increase the use of our academic resources and services on campus. We also
highlighted best practices in supporting first-generation students at a First Generation symposium for faculty and staff.

During Year Three, the Gateway applied and was accepted to the National Association of Student Personnel Administrators’ (NASPA) inaugural First Forward cohort. This designation recognizes the U-M as a leading university in its efforts to support first-generation students.

**Responsibility:** Office of Academic Multicultural Initiatives

**ACTION ITEM: Engaged Learning and Co-Curricular Support Initiatives**

The university will increase the capacity of U-M Student Life’s First Year Experience curriculum through the course “Making the Most of Michigan” and other programs aimed at equalizing access to resources, removing perceived organizational obstacles to seeking help and decreasing barriers to academic and social pursuits for all students. These efforts will also enlarge wellness and educational programs that foster identity and cultural enrichment and will expand partnerships with student affairs professionals in schools and colleges.

**YEAR THREE PROGRESS:**

During the past year, U-M Student Life increased student involvement in first-year peer-education programs by reviewing needs, increasing collaboration, improving recruitment and scaling training. For example, a total of 226 students participated in the successful peer-facilitated course Making the Most of Michigan, and 38 percent more first-year students than last year participated in ALMA, a program supporting students’ transition to college with a focus on the Latinx student experience. In addition, 433 peer-led DEI programs were offered in residence halls by Diversity Peer Educators, a 70 percent increase from the prior year. A total of 6,063 incoming students, up 5 percent from last year, attended Relationship Remix, a program focused on the development of healthy relationships, and a total of 5,584 students, 13 percent more than in Year Two, attended Change it Up!, a program focused on interrupting harmful situations such as harassment or unwanted attention. Worth noting, participants in Change it Up! and Relationship Remix who participated in the pre-/post-test assessment exhibited statistically significant gains on a variety of student learning outcomes. Also, 514 first-year students participated in MLead Academy, an early arrival week-long leadership program.

Also in Year Three, Student Life engaged with academic partners invested in and admitting first-year students with outcomes that included: presentations and meetings with academic partners and stakeholders such as the Student Relations Advisory Committee within the Faculty Senate and LSA Undergraduate Education; a new theme community developed in partnership with Michigan Ross; the launch of a Google site resource where staff and faculty can learn about and request first-year student programs; rollout of the First Year Network serving 35 members from 20 campus units; introduction of a new Honored Instructor event and Faculty Chat programs to increase informal student-faculty interactions; outreach meetings with potential new school/college partners; recommendations for new Fall 2019 Theme Communities; completion of an assessment plan for living-learning communities; creation of a coordinated and adaptable model for residential and academic partnerships; and continued strengthening of academic partnerships invested in general DEI efforts.
Student Life also finalized its Year Three Partnership Inventory and analyzed outcomes for evidence demonstrating a movement toward a “culture of partnerships.” This year’s inventory process identified 634 partnerships in all, with 284 of those collaborations involving community organizations and institutions. The vast majority of the partnerships align with U-M’s DEI goal of preparing students to be global and inclusive leaders, equipped and dedicated to changing the world in positive ways.

A Social Justice Education and Intercultural Development pilot program was launched to improve capacity and coordination of programming offered to academic units; these pilot curricular offerings have been linked with Student Life learning outcomes. In addition, Student Life developed a Culture of Partnerships Toolkit to provide information, tools and heuristics to advance and strengthen partnerships.

Responsibility: Division of Student Life

ACTION ITEM: SuccessConnects
Offered through the U-M Office of Academic Multicultural Initiatives (OAMI), SuccessConnects will be designed as a holistic support program focused on enhancing students’ academic, social, cultural and personal development. Through one-on-one professional coaching, peer mentoring and monthly workshops that connect participants to campus resources, the program creates a supportive, inclusive community designed to encourage success at the University of Michigan. SuccessConnects seeks to meet the needs of all interested students, particularly first-generation students, students from low socioeconomic backgrounds, underrepresented minorities, U-M partnership program participants and scholarship recipients.

YEAR THREE PROGRESS:
Program participation continued to increase, resulting in 565 scholars registering for SuccessConnects throughout the 2018-2019 academic year. As a result of the increase in scholars and the contributions of an expanded team of student staffers, there was a significant upturn in the number and range of activities offered to increase social, academic and personal success.

Year Three saw the successful addition of programmatic infrastructure to include juniors and seniors coached by a new staff cohort—Graduate Student Partners—with an emphasis on academic majors and preparation for post-baccalaureate advancement and goals. Based on positive feedback and outcomes from the 2018 pilot, during which 171 students received one-on-one tutoring in the Fall and Winter terms, the tutoring initiative was continued.

This year, program evaluation was augmented with the completion of a comprehensive survey administered by the Office of Diversity, Equity & Inclusion (ODEI) Evaluation and Assessment team as well as qualitative feedback gathered through focus groups. We continued to use Salesforce software for program assessment and evaluation. Improvements to the software allowed for a more in-depth analysis of 1,685 coaching interactions.

"To me, DEI means having a safe environment where all U-M students, faculty and staff can flourish together."

CHRISTI-ANNE CASTRO
ASSOCIATE PROFESSOR, SCHOOL OF MUSIC, THEATRE & DANCE
notes and the value they reflected of coaching sessions. Salesforce also enabled us to track over 530 referrals made to resource offices and programs.

Partnerships and collaborations with the University Libraries, the University Career Center, the Office of Health Equity and Inclusion and other U-M units continued to enhance the quality of services available to SuccessConnects scholars. Especially notable was the creation of a new initiative known as Connections Abroad. A collaboration of the International Center, the Center for Global and Intercultural Study (CGIS) and the International House, Ann Arbor, this program seeks to increase the number of students from underserved populations who study abroad and to enhance the quality and impact of their learning experiences.

**Responsibility:** Office of Academic Multicultural Initiatives

**ACTION ITEM:** Graduate Student Pipeline Program

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

**YEAR THREE PROGRESS:**

With support from the W. K. Kellogg Foundation, and co-sponsored by the National Forum for the Public Good in Higher Education and the National Center for Institutional Diversity (NCID), Rackham hosted a Minority Serving Institution disciplinary hub meeting. The session supported three U-M units in advancing their relationships and discipline-specific goals with 12 collaborators from eight different MSIs. With its working group and resource-sharing format, this convening served as an excellent foundation for future gatherings.

During the past year, Rackham also engaged in strategic planning to establish the mission, vision and values statement
for the MSI initiative and to set forth recommendations for a one-, two- and five-year scope of work as charged by the Dean of Rackham Graduate School. With representatives from all major stakeholders—including students, faculty and staff—the strategic planning process resulted in 18 recommendations to improve Rackham’s support of and collaboration with U-M graduate and professional programs in attracting, recruiting and supporting students from MSIs.

Rackham also collaborated with the Provost’s Office to launch the MSI Outreach and Collaboration Grant competition. This initiative provides seed funding to support programs in recruiting broadly diverse students from MSIs to the U-M through faculty, staff and student collaboration, resource sharing and sustained relationships. The program offers two types of competitive awards. Outreach and Planning Grants support U-M and MSI institutions in developing effective plans for communication, and for collaborating on small activities that can be scaled. Collaboration and Implementation Grants strengthen relationships through more formalized structures, implementation of larger, scalable activities and development of an evaluation and outcomes plan.

In its inaugural year, the MSI grant competition received 14 proposals. In all, eight project grants were awarded to both Rackham and non-Rackham programs, including the U-M Medical School, the College of Engineering, the School of Public Health, the Taubman College of Architecture and Urban Planning and the College of LSA.

Award recipients will be collaborating with eight institutions representing Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and Native American Serving Non-Tribal Institutions (NASNTIs). Both Outreach and Planning Grants and Collaboration and Implementation Grants will continue through May of 2020.

Responsibility: Rackham Graduate School
SuccessConnects

As part of the Office of Academic Multicultural Initiatives (OAMI), SuccessConnects offers opportunities for students to get involved in mentorship and personal development from the first day they arrive on campus. Through coaching and resources, SuccessConnects provides a supportive, inclusive community that encourages success.

1,025 STUDENTS SERVED in the first three years of programming

Students engaged in the program earned HIGHER GPAs than students who did not participate.

Underrepresented minority (URM) students in the program were MORE SATISFIED WITH THE CAMPUS CLIMATE compared to non-URM students invited to the program.
ACTION ITEM: Faculty Allies Program
The university will expand Rackham’s Faculty Allies for Diversity program, in which designated faculty allies work within their respective units to serve as graduate student support contacts on DEI issues. The goal is for all 81 Rackham departments and programs to designate a faculty ally and include that ally in its DEI efforts around graduate education.

YEAR THREE PROGRESS:
Faculty Allies (FAs) serve as key contacts for DEI issues in graduate education within their respective departments. They also participate in DEI workshops, provide mentorship to graduate students and play a vital role in raising awareness and marshaling resources to address issues. Rackham offers support to FAs to aid in their work, including invitations to meetings and events on diversity issues, resource and information sharing on DEI issues, inclusion in Rackham Program Review meetings for their program and the opportunity to apply for a Rackham Faculty Allies Diversity Grant of up to $12,000 per year on behalf of their graduate program.

As a result of outreach activities conducted during the 2018-2019 academic year, the Faculty Allies for Diversity program continued to grow. This effort was significantly improved under the leadership of Associate Dean Rita Chin, who assumed responsibility for the program in Fall 2018. Among various new initiatives introduced in Year Three, an increase in awards for highly innovative projects was initiated for the 2019-2020 FAs grant cycle. In addition, four FA workshops were offered, with the dual goal of fostering community building and creating a network of faculty DEI practitioners. During these sessions, faculty had many opportunities for open dialogue, discussion of successful FA grant activities and sharing program-level best practices for student success as it relates to DEI. FAs also engaged in a conversation with Chief Diversity Officer Sellers on ways in which university administration can assist their work.

During the 2019-2020 Faculty Allies and Student Ally for Diversity Grant competition, 38 proposals were submitted, representing a 58.3 percent increase over the previous year.
In all, 37 programs received awards, 13 more than the prior year, with $383,395 allocated for FA grant activities and an additional $105,000 for Student Ally (SA) grants. The SA grant competition saw similar increases, growing from 11 programs in 2018-2019 to 21 during the 2019-2020 cycle, an increase of more than 90 percent from Year Two.

Grants were awarded to both Rackham and non-Rackham programs, including Social Work, Kellogg Eye Center, Dermatology, Middle East Studies, Anthropology, Nursing, English, Naval Architecture and Marine Engineering and Michigan Ross, among many others.

Responsibility: Rackham Graduate School

**ACTION ITEM:** Faculty Recruitment and Retention Practice Initiative

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

**YEAR THREE PROGRESS:**
In the past year, significant progress was made in three key areas:

**STRIDE Faculty Recruitment Workshops**
The U-M ADVANCE Program’s STRIDE Committee held eight workshops for faculty and one for staff who support faculty searches. During the past three years, 813 faculty attended a STRIDE workshop, a number that increases to over 1,000 with the inclusion of faculty who attended presentations by the Medical School’s STRIDE Committee. In addition, 11 schools and colleges now have a requirement that some or all search committee members attend a workshop, which is revised each year to reflect new research, data and practices.
New Policies and Processes

To fully embed DEI into our organization, it must be embedded in our policies and processes. Progress on this front, among many other things, includes faculty participation in STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) training for faculty recruitment, expanded parental leave and health benefits to support parental and transgender inclusion and increasing integration of DEI into annual goal-setting and evaluation processes for faculty and staff.

- **11 of 19** Schools/Colleges require some or all faculty search committee members to complete STRIDE
- **1,000+** Faculty across the university have attended a STRIDE workshop
- **100%** of schools/colleges consider DEI in the faculty annual review (FAR) process
- **42 of 50** Units campuswide consider DEI in the staff performance review process
- **Sept. 1, 2018** New parental leave benefits provide all eligible parents, including fathers, with up to six weeks of paid time off to bond with a new child
- **July 1, 2019** U-M Health plans expand gender-affirming services for transgender community members
Launch Committees
These committees provide support and guidance to new junior faculty as they begin their careers at Michigan. The ADVANCE Program now oversees launch committees in the College of Engineering, the School of Information and the College of LSA. In addition, the program is being expanded to include the School of Music, Theater & Dance and several of the health sciences schools and colleges. To date, a total of 202 new faculty have been “launched.” While aimed at faculty retention, this initiative also contributes positively to faculty recruitment, climate and the development of mentoring skills.

U-M Data and Analysis
Analysis of our Fall 2017 campuswide faculty climate survey data, including an examination of changes since 2012, shows continued areas of concern for some faculty groups. The 2018 Indicator Report provides an in-depth look at tenure-track faculty leadership and recognition. These and other reports, including a short description of three critical factors linking campus climate and faculty diversity, are available at https://advance.umich.edu/research/. In addition, a new interactive dashboard showing faculty demographics from 1979-2018 can be accessed at https://advance.umich.edu/dashboards/.

Responsibility: Office of Diversity, Equity & Inclusion, ADVANCE Program

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

YEAR THREE PROGRESS:
During the 2018-2019 academic year, all of the commitments described in this Central Action Item were fully met.

As a foundation for continuing efforts, U-M has established working relationships—either continuing contracts or curricular program elements—with the American Council on Education, the American Association of State Colleges and Universities, the American Association of Hispanics in Higher Education and other professional groups across higher education. The goal in each case has been to encourage a more explicit and intentional consideration of diversity, equity and inclusion in the preparation of future leaders. Related to this effort is the development of a massive open online course (MOOC) now being used in leadership programs, professional development activities and graduate schools nationwide. Produced in partnership with U-M’s Academic Innovations Office and Coursera, the MOOC has served approximately 3,200 learners to date and has been incorporated into all of our leadership development efforts.

During the past year, we completed a project funded by the W.K. Kellogg Foundation focused on leadership development models designed to prepare future leaders from underrepresented backgrounds for roles in U.S. colleges and universities. In the context of this project, we strengthened relationships with minority-serving institutions (MSIs), fostered promising programs between U-M academic departments and MSIs, and completed a multi-year study of patterns of leadership advancement across four different racial groups.


**INSTITUTE FOR SOCIAL RESEARCH**

**ISR VISITING SCHOLAR PROGRAM**
The Institute for Social Research (ISR) has experienced challenges in its efforts to meet DEI objectives, particularly with regard to increasing and maintaining the diversity of its faculty. Two underlying sources of the problem are: (1) a misconception surrounding the meaning and experience of “soft money,” considered a high-risk position that may discourage some scholars who understand, for example, the stark racial inequalities in federal funding, and (2) the difficulty for scholars in conventional academic departments to secure the funding required to begin a tenure-track faculty position at ISR. To address these two issues, the Primary Research Staff working group developed, and will soon be piloting, a new ISR Visiting Scholar Program (VSP). The revamped program will enable scholars from other institutions to visit ISR for one to two weeks. During this visit, they will collaborate with ISR faculty to complete work on an external funding application, with the goal of generating longer-term funding for the visiting scholar (e.g., a semester, summer or yearlong sabbatical at ISR, or the first three years of funding required to open a tenure-track faculty line at ISR). The program will cover travel, housing and meals and will also provide a stipend and office space for visiting scholars.

**COLLEGE OF LITERATURE, SCIENCE, & THE ARTS**

**LSA: FOSTERING DIVERSITY AND ENGAGEMENT THROUGH FACULTY DEVELOPMENT**
This year, the College of Literature, Science, & the Arts (LSA) welcomed eight new faculty to its Collegiate Fellows Program, bringing the total number of participants to 24. Over the past three years, the program has recruited fellows to all three LSA divisions: Natural Science, Social Science and Humanities. In Fall 2019, members of the first and second cohort began moving into tenure-track positions. Other DEI-related initiatives continued to advance as well. By way of example, LSA added a DEI section to its faculty annual report form. As a result, more than 700 faculty members from across LSA submitted descriptions of DEI contributions resulting from their research, teaching, service/leadership, professional development and community outreach. The college also funded multiple, one-time proposals from faculty, staff and students for events, talks, symposia, conference travel, awards and activities that advanced DEI strategic objectives. Funding approval was based on a set of criteria that included alignment with the college's stated goals, collaboration across units, scalability and a follow-up plan for assessment and metrics. To date, nearly $69,000 has been awarded to these initiatives which, collectively, correspond to all 35 goals contained within the college's DEI strategic plan.
LSA Collegiate Fellows Program

The LSA Collegiate Fellows program is a major initiative aimed at recruiting exceptional early-career scholars in all liberal arts fields who are committed to diversity, equity and inclusion in the academy, and preparing those scholars for possible tenure-track appointments in LSA.

During the two-year fellowship, scholars will have dedicated research time, teaching experience, faculty mentorship and professional development opportunities through both LSA and the National Center for Institutional Diversity (NCID).

- **2,400+ Applications** in the first three years of the program
- **24 Collegiate Fellows** hired in the first three cohorts
- 94% of eligible fellows have been or will be appointed to tenure-track positions
- 54% of LSA departments have at least one collegiate fellow spanning natural sciences, social sciences and humanities

YEAR THREE PROGRESS REPORT | DIVERSITY, EQUITY AND INCLUSION STRATEGIC PLAN
Both U-M faculty and staff participate regularly in our programs. The 2019 cycle includes eight funded U-M fellows who are part of our yearlong New Leadership Academy, which brings the total number of faculty and staff participants to 24. These individuals represent a broad cross-section of schools, colleges and administrative units. Evaluation reports show extremely high levels of learning and strong satisfaction ratings aligned with the program’s core competencies. In addition, our annual two-day institute for DEI Leads at U-M drew 45 attendees. During the event, key university leaders had the opportunity to hear nationally renowned speakers and presenters and learn from participants and coaches from institutions nationwide. Participation has grown each year, and this program once again earned high satisfaction levels in formal participant evaluations.

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

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

**YEAR THREE PROGRESS:**
Currently, the University of Michigan-Ann Arbor has 1,670 institutional members registered with the National Center for Faculty Development and Diversity. This represents an increase of 438 members from the prior year.

During the first three years of this initiative, 74 Ann Arbor faculty have participated in the Faculty Success Program (FSP), a 12-week boot camp designed to identify common challenges that scholars face in balancing research, teaching and service. FSP participants also learn how to develop effective strategies to increase research productivity, cultivate social support and maintain work-life balance. In all, 159 Ann Arbor faculty registered for the FSP alumni network, and 695 members signed up for at least one of the 14-day writing challenge programs. An annual survey was sent to all UM-Ann Arbor institutional members in the Summer of 2019.

In January 2019, the UM-Ann Arbor campus collaborated with NCFDD in sponsoring a system-wide membership initiative for the U-M’s Dearborn and Flint campuses. As a result of that effort, faculty, postdoctoral scholars and graduate students at all three University of Michigan campuses (Ann Arbor, Flint, Dearborn) now have access to NCFDD’s full array of resources.

**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. As part of this effort, the working group will focus on best practices regarding the inclusion of DEI language in job postings and recruitment marketing materials. The initiative will begin with an audit of current practice in schools, colleges and units to identify gaps, training needs and local models of excellence.

**YEAR THREE PROGRESS:**
To maintain momentum during Year Three, the Chief Financial Officer provided some funds to advance five strategic objectives: 1) training and development for individuals involved in the recruiting process to build diverse candidate pools and support equitable experiences; 2) contemporary job descriptions; 3) broader sourcing strategies and increased pipeline development; 4) an enhanced candidate experience; and 5) improved metrics.

Year Three Progress included:
- Two short training videos developed and distributed to hiring managers, featuring the use of DEI strategies to develop job postings and source candidates
- Weekly interest-based posting on LinkedIn to drive interest in jobs at U-M
A new sourcing tool offered a curated list of functional and diversity-based job boards, which drew 1,103 unique visitors

Activation of a Glassdoor partnership that includes branding and sponsoring of jobs to increase visibility among diverse, qualified candidates

Partnerships with HigherEdJobs and DiversityTrio, with all postings on careers.umich automatically added to their job boards on a daily basis

Enhancements to applicant lists in eRecruit for pipeline purposes and sharing of second- and third-choice candidates across U-M

Updated content on recruiting for staff diversity webpages

Tableau dashboard in process for tracking progress through metrics

Contracting for an augmented writing platform for job postings to ensure inclusive, contemporary language to be made available in Fall 2019

Rollout of an automated reference check platform to help units provide an equitable experience for candidates and ensure quality of hire

Nine months of data related to new employee experience collected and now being distributed to individual units for gap identification/solution development

The most significant achievement of Year Three was the co-creation of a strategic plan for talent acquisition, weaving DEI into all aspects of the work. In building the plan, the U-M Office of Human Resources and a representative set of campus units partnered with a consulting firm known for its focus on design thinking. Focus groups were held to gain insights from hiring managers and newly hired employees. Further work and implementation of the final plan will take place in FY20.

Responsibility: University Human Resources
OVERARCHING STRATEGY 3: SUPPORT INNOVATIVE AND INCLUSIVE SCHOLARSHIP AND TEACHING

As a preliminary step in developing the components of this strategy, central administration and DEI Leads across the university assessed the issues and unmet challenges in regard to supporting innovative, inclusive scholarship and teaching. Employing a variety of methods, they explored how and to what degree DEI issues were integrated into curricula and scholarship, how these ideals influenced the delivery of curricula and how scholarship was being judged in relation to diversity, equity and inclusion. Based on this data and the stated goals of the university, we devised specific action items that support the specific needs and requirements of each unit.

MAJOR CAMPUSWIDE ACTIONS

ACTION ITEM: Inclusive Teaching Professional Development Programs
The university will continue to support the Inclusive Teaching Professional Development Programs offered by the Center for Research on Learning and Teaching (CRLT). CRLT will both (1) continue to offer campuswide programs about inclusive teaching for instructors in multiple disciplines and (2) work with schools and colleges to create faculty professional development programs that reflect their particular pedagogical needs and make learning more inclusive and equitable across a diverse student body. In addition, CRLT will continue to offer inclusive teaching workshops for new and experienced graduate student instructors.

YEAR THREE PROGRESS:
During Year Three, CRLT conducted its work both campuswide and with individual schools and colleges. On the unit level, DEI was a focus of CRLT’s Teaching Academy programs, which serve new faculty in 10 schools and colleges. In addition, we offered 35 customized faculty workshops and retreats. CRLT also planned and facilitated two meetings with the Liaisons for Inclusive
Teaching group convened by the Office of Diversity, Equity & Inclusion (ODEI). One outgrowth of those meetings was the development of new resources to support inclusive teaching in clinical healthcare settings. These have been used in multiple workshops for schools such as Dentistry, Nursing and Medicine.

In terms of programs available campuswide, CRLT offered 17 DEI-focused pedagogy workshops through its Fall and Winter seminar series. The fourth annual Inclusive Teaching @ Michigan series took place in May 2019 and included eight workshops (up from three last year), attended by 216 faculty and Graduate Student Instructors (GSIs) (up from 87 last year) representing all of the U-M Ann Arbor schools and colleges as well as the Dearborn campus. This year, for the first time, we organized the program around a theme, Transparency for Equity, which allowed us to appeal to instructors with both beginning and advanced knowledge of inclusive teaching practices.

CRLT also offered a set of programs for instructors who teach courses that fulfill the College of Literature, Science & the Arts’ (LSA) race and ethnicity (R&E) requirement. This year’s support included two GSI learning communities in Fall and Winter terms (engaging a total of 34 GSIs), lunch programs for faculty teaching R&E courses (engaging about 45 instructors over both semesters), two new R&E-focused workshops for the CRLT seminar series and customized workshops for faculty in three departments.

In addition, several programs and workshops on inclusive teaching were offered specifically for lecturers. These included a yearlong professional development program on inclusive teaching for lecturers, funded by ODEI, and a half-day orientation program for new LSA lecturers, created in partnership with LSA.

During Fall and Winter terms, 1,413 GSIs and undergraduate instructional aides attended plenary sessions on inclusive teaching at our all-campus and Engineering GSI teaching orientations. In addition, CRLT offered customized workshops for GSIs in six LSA departments and once again collaborated...
with IGR on the five-part Diversity and Inclusive Teaching Seminar for graduate students, co-sponsored by Rackham Graduate School.

New this year, CRLT staff co-organized a conference in October on *Transformational DEI: Identity, Power, and Resilience* in collaboration with Intergroup Relations (IGR) and the National Center for Institutional Diversity (NCID), which attracted 116 registered participants from across campus. With NCID, LSA and the College of Engineering (COE), we also hosted a convening with Dr. Becky Wai-Ling Packard on institutional strategies to support the success of underrepresented minority students (URMs) and inclusive department climates in STEM. In addition, the CRLT Players Theatre Program offered U-M instructors 24 performances on topics related to inclusive teaching and presented a new collection of sketches on building unit cultures resistant to sexual harassment.

To further support its work in all schools and colleges, CRLT continued to conduct one-on-one consultations with dozens of instructors, focused on inclusive teaching. We also consulted with unit leaders in multiple schools and colleges on professional development programs for faculty and a range of ways to assess inclusive teaching as part of annual review and promotion processes.

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

**ACTION ITEM:** University Diversity & Social Transformation Professorship

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

**YEAR THREE PROGRESS:**

Established in Year Two, the University Diversity & Social Transformation Professorship serves the dual purpose of 1) acknowledging senior U-M faculty who have made significant contributions to DEI at the university and beyond, and 2) recruiting exceptional senior faculty from other institutions who have made notable contributions to DEI. The professorship is also a foundational element in building a diverse and collaborative community of faculty with shared interests in DEI-related scholarship, teaching and service.

In Year Three, the National Center for Institutional Diversity (NCID) worked with the Office of Diversity, Equity and Inclusion (ODEI) to implement the nomination and selection processes developed in the prior year. The provost then selected and approved a set of nine candidates for consideration as University Diversity & Social Transformation Professors. The establishment of this new professorship was approved by the Board of Regents in July 2019. The initial list of recipients was approved by the Board of Regents in September 2019.

**Responsibility:** National Center for Institutional Diversity

DEI is empowering one another to be our best selves in our professional and personal lives. It is important to share out our own experiences and listen actively to one another.”

ISHA BHATT
STUDENT
**ACTION ITEM: Diversity Scholars Network**

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

**YEAR THREE PROGRESS:**

This year, work began on a campuswide directory of U-M diversity scholars across all 19 schools and colleges. Through this initiative, known as Mapping Diversity Scholars at U-M, NCID is identifying areas of expertise across campus in order to organize clusters of scholars and track their engagement and impact. To date, over 1,000 diversity scholars have been identified, and work is underway on a directory and website, scheduled for launch by the beginning of 2020.

In Year Three, NCID also continued recruiting U-M diversity scholars to its Diversity Scholars Network (DSN), a global initiative that offers programming, resources and opportunities for scholarly collaboration, production and dissemination. Since 2017, 118 U-M scholars have joined the DSN and participated in various activities throughout the year. In Fall 2018, nearly 100 scholars joined a campuswide discussion on Social Transformation through Public Engagement, highlighting the contributions and key roles of diversity scholars in public engagement efforts. In addition, NCID funded four Think-Act Tanks to advance multidisciplinary, multi-institutional and multigenerational faculty collaborations on research with public impact.

During 2018, a number of diversity scholars from across the U.S. received funding for research on microaggressions. In May 2019, a subset of this group convened at the U-M to present a daylong research workshop, participate in a public event and share their findings with the U-M community. In addition, all grantees published research briefs in *Currents*, one of NCID’s academic journals.

In Year Three, NCID also convened an advisory committee consisting of leading diversity scholars across the U-M. This group made recommendations for further development of campuswide infrastructure and programming to support and build the Diversity Scholar Network community.

**Responsibility:** National Center for Institutional Diversity
ACTION ITEM: James S. Jackson Distinguished Career Award for Diversity Scholarship

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

YEAR THREE PROGRESS:
In 2017, the U-M established the Distinguished Diversity Scholar Career Award to honor faculty members who have made significant contributions to understanding diversity and addressing disparities in contemporary society. The award is administered jointly by the Office of Diversity, Equity and Inclusion (ODEI) and NCID.

In Year Two, the inaugural award was presented to Dr. James S. Jackson, Daniel Katz Distinguished University Professor of Psychology, current research professor at the Research Center for Group Dynamics and former director of the Institute for Social Research. That same year, the award was renamed the James S. Jackson Distinguished Career Award for Diversity Scholarship.

In Year Three, a second recipient was selected and approved by the provost, and will be publicly announced in late Fall of 2019. As required under the terms of the award, the recipient will present a public lecture or performance addressing an aspect of diversity. The official award ceremony will take place during the 2019-2020 academic year.

Responsibility: National Center for Institutional Diversity; Office of Diversity, Equity & Inclusion
**ACTION ITEM:** Consideration of Diversity, Equity and Inclusion Contributions in Promotion and Tenure Review

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

**YEAR THREE PROGRESS:**

During Year Three, the Office of the Provost convened a formal working group of deans. This body was a DEI-focused subcommittee of the Academic Programs Group (APG), the primary vehicle that brings together deans and directors of academic units on campus (which includes the U-M’s 19 schools and colleges, the Institute for Social Research and the Life Sciences Institute). Among other things, this group was charged with developing campuswide recommendations for institutionalizing best practices and approaches related to DEI in faculty promotion and tenure review.

Upon completing its work, the group recommended that the university “adjust promotion criteria for faculty and staff with the goal of recognizing the ‘invisible DEI work’ that frequently goes unrecognized and which over time can decrease commitment to DEI.” Invisible work is defined as an unacknowledged workload burden for faculty and senior staff, and is frequently borne in particular by individuals of color. This “invisible DEI work” results in larger than usual committee workloads as well as higher than usual mentoring and advising loads to meet the needs of diverse students, junior faculty and staff.

Moving forward with this recommendation will systemize practices and processes that identify and “count” faculty’s previous or ongoing contributions to DEI work within the unit and beyond. Ideas for implementing this recommendation will be formulated during Year Four, in consultation with the Office of the Provost.

**Responsibility:** Office of the Provost

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**UNIT SPOTLIGHT**

**SCHOOL OF PUBLIC HEALTH**

**PEER REVIEW OF TEACHING**

During the 2018-2019 academic year, the School of Public Health (SPH) piloted a peer review process to examine classes, with a focus on inclusive teaching. Over 60 percent of faculty participated. Afterwards, approximately 40 percent of faculty completed a survey to evaluate the process. Most respondents agreed that the peer review process allowed faculty an opportunity to receive feedback from a colleague. This was the first time in the school’s history that faculty have been asked to have their courses reviewed. No formal reporting was required. Based on these outcomes, SPH has determined that, in future years, more emphasis will be placed on in-depth training around inclusive classroom techniques, with the goal of helping faculty improve their classroom and teaching environments.
INaugural Course on DEI in Sustainability

In Fall 2018, SEAS created a one-credit seminar entitled “DEI in Sustainability Practice,” designed in response to student requests for professional development and training in DEI. As the first course of its kind, it was well received—drawing two undergraduates, as well as 30 graduate students from SEAS, the Ford School of Public Policy, the School of Social Work, Taubman College of Architecture and Urban Planning, the School of Public Health and the Erb Institute. In addition to discussing relevant research on DEI in the environmental field, students received training on topics such as dominant narratives, developing counter-narratives, stereotypes and the impact of assumptions and stereotyping, interrupting an oppressive comment, the business case for DEI and how to create inclusive, collaborative spaces. To complement the course, students attended a monthly speaker series—which was open to the public—that featured diverse environmental professionals applying DEI to various aspects of the environment and sustainability fields, and sharing their expertise on the intersectionality of environmental/sustainability and social issues through the lens of inequity. During schoolwide Student Experience Focus Groups, several seminar participants suggested that the class be required as a core course for all SEAS students.

Science Learning Teams

As one of the newest additions to the School of Nursing’s DEI strategies, the Science Learning Teams (SLT) initiative provides supplemental instruction and academic support for first- and second-year undergraduate students concurrently enrolled in any of five courses: biochemistry, pathophysiology, anatomy and physiology, pharmacology and statistics. SLT “circles” are led by instructional aides, also known as Science Learning Team Leaders, selected for their advanced knowledge of the content area; familiarity with pedagogical practices that promote well-rounded and deep learning, critical thinking and trouble-shooting in the content area; and demonstrated knowledge of course-specific materials and requirements. While all students are welcome to participate, those with a grade of B- or less in prior science courses are especially encouraged to attend. The program was evaluated on the basis of course pass/fail rates, program evaluations and participation rates. Using this criteria, the Winter 2019 program proved to be successful, with increasing participation seen in all but the pharmacology course, and with all students except for one passing the courses. (Those who do not pass receive remedial support from a faculty mentor and an undergraduate advisor.)
The Foundational Course Initiative (FCI) involves multi-year collaborations between CRLT staff and department teams to redesign these large, introductory classes. Key goals of the initiative are to reverse the effects of biases, the risks of marginalization and grade disparities. In 2018-2019, FCI worked with six foundational courses and recruited an additional five courses. In all, these 11 classes enroll over 8,000 students. Noteworthy accomplishments include:

- Creation of data reports for all courses highlighting performance differences based on privilege (with respect to underrepresented minority, first-generation and SES status). These reports are shared with departmental teams and provide important baseline data to inform decisions about course redesign.
- Experiments to improve performance (e.g., increased time for exams, development of metacognitive practice exams).
- Customized training for GSIs and undergraduate learning assistants with a focus on inclusive teaching.
- Review of course materials for transparency and accessibility leading to changes in syllabi, assignments, grading systems, etc.
- Data collection from students and instructors about their experiences related to inclusiveness, to inform course redesign.
- Presentation of a Course Design Institute for the five new courses, with equity in course design as one of three “pillars” of the project.

The Mitchell-Scarlett Teaching and Learning Collaborative (MSTLC) is a unified K-8 campus harnessing the power of a diverse community and a partnership with the School of Education to support continuous opportunities for student learning driven by high academic standards and innovations in curriculum, instructional practices, professional learning and community involvement. Over the past five years, U-M researchers (Monte-Sano and Schleppegrell) have worked collaboratively with MSTLC teachers to design and test the curriculum and address concerns, as identified by the school, about the test scores of black and Latinx students by providing rigorous learning opportunities. During the 2018-2019 academic year, the collaborative launched the Read.Inquire.Write website, making the curriculum co-developed with Scarlett teachers freely available to educators worldwide. Coordinated by U-M professor Cathy Reischl and supported by U-M professor Debi Khasnabis, the Read.Inquire.Write research and curriculum development project focuses on building all students’ reasoning skills through evidence and argument writing in middle school social studies. This year, the Read.Inquire.Write project developed curriculum materials to support newcomer English learners as they work on these complex ways of analyzing texts and writing arguments in social studies. To date, over 1,000 educators worldwide have subscribed to the website. This curriculum is now freely available to teachers at readinguirewrite.umich.edu.
SECTION FOUR: SUPPORTING ELEMENTS
FOUNDATIONAL PROGRAMS, DEI LEADERSHIP AND INFRASTRUCTURE
YEAR THREE UPDATE
CONTINUING MAJOR CAMPUSWIDE PROGRAMS

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

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

FOUNDATIONAL PROGRAMS

Over the course of its long history, the University of Michigan has been a leader on issues of diversity, equity and inclusion. Increasingly the institution has embraced the principle of social justice as one of its guiding values. This tradition of listening actively to constituents, seeking the greater good and remaining open and responsive to the changing needs of the university community, has resulted in numerous campuswide programs and offices focused on diversity, equity and inclusion. The continuing impact of these centrally funded initiatives is evident in every facet of university life: from recruitment policies to research grants, from student courses to community outreach and from mentoring to teaching practices.

Because many of these programs are closely aligned with the goals of the five-year Strategic Plan for DEI, they received additional support, attention and funding as part of that plan. Details and updates on these foundational programs and their activities, services and areas of focus made possible by this reinvestment process are available via the links provided (see sidebar).
DEI LEADERSHIP

In anticipation of the sweeping changes that would inevitably occur during implementation of the DEI Strategic Plan, the university appointed senior staff and faculty to key executive positions in order to assure strong, focused institutional leadership throughout the process. In addition, new infrastructure was established to provide ongoing administrative and operational support.

Leadership appointments began in 2016 when Professor Robert M. Sellers assumed the dual posts of Vice Provost for Equity and Inclusion and Chief Diversity Officer (VPEI-CDO). Among his chief responsibilities, he oversees implementation of the DEI Strategic Plan across the university, manages numerous DEI efforts in U-M’s schools and colleges, serves as an advisor to the president, is a member of the executive leadership team and participates in all formal budget allocation meetings.

Also in 2016, Sonya Jacobs was appointed as the university’s first Chief Organizational Learning Officer (COLO). In that capacity, she continues to address DEI training needs campuswide—developing curricula and strategies that build awareness and skills among staff, managers and leaders within the university and Michigan Medicine.

Another key appointment occurred in 2016 when David J. Brown, MD, was named Associate Vice President and Associate Dean for Health Equity and Inclusion. In addition to leading the Michigan Medicine Office for Health Equity and Inclusion, he directs pipeline programs, diversity-related professional development and education, mentorship initiatives, health equity research and other DEI initiatives within the health system.

OFFICE OF DIVERSITY, EQUITY & INCLUSION (ODEI)

PROVIDES CAMPUSWIDE LEADERSHIP FOR IMPLEMENTING THE STRATEGIC PLAN. THIS INCLUDES:

- Facilitating and supporting progress in all of the university’s schools, colleges and campus units, among them Student Life, Athletics and Michigan Medicine, throughout the plan’s five-year timeline (2016-2021).
- Tracking and reporting in accordance with metrics that were established in the original plan and are being further developed as implementation progresses.
- Conducting the university’s climate survey on diversity, equity and inclusion.
- Serving as a key curator of other institutional data and information on diversity, equity and inclusion.
- Reporting to and communicating with university leadership and the community at large on progress under the strategic plan.
- Addressing emergent issues and providing leadership on issues or concerns.
To complete the DEI executive infrastructure, Katrina Wade-Golden was named Deputy Chief Diversity Officer in 2017. In addition to providing crucial administrative support to the Office of Diversity, Equity & Inclusion (ODEI), she facilitates plan implementation in all 50 campus units; serves as advisor to DEI Implementation Leads across the university; develops tools, support services and DEI plan reporting systems; and carries out special project requests.

Working in close collaboration, this team has provided the kind of foundational, consistent leadership that is vital to creating—and sustaining—positive culture change. To encourage campuswide participation in DEI implementation, and energize the process, they have introduced new feedback venues such as community conversations, email groups, periodic meetings with student leaders and ongoing discussions with deans and unit directors.

Through their combined efforts, these leaders have succeeded in maintaining momentum in every unit within this vast and complex organization. Now, as we enter the final two years of our DEI implementation plan, they continue to serve as a focal point for institutional change: listening, leading, coordinating, collaborating, monitoring and guiding the university as it evolves into a truly diverse and inclusive center of learning.

“Advancing diversity, equity and inclusion means challenging the status quo, embracing differences and cultivating spaces that allow people to be their authentic selves.”

LAUREN DAVIS
ASSISTANT DIRECTOR, DEI PROGRAM, SCHOOL OF SOCIAL WORK
DIVERSITY, EQUITY AND INCLUSION PROFESSIONAL NETWORK

The university’s five-year Diversity, Equity and Inclusion strategic planning process generated a campuswide network of DEI leaders, including faculty and staff. Through programs that provide resources and support, facilitate collaboration and enhance outcomes for individual and collective projects, the Office of Diversity, Equity & Inclusion (ODEI) has sustained and expanded this vibrant group of professionals charged with managing implementation of their unit-based DEI plans.

During Year Two, this campuswide network, known as the DEI Implementation Leads Group (DEI-ILG), met on a monthly basis to model best practices, engage in professional development opportunities and share updates, information, tools, templates and other resources provided by central administration.

Functioning as a campuswide catalyst, the Implementation Leads Group contributes in vital ways to the success of every DEI professional across the university by encouraging collaboration and enhancing impact at both the unit and university level.

Among its most meaningful accomplishments, the university’s five-year Diversity, Equity and Inclusion strategic planning process created a vibrant campus network of DEI-related professionals, including both faculty and staff—in many cases adding DEI work to their existing positions or appointments. Through programs that provide resources and support, facilitate collaboration and enhance outcomes for individual and collective projects, the Office of Diversity, Equity & Inclusion has sustained and expanded this vibrant group of professionals charged with managing implementation of their unit-based DEI plans.

During Year Three, this campuswide network, known as the DEI Implementation Leads Group (DEI-ILG), grew to over 100 members representing all 50 planning units. The overall goal of this initiative is to develop leaders across the institution, matching their commitment with needed skills in order to ensure real and lasting progress. To facilitate this growth, the DEI-ILG continued to meet on a monthly basis to share best practices, engage in professional development opportunities and receive updates, information, tools, templates and other resources provided by central administration.

The Implementation Leads Group is truly the lifeblood of the DEI strategic planning process. Functioning as a campuswide catalyst, it contributes in vital ways to the success of every DEI professional across the university by encouraging collaboration and enhancing impact at both the unit and university level.

In Year Three, the collective actions of this group continued to generate significant impact across campus: increasing the diversity of the students, faculty and staff along a number of
dimensions; expanding educational access to underserved school districts; improving the pedagogical techniques of faculty to be more inclusive within the schools and colleges; enhancing the academic, social, cultural and personal development of students; making U-M more affordable for a broader swath of students from low and moderate financial backgrounds; and providing innovative DEI training opportunities for leadership, faculty, students and staff within their units.

Each Spring, the efforts of DEI Leads are recognized at a lunch celebration hosted by President Schlissel and Vice Provost and Chief Diversity Officer Sellers.

**DIVERSITY, EQUITY AND INCLUSION RECOGNITION AWARDS**

In Year Three, ODEI continued to collaboratively support, promote and sustain a suite of awards intended to recognize individuals and groups of faculty, staff and students who have contributed in significant ways to the creation of a more diverse, equitable and inclusive campus environment. These honors include but are not limited to:

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

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

**DIVERSITY, EQUITY AND INCLUSION FUNDRAISING**

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

In collaboration with chief development officers in every school, college and unit, OUD’s Integrated Data Services (IDS) team developed a comprehensive DEI fundraising report. According to this summary document, the University of Michigan raised $15,328,057 for DEI initiatives from 15,647 unique donors during Year Three (FY19). Of total funds raised, the Associate Director of Major Gifts for Diversity Initiatives generated $681,850.28 through individual asks and through collaboration with other gift officers from LSA, OUD, and Student Life. Funds raised continue to support scholarships as well as a wide range of DEI programs.

In Year Four and beyond, this report will continue to evolve as we address the challenges of reporting on DEI fundraising. Chief among those challenges will be determining what precisely constitutes a DEI fund and whether that definition may be subject to change over time.

**DIVERSITY, EQUITY AND INCLUSION COMMUNICATIONS AND WEBSITE**

This initiative is a collaborative effort between the university’s Office of the Vice President for Communications and its Office of Diversity, Equity & Inclusion (ODEI), both of which generate a wide range of ongoing content featuring DEI-related news, events, programs and activities. In fulfilling this action item, communications professionals from ODEI and Public Affairs work together to communicate critical updates and announcements to faculty, staff, students and community members.

In partnership with the Office of the Vice President for Communications and Public Affairs, ODEI works with campus units and departments to continue developing dynamic news stories that educate target audiences on the university’s
DEI LEADS

U-M CAMPUS

100+ Leads
50 Units

MICHIGAN MEDICINE

175 Leads
21 Service Areas

TROTTER MULTICULTURAL CENTER

NEW CENTER OPENED

APRIL 2019

IN THE FIRST THREE MONTHS,

71 Student-Focused Events Hosted
5,450 Students Served

STAFF OMBUDS

NEW OFFICE STARTED

JANUARY 2019

125+ People Seen
Helping Resolve Work-Related Conflicts and Issues

CAPS

Counseling & Psychological Services

CLINICIANS EMBEDDED IN

13 Schools and Colleges
as part of a campuswide partnership supporting student mental health

NEW OFFICE STARTED

JANUARY 2019

5,000+ Individual Students Served
through 25,000+ counseling appointments last year — many more services offered

SECTION FOUR: SUPPORTING ELEMENTS

YEAR THREE PROGRESS REPORT | DIVERSITY, EQUITY AND INCLUSION STRATEGIC PLAN
commitment to diversity, raise awareness of our strategic plans and position U-M as an international leader in diversity, equity and inclusion in higher education.

Year Three saw significant progress in both the DEI website and other communications. The Strategic Plan section of the diversity.umich.edu website was reviewed and redesigned to improve navigation and enhance clarity relating to the year-over-year progress being made under the plan’s guiding principles.

In support of DEI efforts across the university, ODEI continued to manage two social media accounts, @UMichDiversity on Twitter and—new in 2019—a Facebook page, /UMichDiversity. Content includes news, events, photos, videos, live-tweeting and other items that communicate our active efforts to make U-M more diverse, equitable and inclusive. The number of ODEI Twitter followers grew by 29.2 percent in the past year.

Also in Year Three, the university’s DEI efforts were consistently highlighted in the University Record and on the U-M Diversity website. These stories illustrated the rich variety of our community’s knowledge, perspectives and experiences. In all, over 20 articles were published from August to June featuring DEI-related initiatives, programs and personal experiences that helped convey information while demonstrating transparency regarding the progress of U-M’s collective DEI efforts.

DIVERSITY, EQUITY AND INCLUSION DATA SUPPORT
Since Year One of the DEI Strategic Plan implementation, ODEI has partnered with the Office of Budget and Planning and University Human Resources to build a repository of diversity-, equity- and inclusion-related data. In Year Three, ODEI further optimized the Diversity, Equity and Inclusion Metrics (DEI Metrics) Dashboard, which was launched in Year Two through the collaborative efforts of ODEI, Information and Technology Services and the Office of Budget and Planning. One notable improvement was the move away from generational descriptors (e.g., Baby Boomers, Millennials, etc.) as proxies for age to include actual age bands for staff in the Dashboard.

Metrics identified for ongoing tracking on key dimensions of DEI—at both the university and unit level—draw on several
sources of institutional data. All units with DEI strategic plans received data on demographic composition and climate survey indicators. In addition, academic units received graduation and enrollment data for students and tenure status data for faculty.

In Fall 2018, the first release of the unit-level DEI Metrics reports were distributed to all units with DEI strategic plans. The second release will take place in Fall 2019. Additionally, plans are underway to publish a public-facing dashboard in Winter 2020.

ALIGNMENT OF DEI PLANS AND BUDGETING
To advance the integration of DEI work into all aspects of the university’s operations, starting in 2016, DEI efforts became a formal part of discussions and decisions for annual campus budget allocations. To maintain momentum and assure steady progress in all unit DEI action plans, the university aligned the annual DEI progress reporting process with the yearly U-M budget cycle. In addition, the chief diversity officer continues to attend budget meetings that are the basis for campuswide budget decisions.

STAFF OMBUDSPERSON POSITION
In May of 2017, a working committee assembled by Vice Provost and Chief Diversity Officer Robert M. Sellers recommended the appointment of a staff ombudsperson. This position was posted on April 23, 2018. Chief among the responsibilities for this position will be providing university staff members with impartial conflict resolution services, information and referrals; serving as a campuswide resource for policy and procedures; acting as a liaison between individuals and university administration; identifying problems, trends and organizational concerns; and making recommendations for systems change. The selection process was completed and the new staff ombudsperson started in Fall 2018.

This past year, Dr. Jacqueline Bowman was selected to fill the position of Staff Ombudsperson and immediately began establishing the structures and partnerships necessary to support her role within the university’s DEI initiative. Bowman holds a PhD in educational psychology from U-M and has been lead counselor and program specialist at the Center for the Education of Women since 2008. Previously, she established a new ombuds office at the University of Illinois at Urbana-Champaign and worked as a corporate ombudsperson for a Fortune 500 company.

In addition, hiring began for a limited number of professional staff to provide consulting sessions for members of the campus community. A central office was configured and became fully operational in September of 2019.

EXPANSION OF THE DETROIT CONNECTOR
The Detroit Connector is a bus service linking the University of Michigan’s Ann Arbor and Dearborn campuses with the city of Detroit. The service runs year round, seven days a week, and is open to anyone who wishes to ride, including U-M faculty, staff and students as well as the general public. This year, to ensure continuity of both the service and the funding for the Connector, the one-way fare was set at six dollars, replacing the previous ticket pricing system, which ranged from $6 to $10 per trip. Detroit Connector ridership continued to grow significantly over the past year, showing an overall 21 percent increase. The service has continued to play an important role in connecting Detroit and the University of Michigan, both physically and culturally.
SECTION FIVE:
METRICS AND REPORTING:
YEAR THREE UPDATE
METRICS AND REPORTING: YEAR THREE UPDATE

To assure accountability and transparency, the Five-Year DEI Strategic Plan calls for systems that track key metrics and engage the campus in annual reporting on progress against stated goals. The qualitative and quantitative data yielded by these systems year over year will then be used as a basis for decisions on programming and resource allocation to achieve and sustain desired outcomes.

In Year Three, the systems built and tested during the two prior years were fully deployed. The first set of metrics reports was delivered to schools, colleges and units in Fall 2018, with a second set of metrics distributed in late Summer 2019. This reporting process will continue, with regular progress updates provided to the campus community on a year-over-year basis. Overall progress against all major DEI strategic objectives will be evaluated at the end of Year Five.

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

While additional metrics may be identified over time, we will—at minimum—track the categories listed below and use them as the basis for reporting on plan progress and program effectiveness. Some of these metrics represent data that we have tracked historically, thereby allowing us to compare trends over time. Other metrics are relatively new and have required the creation of fresh methods and processes to ensure reliable data capture each year.
CATEGORIES OF METRICS FOR CONTINUED TRACKING

The following metrics are being tracked across the five-year plan, and many are included in DEI Metrics Reports that are delivered to all schools, colleges and units on a yearly basis to aid the assessment of progress over time.

Progress on Plan Action Steps and Initiatives:
• Activities related to implementing DEI initiatives, participation rates and action-specific outcomes (learning outcomes from training, etc.)

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

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

REPORTING
The overall reporting and evaluation process is managed and coordinated by the Office of Diversity, Equity & Inclusion (ODEI). Progress will be assessed at the end of Year Five. There is the expectation that a subsequent plan will be developed, building on effective strategies based on progress as measured.

Reporting occurs on multiple levels throughout the university infrastructure, as follows:
• The president and chief diversity officer report to the Board of Regents annually on DEI plan progress.
• Deans and administrative leaders report on plan progress during the annual budget process.
• Leaders, faculty and staff report on DEI activity as part of their regular job evaluations.
• DEI commitment and proficiency have been incorporated into the search criteria for university leadership positions.
• DEI plans and annual progress updates will be made public for all units.
A YEAR-OVER-YEAR ASSESSMENT PROCESS

With regard to annual campus reporting on DEI plans, we continue to gather information from across campus that can be connected to institutional and other data. In this way, we are able to create a dynamic information resource that streamlines the reporting process and achieves rich implementation evaluation results.

Data is aggregated with an electronic, prefilled reporting form developed through input and beta testing from a reporting tool advisory group consisting of a subgroup of DEI Leads in Year One. The form is refined each year, based on input from the group. This online reporting tool solicits each unit’s assessment of progress against its DEI plan.

The reporting process provides an opportunity for units to reflect on their successes, challenges and areas for growth. Resulting insights are then used to inform the revision process for coming-year plans, thus allowing units to tailor their efforts in ways that leverage progress toward both unit and campuswide goals.

This year-over-year assessment workflow, which represents best practice for evaluation of complex organizational change, is key to the five-year plan implementation as it moves toward an overall progress summary for the university.

YEAR THREE HIGHLIGHTS

One of our key accomplishments in Year Three was the implementation and refinement of a DEI Dashboard. Developed and launched in Year Two, the Dashboard was built to track and generate metrics relating to goals that reflect myriad campuswide efforts now underway to support diversity, equal opportunity, equitable treatment and an inclusive culture. Metrics in the DEI Dashboard draw on several sources of institutional data as a starting point for tracking these university-wide, goal-related metrics.

In the past year, we also continued to refine the reporting process. Based on feedback from units, we have created a more user-friendly tool for displaying action items and progress to date for all units on campus for the Year Three progress report, rather than relying on the static spreadsheets used in prior years. We are also encouraging all units to reflect on and identify signs of culture shifts and organizational change as a result of DEI efforts, whether programmatic or policy-based.

During Year Three, we began assembling key data and determining a path forward for assessing outcomes. Throughout this report we present a set of infographics to provide insight and updates on significant progress indicators.
Demographics

We continue to track and monitor demographic data for each of our campus constituencies: student, staff and faculty. This five-year comparative data includes gender, race/ethnicity and international status, providing a broad overview of trends related to diversity on campus. Many other facets of diversity that we track are not reflected in these charts. Additional diversity-, equity- and inclusion-related data is available on the Office of Budget and Planning website.
2016-2021 TIMELINE

OCTOBER 2016
PLAN LAUNCH

JULY – SEPTEMBER, 2017
ASSESS AND REPORT ON PROGRESS IN YEAR ONE, REFINE PLAN FOR FY 2018
• Begin Year Two implementation

JULY – SEPTEMBER, 2018
ASSESS AND REPORT ON PROGRESS, REFINE PLAN FOR FY 2019
• Begin Year Three implementation

JULY – SEPTEMBER, 2019
ASSESS AND REPORT ON PROGRESS, REFINE PLAN FOR FY 2020
• Begin Year Four implementation

JULY – SEPTEMBER, 2020
ASSESS AND REPORT ON PROGRESS, FY 2021
• Begin Year Five implementation

MARCH – MAY, 2021
EVALUATE PROGRESS AGAINST FIVE-YEAR PLAN
• Assess progress against plans at the school, college and unit level
• Roll up to summary U-M report on progress
SECTION SIX:
LOOKING AHEAD
LOOKING AHEAD

The University of Michigan is not the same institution it was when the DEI Strategic Plan was launched three years ago. In that time, we have made notable progress in implementing and living out the values of diversity, equity and inclusion. We have significantly increased awareness, introduced essential policies, procedures and processes, deployed cultural reinforcers and broadened access to programs and resources for faculty, students and staff. While it is true that we still have a long way to go, it is equally true that we have come a long way in our journey.

After three years of concerted effort on the part of campus units, university leadership and the thousands of students, faculty and staff who are the University of Michigan, this community has undergone a paradigm shift. The guiding principles of DEI are no longer mere words or distant goals. They have become functional realities—part of the day-to-day work of the university.

This is not to say that the coming years will be easy ones, or that our progress will continue unabated and unchallenged. With an election year looming and the national zeitgeist growing ever more tumultuous, we begin Year Four of the DEI Strategic Plan with a mixture of hope and apprehension. We expect that the current cultural and political realities—marked by stark divisions—will bring continued challenges.

Also, within the university itself, the process of implementing DEI has generated its own set of challenges. As the core principles of diversity, equity and inclusion have become intrinsic to the university culture, and as more individuals have become aware of the issue, the collective way we think about DEI has evolved. As a community, we are taking up the challenge of addressing DEI-related issues on many dimensions and in many areas, including racism, sexism, gender inclusion, religious intolerance, disability discrimination, ageism and challenges to freedom of speech and thought.

Given the plurality of needs and concerns, how do we set DEI goals and milestones? How do we defeat complacency and keep all community members engaged in the bottom-up, grassroots work of change? How do we create broad-scope agreement that key objectives have been achieved? How do we define success? And how do we assure that all stakeholders recognize that success when it occurs? These are the questions that must be answered and the challenges that must be met.

Fortunately, the university’s Strategic Plan for Diversity, Equity and Inclusion is a living document, capable of responding to the evolving needs of our community. It is this inherent capacity to adapt and adjust, to rethink and refocus, that will help us maintain momentum and drive our progress in Year Four and beyond.

Our optimism for the future is born from deep knowledge of our past and current accomplishments. With every passing day, the University of Michigan demonstrates its capacity for change, its open-minded willingness to try new approaches, to break through barriers, to upend the status quo. Despite challenges from within and without, it is certain that progress will continue and that, ultimately, we will become the community we aspire to be.
The University of Michigan is, today, a more diverse, more inclusive, more welcoming and equitable place because DEI is, increasingly, a fundamental part of our policies, programs, activities, procedures and structures. In classrooms and offices, in meeting rooms and public spaces across campus, the values of diversity, equity and inclusion can be heard, felt and seen.”

ROBERT M. SELLERS
VICE PROVOST FOR EQUITY AND INCLUSION AND CHIEF DIVERSITY OFFICER