Today, we continue to build on the university’s heritage as a vanguard champion of diversity, equity and inclusion. Our community has long understood that excellence is not possible without diversity in the broadest sense of the word, and that we can make our greatest contribution to the creation of new knowledge by building an environment in which all our community members can flourish.

This five-year campuswide plan serves as an umbrella for the plans created by all of our schools, colleges, student life, athletics, health system and administrative units. As such, it reflects our shared aspirations as well as our understanding that, while talent may be present everywhere, opportunity is not.

Together, the local plans and this campuswide plan encourage individual and collective action, and promote transparency and accountability at every level. They affirm our shared values, acknowledge our shortcomings and build on past efforts.

Above all, they reflect the determination of university leaders and the campus community to move our vision forward and create an increasingly diverse, equitable and inclusive academic environment.

“At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion.”

President Mark S. Schlissel
To All Members of the University of Michigan Community:

We aspire to achieve the highest levels of excellence at the university, and our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion.

This plan to enhance diversity, equity and inclusion at the University of Michigan reflects those aims, and it was made possible by you, the members of our community. It includes goals, new investments and measures of accountability originated and shaped by your thoughtful input and ideas. It also includes the closely held values you shared with us: your passion for making us better, your belief that all individuals deserve an equal opportunity to succeed and your unwavering dedication to the highest aspirations of our university.

Our community’s determination has spanned generations of students, faculty and staff. Their experiences and hard work to improve diversity, equity and inclusion at the University of Michigan will always be a cherished part of our history. We would not be at this point without their inspiring protests, monumental legal challenges, groundbreaking research and commitment to never give up.

While we are proud to present this document to our community and beyond, we hope that everyone understands that it is both a plan and a pledge. It’s one important step in our journey, but it is far from the end of our commitment. We will continue to assess our progress, test new ideas and have difficult conversations about tough issues. We will listen, and we will learn as we move forward—together.

This plan includes Many Voices, and it represents Our Michigan. Thank you for engaging in this important work with us, and thank you for your dedication to making the University of Michigan a better place for all.

Sincerely,

Mark. S. Schlissel
President

Martha E. Pollack
Provost and Executive Vice President for Academic Affairs

Rob Sellers
Vice Provost for Equity, Inclusion and Academic Affairs

Diversity Executive Leadership Team

Susan E. (Sue) Alcock
Liz Barry
Susan E. Borrego
David Brown
Sally J. Churchill
E. Royce Harper
Kevin Hegarty
S. Jack Hu
Kedra Ishop
Catherine Lily
Daniel Little
Timothy Lynch
Wande J. Manuel
Jerry A. May
Kallie Bila Michels
Lisa Rudgers
Marschall S. Runge
Laurel Thomas
Cynthia H. Wilbanks

“We are continuously learning to recognize and embrace all our differences. As a woman who was born profoundly deaf, this tells me that my perspective matters just as much as others and that I am a valued staff member.”

Alison Stroud
U-M staff

A PLAN AND A PLEDGE

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EXECUTIVE SUMMARY

This strategic plan for diversity, equity and inclusion arises in the context of a rich and complex institutional history. Michigan has strived over its first two centuries to broaden its diversity and strengthen its inclusiveness, though those efforts have not always achieved success. It is our imperfect history coupled with our strong tradition of student activism and striving for change that has led us to this next concerted effort to create a diverse, equitable and inclusive environment for our entire campus community.

In the period directly preceding the launch of this planning effort, two important campuswide studies were commissioned by university leadership: the Provost’s Committee on Diversity, Equity & Inclusion (2013) and the Staff Committee on Diversity, Equity & Inclusion (2014). Both committee reports concluded, among other things, that the university needed to do more to recruit and retain a diverse student body, faculty and staff. They also highlighted the need for more robust cultural training across all campus constituencies to help create a more inclusive campus environment.

In addition, the findings of both committees resulted in a recommendation that the university conduct a campuswide strategic planning effort around these issues. In September 2015, on the heels of announcing that creating a more diverse, equitable and inclusive campus was among his most important priorities, President Schlissel called upon the university community to develop U-M’s first five-year diversity, equity and inclusion strategic plan.

PLANNING PROCESS AND COMMUNITY ENGAGEMENT

Due to the institution’s decentralized structure and the significant differences in the demographic, compositional and organizational climate among schools, colleges and units, university leaders chose to embark on a distributed planning process rather than one that was centrally focused. This distributed approach was designed to address the specific challenges and opportunities in local environments across campus, to increase the diversity of those working on the plan and to promote a sense of collective ownership of the final product.

In total, 49 planning units were established—including all 19 schools and colleges, other academic affairs units, student life, athletics, the health system and administrative offices—and scores of unit planning leads were identified to manage the local planning efforts. In September of 2015, the campuswide planning process officially commenced.

The 12-month planning period began with an assessment and community engagement phase. During this time, students, staff and faculty across the campus participated in more than 200 community engagement events, including campuswide activities and many events hosted by schools, colleges and units. Participants contributed ideas and feedback, which were used along with other existing diversity, equity and inclusion-related data to inform the unit plans.

At the end of the planning period, all units had completed strategic plans.

THE CAMPUSWIDE PLAN

The university’s plan serves as an umbrella for the 49 school, college and unit plans. The overarching strategies and major campuswide actions emerged from and reflect the insight and innovation produced by those unit plans. They are intended to support and enhance the unit plans. For that reason, they focus on areas where centrally coordinated and supported programs and initiatives will be most effective. The core campuswide strategies will be:

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. Major new campuswide actions include training to build cultural awareness and inclusiveness skills among staff, students, faculty and leaders; enhancing programming for student support and engagement through the newly, centrally located Trotter Multicultural Center; increasing support for students and others experiencing climate concerns; and conducting the first university-wide climate survey.

Overarching Strategy 2: Recruit, Retain and Develop a Diverse Community

Through focused efforts, we will work to build a more diverse student, faculty and staff community on campus and equip individuals with the support and opportunities necessary for their success. Major new campuswide actions include initiatives to build a diverse pipeline of qualified undergraduate and graduate student candidates; support programs to ensure that students have the resources needed to excel on campus; and develop tools to improve hiring and search processes for faculty and staff.

Overarching Strategy 3: Support Innovative and Inclusive Scholarship and Teaching

We will ensure that diversity, equity and inclusion are foundational aspects of our educational program offerings and teaching methodology, and that scholarly research on diversity, equity and inclusion—and the scholars who produce it—are valued and supported. Major new campuswide actions include programs to recruit and financially support faculty whose research centers on these issues; training on inclusive teaching methods; and the development of processes that value diversity, equity and inclusion-related contributions in faculty evaluations and tenure reviews.

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

CONTINUING PROGRAMS AND NEW INFRASTRUCTURE

In addition to the new initiatives outlined in this plan, the many programs and offices established over the years will continue to provide foundational support and infrastructure for this work. From those designed to promote diversity, equity and inclusion to those that offer personal resources and assistance to community members, the ongoing programs will play a vital role in achieving our goals of diversity, equity and inclusion.

In the interest of establishing an elevated and expanded leadership function to guide and support progress in this critical domain, the university will add the role of Chief Diversity Officer to the existing position of the Vice Provost for Equity, Inclusion and Academic Affairs. The new Vice Provost for Equity and Inclusion and Chief Diversity Officer will be a key advisor to the president, will serve as part of the university’s executive leadership team and will coordinate the implementation of the university’s strategic plan.

METRICS AND REPORTING

Because we are committed to holding ourselves accountable for achieving progress under this plan, we will track—over time—metrics that represent important factors in assessing progress toward our goals. We will use these metrics in combination to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable and inclusive campus. At regular intervals, we will update the community on our progress. This tracking and reporting will occur at the university as well as the school, college and unit levels. Major progress will be evaluated at the end of year three and again at the end of year five.
“Creating a diverse, equitable and inclusive environment will only be possible if every member of our community strives toward these ideals.”

Mohammad Shaikh, U-M student
This strategic plan for diversity, equity and inclusion, launched on the eve of our 200th year, arises in the context of a rich and complex institutional history. Michigan has strived over its first two centuries to broaden its diversity and strengthen its inclusiveness, though those efforts have not always achieved success. For example, women were admitted in 1870, yet also faced discrimination and double standards for the next century. Campus protests such as the Black Action Movements and #BBUM (Being Black at Michigan) have drawn attention over the years to profound inequities in the experiences of African Americans on our campus. While U-M was the first university in the country to establish an office focused on the concerns of gays and lesbians when the Human Sexuality Office (today’s Spectrum Center) opened in 1971, it took 22 more years before U-M banned discrimination based on sexual orientation. Yet in 2003, the university took on the mantle of leadership for all of higher education and successfully fought before the U.S. Supreme Court for the right to consider race as one factor in admissions decisions in pursuit of the educational benefits of diversity.

It is our imperfect history, coupled with our strong tradition of striving for change, that has led us to this next concerted effort to create a diverse, equitable and inclusive environment for our entire campus community. In the period directly preceding the launch of this planning effort, two important campuswide studies were commissioned by university leadership in response to student activism and community concern. In 2013, the Provost’s Committee on Diversity, Equity & Inclusion was established and in 2014 the Staff Committee on Diversity, Equity & Inclusion was initiated. These groups were charged with conducting an overall assessment of our campus as it relates to diversity, equity and inclusiveness among students, faculty and staff.

Both committees acknowledged that there were many longstanding programs, resources and individuals dedicated to promoting diversity, equity and inclusion at U-M. They also identified some challenges. A lack of coordination across schools, colleges and units, with respect to diversity, equity and inclusion, a dearth of central data from which to evaluate the success of existing efforts and the lack of consistent accountability among schools, colleges and units for progress on these issues all were highlighted as key areas of concern. The Provost’s Committee Report concluded that the passage of the state constitutional ban on affirmative action (known as Proposal 2) in 2006 had led to confusion about the legal limits of what could be done to advance diversity, equity and inclusion and, as a result, had become a frequently used excuse for inactivity around these issues.

In addition, both reports concluded, among other things, that the university needed to do more to recruit and retain a diverse student body, faculty and staff. Furthermore, they highlighted the need for more robust cultural skills training across all campus constituencies to help create a more inclusive campus environment. The findings of both committees resulted in a recommendation that the university conduct a campuswide strategic planning effort around these issues.

During this same period, Mark Schlissel began his tenure as the 14th president of the university. In February 2015, he announced that advancing the ideals of diversity, equity and inclusion was among the most important priorities of his presidency. In the fall of that year, President Schlissel called upon the university’s vast energies and intellectual and planning resources to develop U-M’s first five-year diversity, equity and inclusion strategic plan, engaging all sectors and constituents of the university.

**OUR GOALS**

In the President’s Charge to the Community, he called on the entire campus community—all schools, colleges and campus units—to develop a strategic plan in pursuit of the following goals:

**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 origin, religious commitments, age, disability status and political perspective.

**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.

**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.
“While my handicap is part of who I am, it has not stopped me from being successful at Michigan.”

Donna Parr, U-M staff

SECTION 2:
PLANNING PROCESS AND EMERGENT THEMES
In response to the President’s Charge, a Diversity Executive Leadership Team (DELT) was formed in April of 2015 to oversee a campuswide strategic planning process and develop a set of objectives, an initial structure and a timeline. DELT comprised all members of the university’s executive leadership team as well as several experts from various units. DELT in turn commissioned a Diversity Working Group (DWG) to develop a planning process that was reflective of our values, especially inclusion. Diverging from the traditional, top-down model for strategic planning common among academic institutions, the DWG and DELT opted for a grassroots model designed to engage the entire campus community in creating the path forward.

DWG and DELT wanted to ensure a planning process that accounted for the unique context created by the university’s decentralized structure. As a result of numerous factors, demographic composition and organizational climate vary significantly among schools, colleges and units. For this reason, the university chose to embark on a distributed planning process instead of one that was centrally focused. This distributed planning process was designed to address the specific challenges and opportunities in local environments across campus, to increase the diversity of those working on the plan and to promote a sense of collective ownership of the final product. As a result, the planning process allowed for some measure of flexibility and took advantage of emergent ideas that contributed to a highly adaptive and responsive process.

In total, 49 planning units were established—inclusion all 19 schools and colleges, student life, athletics, multiple campus units and the health system. Each unit was responsible for conducting a comprehensive, data-driven and highly inclusive planning process and developing a five-year strategic plan that:

- Was highly aspirational
- Was consistent with the U-M’s long history of leadership in matters of diversity
- Reflected a collective commitment from all constituents of their school, college or unit
- Proposed specific, achievable and measurable goals and actions, with timetables for each
- Complemented and enhanced the university’s many research, educational and public engage ment activities
- Identified resources and points of accountability for achieving designated goals
- Outlined steps for reviewing and updating the plan, charting progress, and identifying new opportunities and challenges as they arise

These unit plans are the core of this universitywide plan and can be found here.

Since the DEI Strategic Plan launched in 2016, an additional unit has added a strategic plan, bringing the total number of units with DEI Plans to 50.
EMERGENT THEMES
Prior to writing their plans, unit planning leads examined existing data regarding the state of the university, with respect to diversity, equity and inclusion. The findings of both the provost’s staff and the staff committee reports served as foundational sources for the planning process, providing valuable baseline data, assessment and recommendations. Both committees reviewed existing demographic data and other trend reports, which helped provide a varied picture of our diversity within and across the university (see sidebar on p. 16: A Snapshot of Our Campus Today).

The campuswide community engagement efforts yielded additional important insights about the state of our campus with respect to diversity, equity and inclusion. Through the open forums, group meetings and online forums held at unit and universitywide levels, campus voices reiterated many of the findings in the committee reports and pointed to additional areas of need and opportunity.

Themes from Community Input
Undergraduate students expressed the need to:
• Improve the accessibility and inclusiveness of spaces and facilities
• Create a more inclusive climate on campus and in the classroom
• Improve information about the availability of financial aid and academic support services
• Implement effective strategies for recruiting, retaining and supporting a more diverse population of students, faculty and staff
• More visibly celebrate diversity on campus through events and activities
• Improve staff and faculty understanding of the increasingly global, complex and evolving nature of student social identity
• Increase support for student learning and skill development in intercultural awareness and engagement
• Facilitate increased access to volunteer and related unpaid campus leadership opportunities for students, regardless of socioeconomic background

Graduate students expressed concerns about:
• Climate—in particular, regular experiences of microaggressions, discrimination, and incivility in academic and social settings from student peers, faculty and staff
• Lack of cultural understanding among faculty that manifests in mentoring and in the classroom
• Low expectations or stereotype-based treatment of women, ethnic/racial minority students, first generation students and international students among faculty
• Faculty challenges in effectively engaging diversity and inclusion in the classroom

Staff feedback centered on:
• Equity issues, specifically with respect to closing the income gap between highest- and lowest-paid employees and increasing support services to staff in the lowest salary grades
• Creating more accessible and inclusive workspaces
• Increasing staff diversity
• Improving climate through mandatory cultural competency training and embedding cultural competency issues into job descriptions and performance criteria for all staff, faculty and leadership
• Providing more educational, learning and development training on diversity, equity and inclusion, especially for supervisors and managers

Faculty engagement occurred primarily in the schools and colleges. Highlights from this local input are coupled with key findings from campuswide research that was conducted over the last few years:
• In many schools and colleges, faculty identified the need for more tools and training to enhance diversity skills and inclusive teaching strategies among faculty in their departments
• Women and underrepresented minority faculty are more likely to report experiences of bias and exclusion and are more likely to report not having influence and voice within their departments
• Many faculty identified the limited presence of underrepresented groups as a key issue, and expressed the need to engage multiple mechanisms to better understand and address the various issues that have led to an insufficiently diverse faculty
• Minority faculty, and faculty from other underrepresented groups, are disproportionately called upon to serve in roles related to issues of diversity, which are too often undervalued within their units and the academy at large. At the same time, faculty from underrepresented groups are not afforded opportunities to serve in more highly valued, academic leadership roles
• Faculty perceive that both the foci and methodologies of diversity, equity and inclusion scholarship are valued and supported less than other forms of scholarship

This community input, along with other data sources, has helped to animate our understanding of the university’s current state. Our review of the existing information regarding the state of the university has highlighted critical gaps in our data—among them the lack of a comprehensive campuswide climate survey as well as deeper levels of data and analysis to aid the institution in tracking equity and inclusion. These gaps will be addressed as plan implementation moves forward, beginning with the first campuswide climate survey to be launched in fall 2016.

“Diversity means acceptance and tolerance toward everyone.”
Brandon Woo, U-M student

“To me, diversity, equity and inclusion means everyone working in a state of belongingness. It makes us one united society.”
Enrique Pusold, U-M staff
Existing data on the demographic composition of our campus, which has been tracked over time, provides important baseline information on where we stand with respect to racial and gender diversity. The charts on this page offer a summary overview of each of our campus constituencies. As part of our ongoing accountability efforts, this data will continue to be monitored, as will many other metrics, including those designed to measure other dimensions of diversity, equity and inclusion outlined later in this document.

Additional diversity-, equity- and inclusion-related data is available on the [Office of Budget and Planning website](http://www.umich.edu).}

* Medical School numbers are included in the campus numbers rather than in the UMHS numbers.
The overarching strategies and major campuswide actions presented in these next sections have emerged from and reflect the common foci of the 49 plans. Further, they are intended to support and enhance those plans, and focus on areas where centrally coordinated and supported programs and initiatives will be most effective. These areas include providing the necessary infrastructure for unit plans to succeed, consolidating common efforts identified across unit plans through centrally coordinated programs and undertaking initiatives that can be conducted only at a university-wide scale.

Ultimately, this plan is intended to advance our tripartite goals of diversity, equity and inclusion. While distinct, these goals are both synergistic and overlapping, and thus strategies to support them similarly overlap. Likewise, specific action steps outlined here, while listed under one strategy, may also serve other strategies. By way of example, a specific recruitment effort will likely improve climate, and vice versa.

Along with the new programs and initiatives outlined below, this plan also encompasses the wide range of existing diversity-, equity- and inclusion-related efforts in which the university will continue to invest. These important programs are described later in this plan. This document also includes recently announced programs, including HAIL Scholars and Wolverine Pathways, which were developed as part of this commitment, but began their pilot phases ahead of the strategic planning cycle.

Note: Highlights from many of the unit plans have been included throughout this section, which were chosen to be broadly representative of the local plans and showcase diverse areas of focus. While these are intended to provide a sampling of the great work happening at the unit level, they by no means represent all of the exciting unit-based programs and initiatives. To get a comprehensive overview, all of the school, college and unit plans can be found here.

This plan aims to create a more inclusive and equitable environment that promotes and supports diversity in its broadest sense — including with respect to race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective.

In 2020, the University announced a set of new initiatives focusing on anti-racism, and many units across campus began work on anti-racism efforts. Additional details are included in the Year Five DEI Progress Report.

The university’s plan serves as an umbrella for the school, college and unit plans and the strength of our overall planning effort lies in the synergy between the university plan and the unit plans.
OVERARCHING STRATEGY 1: CREATE AN INCLUSIVE AND EQUITABLE CAMPUS CLIMATE

We are committed to ensuring that our campus is a place where differences of all kinds—racial, ethnic, cultural, religious, socioeconomic, and political—are welcomed. As a community, we agree to create an environment where different perspectives are respectfully heard and where every individual experiences a deep sense of belonging and inclusion. We know that by creating a vibrant climate of inclusiveness and working actively to challenge and respond to bias, harassment, discrimination, and intolerance we can more effectively leverage the resources of diversity to advance our collective capabilities.

We recognize that differences arise not only from visible identities, but also from a variety of less visible characteristics and experiences that may contribute to the dynamics of inclusion or exclusion. Therefore, to determine appropriate actions steps, planning leads across campus asked questions such as: What is our degree of inclusiveness, and where can we improve? How does our community feel about the university as a whole? Are there areas of concern? What contributions to individuals at various levels of accountability? What contributions to individuals in our institution feel a sense of belonging—or conversely, a sense of exclusion or isolation?

The answers to these questions were unique to each of the schools, colleges, and units and reflect the individual campus climates. As a result, the collective campus climate includes a number of climate-building activities and a wide range of initiatives—from creating effective systems for reporting bias to establishing dedicated diversity, equity, and inclusion committees or roles with new levels of accountability. Across campus, more than 90% of all units plan climate-related training, and nearly 80% cite the need to conduct ongoing assessments in order to more fully understand climate issues in local school, college, and unit communities.

Major New Campuswide Actions

Intercultural Development Assessment and Training Pilot Program for Undergraduate Students

Starting in fall 2016, the university will pilot an innovative student assessment and training program with the ultimate goal of administering the Intercultural Development Inventory (IDI), or another similar assessment tool, to all incoming students, and faculty and staff members are designed to assess intercultural acumen: defined as the ability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. This skillset is increasingly in demand qualification among employers, as well as a central factor in creating an inclusive campus environment. Based on assessment results, students will be provided with a customized learning plan and a variety of intercultural training opportunities designed to improve cross-cultural engagement by targeting strengths and areas for skill development and increased personal capacity.

A follow-up assessment will be administered within two to three years following first assessment to determine program effectiveness and areas of future investment. Upon completion of the program, students may be eligible for formal certification. The pilot program is designed to grow each year, and by year five will include the entire freshman cohort.

Responsibility: Office of the Vice President for Student Life

Diversity, Equity and Inclusion Education and Training Resources

The university will develop a central diversity, equity and inclusion education and training resource designed to develop skills and behaviors that contribute to a more diverse campus environment. We will create a diversity competency framework that establishes behavioral outcomes. In addition, we will expand and enhance current supervisory and leadership training to include high-quality education and experiences in diversity, equity and inclusion for managers, supervisors, and directors. Fundamental training will be available to all individuals and will be offered to schools, colleges, and units at no cost in order to encourage broad participation. A dedicated web portal will provide access to specific training programs, a list of expert consultants, custom training for units and facilities available on a fee basis to help with unit-level conversations and plan implementation. In May 2019, the university committed to implementing mandatory training for all faculty and staff by December, 2020.

Responsibility: University Human Resources

Professional Development in Diversity, Equity and Inclusion for Deans and Executive Leadership

We will provide professional development experiences for new deans and executive leaders focused on handling diversity, equity, and inclusion issues, both as part of their onboarding process and as a continued leadership support. This support will be offered centrally, as a supplement to professional development resources provided to university leaders. Topics, developed in consultation with the Academic Program Group, will include recruitment and retention strategies specific to diverse populations, with greater inclusion, as well as support for fostering an inclusive climate. This program will be managed by the Office of the Provost for Equity and Inclusion and Chief Diversity Officer, a new campuswide leadership position that is described later in this plan.

Responsibility: Office of the Provost for Equity and Inclusion and Chief Diversity Officer

Trotter Multicultural Center

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

Responsibility: Office of the Vice President for Student Life

Student Support and Resources for Climate Concerns and Challenges

Under data-driven best practices, the university will increase the capacity and coordination of existing initiatives, units, and work teams to provide resources for our student communities when climate concerns arise and when other challenges to an inclusive environment arise. These efforts will offer support for all students involved to foster an inclusive campus climate. In addition, student communications will focus on raising awareness about—and increasing utilization of—related support services and organizations, channels for reporting climate concerns and other resources.

Responsibility: Office of the Provost for Student Life

Diversity, Equity, and Inclusion Contributions in Academic Programs

The university will create a working group to establish best practices for including diversity, equity, and inclusion-related contributions and training in staff performance reviews. The goal of these efforts will be to develop an independent metric for employee evaluation, so that staff, managers and leadership are accountable, growth can be tracked over time, and employee contributions can be recognized. The DEI Staff Evaluation Working Group will be managed jointly by University Human Resources and the Office of the Provost.

Responsibility: Office of the Provost and University Human Resources

Inclusive Facilities

The university will create 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.

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

Increased Web and Online Accessibility Testing

The university will establish a new full-time position for a screen-reader-testing expert. This individual will have responsibility for testing the accessibility of U-M’s UM Access First and DeaTab nonvisual desktops. This position will perform accessibility testing on U-M’s Google apps and on U-M core online systems, such as enrollment or employment. Additional tests will be conducted on the Canvas environment, in collaboration with the Assistive Technology Higher Education Network (ATHEN). The purpose of this position is to help ensure that the university’s webpages and other digital media are accessible to users, including individuals who are blind or have low vision. Having a screen reader evaluate the
experiences of groups historically underrepresented in higher education. Over the next five years, we will look to intentionally aim to hire the most promising scholars whose research, teaching and service will contribute to diversity and inclusion. This new role, CEO, will work to build a critical mass of diverse groups on campus and to equip individuals with the support and opportunities necessary for their success.

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

As a result of these variances, activities to recruit, retain and support a diverse community are wide-ranging and unique to the specific needs of each local community. They include everything from K-12 outreach programs to a review and revision of admissions and hiring practices, as well as programs that create new opportunities for faculty and staff. Overall, 70 percent of unit plans include initiatives designed to broaden staff, student and faculty recruitment efforts. Nearly 80 percent of school and college plans specify diversity, equity and inclusion training for faculty search committees, along with efforts to promote existing campus support programs and resources for students, staff and faculty.

Major New Campuswide Actions

Student Recruitment and Success

Wolverine Pathways

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

Responsibility: Office of the Provost for Equity and Inclusion and Chief Diversity Officer

K-12 Outreach Hub

We will refine the existing mission of the Center for Educational Outreach (CEO) to serve as a campuswide hub for K-12 outreach. CEO will be responsible for working with the myriad existing outreach efforts located throughout U-M to develop a more coordinated university-level strategy for community engagement. In its new role, CEO will serve to significantly improve the university’s capacity and effectiveness. In addition, the center will work with faculty and student groups to help provide training experiences intended to make them more effective and legitimate community partners in their own individual outreach efforts.

Responsibility: Center for Educational Outreach

Urban School Initiative

Our major cities and urban areas produce many outstanding students. Recognizing that these students have a great deal to offer, the University of Michigan will establish more formal relationships with highly effective urban schools across the country, with the goal of encouraging students from these schools to apply and attend U-M. The Urban School Initiative will provide unique recruitment and enrollment programs—including outreach events, workshops and activities—targeting schools in urban areas such as Cincinnati, Dallas, Houston, Miami, Baltimore, Newark, Atlanta, Los Angeles and Washington, D.C.

Responsibility: Office of Enrollment Management

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 of lands reserved to the Ojibwe, Odawa and Bodewadimi by the Treaty at Fort Meigs, the university has a unique and foundational connection to local Native tribes, specifically the Ojibwe, Ottawa and Bodewadimi. The Office of Enrollment Management (OEM) will collaborate with on- and off-campus partners to

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

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

Responsibility: Office of Institutional Equity
create both recruitment and engagement opportun-
tunities in support of these and other federally
recognized tribes. Specifically, OEM will partner
with College Horizons, an organization dedicated
to increasing enrollment among Native American,
Alaskan Native, and Native Hawaiian students. We
will also expand financial access to the Michigan
Tuition Waiver.

Responsibility: Office of Enrollment Management

HAIL Scholars
To increase the socioeconomic diversity of the
university’s undergraduate population and improve
access for underserved communities in Michigan,
we will continue to pilot the HAIL (High Achieving
Involved Leaders) Scholarship program. This
initiative provides full tuition and fees for
high-achieving, low-income students from across
the state. In addition to financial support, the
program removes barriers in the application pro-
tocol process that can impede low-income high
school students from applying successfully. Currently
in its second year, the pilot program will be fully
assessed after three years of data have been
collected. If it proves successful, the university will
consider expanding program implementation.

Responsibility: Office of Enrollment Management

First-Generation Student Support
Building on the success of initial support programs
aimed at retaining first-generation undergraduate
and graduate students, the university will establish
a dedicated position to coordinate and grow both
academic and co-curricular support for students
across campus who are the first in their families
to attend college. The first-generation student
support efforts are being developed collaboratively
by Multi-Ethnic Student Affairs (MESA), the Office
of Academic Multicultural Initiatives (OAMI), the
Comprehensive Studies Program (COSP), and the
Office of New Student Programs (ONSP).

Responsibility: Office of Academic Multicultural
Initiatives

Engaged Learning and Co-Curricular Support
Initiatives
In order to support and retain a diverse and thriving
student body, the university will increase the
capacity of Student Life’s First Year Experience
curriculum. Making the Most of Michigan course,
the Community Matters resource guide and other
programs aimed at equalizing access to resources,
removing perceived organizational obstacles to
seeking help and decreasing barriers to academic
and social pursuits for all students. These efforts
also will include increased capacity for wellness
initiatives that enhance the first-year experience,
as well as educational programs that foster identity
and cultural enrichment. The programs will be
facilitated by organizations such as: the Spectrum
Center, Multi-Ethnic Student Affairs, Intergroup
Relations, the International Center, Trotter Center
and the Ginsberg Center, with skill-development
resources provided by areas such as the Career
Center, Student Life leadership programming and
student self-governance areas. In addition, Student
Life will expand its partnerships with student affairs
professionals in schools and colleges to enhance
academic and social support across the university
and increase utilization of student-retention services.

Responsibility: Office of the Vice President for
Student Life

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 at U-M, the Rack-
ham Graduate School will convene a working group
to build a coordinated strategy for cultivating new
alliances and enhancing existing partnerships with
MSIs. The goal will be to establish an overarching
approach and funding process to support MSI
initiatives in individual schools and colleges.

Responsibility: Rackham Graduate School

Faculty Allies Program
The university will expand Rackham’s Faculty
Allies for Diversity program. Through this initiative,
designated faculty allies work within their gradu-
ate education programs in collaboration with
Rackham’s diversity initiatives, serving as support
contacts on diversity, equity and inclusion issues
for graduate students. They also play a leadership
role in the university’s network for promoting
diversity and excellence. Currently, there are 80
faculty allies representing 81 Rackham depart-
ments and programs. In the future, we will ensure
that every Rackham program designates a faculty
ally and includes that ally in their diversity, equity
and inclusion efforts around graduate education.
Collaborations will be encouraged to replicate the
program in professional schools.

Responsibility: Rackham Graduate School

Go Blue Guarantee
Announced in Summer 2017 and launched in
Winter 2018, the Go Blue Guarantee makes an
education on the U-M Ann Arbor campus more
affordable for Michigan residents, regardless of
socioeconomic background. For families with
incomes of $65,000 or less and assets below
$50,000, financial aid packages include scholar-
ships 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.

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

“IT’s developing not only a tolerance, but an appreciation
of lifestyles and opinions different than your own.”
Jukka Savolainen, U-M faculty

UNIVERSITY OF MICHIGAN
Faculty Recruitment and Success

Faculty Recruitment and Retention Practice Initiative

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

Responsibility: Office of the Provost for Equity and Inclusion and Chief Diversity Officer

Faculty Leadership Development Fellowships

Scholars at the National Forum on Higher Education for the Public Good in the School of Education provide leadership training in higher education for fellows from external organizations, including the American Council on Education. Their state-of-the-art training incorporates issues of diversity, equity and inclusion into every aspect of their model of higher education leadership. In order to increase the university’s pool of leadership candidates who are prepared to promote diversity, equity and inclusion, we will create an annual fellowship program to support a select number of faculty with a demonstrated commitment to diversity. These fellows will participate in the National Forum on Higher Education for the Public Good Leadership Development program.

Responsibility: Office of the Provost for Equity and Inclusion and Chief Diversity Officer

Faculty Training and Mentorship Resources

To support the ongoing development of faculty, the university has established an institution-wide membership to the National Center for Faculty Development and Diversity (NCFDD). Dedicated to supporting academics throughout their careers, NCFDD is an independent professional development, training and mentoring community of more than 89,000 graduate students, postdocs, and faculty members. As part of its membership, U-M faculty will join this network and will have access to NCFDD’s on-campus workshops, professional development training and intensive mentoring programs.

Responsibility: Office of the Provost for Equity and Inclusion and Chief Diversity Officer

Staff Recruitment and Success

Staff Recruitment Practices Initiative

The university will convene a working group to develop strategies for effectively promoting the use of best practices in employee recruitment across campus—including the use of established search principles, protocols and checklists designed to support the recruitment of a diverse staff. As part of this effort, the working group also will promote best practices regarding the inclusion of diversity, equity and inclusion 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.

Responsibility: University Human Resources and the Office of Institutional Equity

OVERARCHING STRATEGY 3: SUPPORT INNOVATIVE AND INCLUSIVE SCHOLARSHIP AND TEACHING

As we work to create a more diverse, equitable and inclusive campus, we also aim to advance research and pedagogy on these topics, strengthening Michigan as a hub of thought leadership with regard to diversity, equity and inclusion. By encouraging original scholarly research and by establishing culturally sensitive and inclusive pedagogical models that can be replicated at other institutions, we will not only serve our own students, but also will enhance the learning experience for students nationwide and contribute to a deeper understanding of these issues as they relate to all facets of our society and human experience. This strategy is focused on ensuring that diversity, equity and inclusion are foundational aspects of our educational programing and teaching methodology, and that scholarly research on diversity, equity and inclusion—and the scholars who produce it—are valued and supported.

In formulating the strategy, planning leads across campus used a variety of methods to assess needs and determine appropriate actions. In schools and colleges, leads examined in what ways and to what degree diversity, equity and inclusion issues are integrated into curricula and scholarship, how these ideals influence the delivery of curricula and how scholarship is judged in relation to diversity, equity and inclusion. In units outside the schools and colleges, planning leads assessed whether diversity, equity and inclusion educational events are developed and supported routinely.

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

Major New Campuswide Actions

University Diversity & Social Transformation Professorships

The university will establish a program to recruit and support faculty whose research addresses diversity, equity and inclusion issues. Designed as University Diversity & Social Transformation Professorships, these faculty from across campus will be affiliated with the National Center for Institutional Diversity (NCID), which will serve as an academic, programmatic and administrative unit for the program. NCID will work with the academic units to encourage and support the recruitment of faculty with expertise in a range of diversity topics, with an emphasis on cutting-edge and next generation scholarship. These University Diversity & Social Transformation Professorships with tenure homes in our school and colleges will be affiliated with NCID and will represent a unique community of U-M diversity scholars within the center. As such, they will participate in NCID’s Diversity Scholars Network and have access to special activities and resources to promote and support their work, as well as novel scholarly and research collaborations with other diversity scholars.

Responsibility: National Center for Institutional Diversity

Inclusive Teaching Professional Development Programs

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

Responsibility: Center for Research on Learning and Teaching

Diversity Scholars Network

NCID will expand its current multi-institutional Diversity Scholars Network to include a UM-specific component. As part of this work, the center will conduct a census of U-M faculty and researchers whose scholarship intersects with diversity, equity and inclusion (defined broadly). They also will create a U-M research advisory group, representing an array of disciplines and academic units. The primary...
BUILDING ON THE STRENGTH OF EXISTING PROGRAMS

SECTION 4:

goals will be to develop infrastructure and programming for the campuswide network, facilitate cross-disciplinary collaboration and promote and catalyze cutting-edge diversity research and scholarship.

Responsibility: National Center for Institutional Diversity

James S. Jackson Distinguished Career Award for Diversity Scholarship

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

Responsibility: Office of the Vice Provost for Equity and Inclusion and Chief Diversity Officer

Inclusion of Diversity, Equity and Inclusion Contributions in Promotion and Tenure Review

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

Responsibility: Office of the Provost

UNIT PLAN SPOTLIGHT
University of Michigan Health System (UMHS)

DEI LEARNING AND DEVELOPMENT PROJECT

UMHS will engage faculty, staff, leadership, students, house officers and patient/family stakeholders to design and implement a multi-level diversity, equity- and inclusion-related learning and development framework. This framework will be designed to meet the needs of every constituency in the health system, with the goal of catalyzing dissemination of research, content and best practices across groups. Interdisciplinary task forces will be convened to develop tools and advice on the development of curricula with multiple levels of complexity, tailored to specific audiences. A “certification” process in diversity, equity and inclusion for faculty, staff and leadership will be developed as part of this educational model.
Foundational to our success in achieving the goals and implementing the strategies of this plan are the many programs and offices that have been established over the years in response to our continuous commitment to these issues. From programs designed to promote diversity, equity and inclusion to those that offer personal resources and assistance to our community members, these efforts will continue to play a vital role in achieving our diversity, equity and inclusion goals.

It is important to note that the programs listed below represent just a few of the many ongoing investments that have and will continue to support diversity, equity and inclusion across campus. In addition to a wide range of centrally funded programs that, in some way, promote the work of this plan, there are countless other efforts continuing in each of our schools, colleges and campus units.

The continuing central programs listed here are those whose missions are singularly focused on diversity, equity and inclusion. As part of the planning process, we have reinvested in these programs to strengthen the resources they provide for our campus. In combination with the new programs and initiatives laid out in this plan, our existing programs will continue to advance real and lasting change.

Continuing Major Campuswide Programs

**ADVANCE**
The ADVANCE Program began in January 2002 as a five-year, National Science Foundation-funded project promoting institutional transformation with respect to women faculty in science and engineering fields. Since 2007, the university has funded ADVANCE and the program has expanded to promote other kinds of diversity among faculty in all fields. The goal is to improve the university’s campus environment in four general areas: the development and use of equitable recruiting practices; preemptive retention strategies to prevent the loss of valued faculty; improvement of departmental climate; and development of leadership skills and opportunities, including specialized skill development for academic leaders to encourage supportive climates.

**Center for Research on Learning and Teaching (CRLT)** advances diversity and inclusion at the University of Michigan by serving as a resource, voice and advocate to empower women and non-traditional students at the university. CRLT provides immediate and ongoing services and financial support to ensure educational success and degree completion. Women and non-traditional students are CRLT’s primary constituency, but all students are welcome. CRLT also serves those who encounter educational and career obstacles based on their non-linear paths to, and experiences within, the university community.

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

**National Center for Institutional Diversity (NCID)** works to strengthen and integrate research about diversity, equity and inclusion in education and society, and to support its effective use in addressing contemporary issues. The center promotes cross-disciplinary research and scholarship development through its extensive network of more than 400 scholars from institutions across the country, and through programs that make use of diversity-related research. NCID also facilitates scholarship to-practice discussions on critical issues nationally, and develops related briefing materials for leaders and policymakers.

**Office of Academic Multicultural Initiatives (OAMI)** supports U-M students with programs and opportunities that enhance their academic, social, cultural and personal development.

**Office of Health Equity and Inclusion**
The Office of Health Equity and Inclusion (OHEI) leads efforts, advises on best practices and coordinates initiatives designed to enhance inclusion, increase diversity and promote equity for its faculty, staff, students and house officers and patients—thousands of whom also are faculty, staff and learners from across campus. Programs include pre-college and college pipeline programs, diversity and inclusion learning and development programs and support of research in health disparities.

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

**Provost’s Faculty Initiative Program**
Sponsored by the Provost and Executive Vice President for Academic Affairs, the Provost’s Faculty Initiatives Program (PFIP) provides supplemental resources to help units recruit or retain tenure-track faculty and to develop specific programmatic areas.

**President’s Postdoctoral Fellowship Program**
In 2011, the President’s Postdoctoral Fellowship Program (PPFP) offers postdoctoral fellowship opportunities in economics, political science and STEM (science, technology, engineering, and mathematics). These fellowships are coupled with faculty mentoring, professional development, and academic networking opportunities. The program has proven to be an exceptional mechanism for recruiting new faculty to the university by offering either a postdoc position or a combined postdoc and tenure-track faculty appointment to some candidates. The program has been particularly effective at recruiting potential scholars with perspectives that come from a non-traditional educational background or an understanding of historically underrepresented groups in higher education.

**Backham’s Summer Research Opportunity Program (SROP)**
Michigan has a long tradition of offering summer research experiences for historically underrepresented students. Launched in 1998, the SROP offers undergraduate an opportunity to work on graduate-level research projects with U-M faculty. Since its implementation, over 1,500 students from a multitude of disciplines have participated, with significant numbers applying to graduate programs at U-M and other peers as a result of their experiences.

**Student Life Programs**
The Office of the Vice President for Student Life offers a suite of support services, resource groups and engaged learning programs dedicated to empowering a diverse, accessible, safe and inclusive community that facilitates cross-cultural connection and intercultural intelligence. Student Life is devoted to ensuring that every student has the educational experiences, tools and resources needed to succeed at the university. While Student Life programs are designed to support all students, some continuing programs focus on leadership for diversity, equity and inclusion efforts. These include the Trotter Multicultural Center, Program on Intergroup Relations (ISPR), Multi-Ethnic Student Affairs, Spectrum Center, Services for Students with Disabilities and the International Center.

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**Diversity, equity and inclusion is when people embrace all of our similarities and differences and try to empower each other.**

Venice Onadia, U-M staff

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“Diversity is an essential foundation of human society.”

Volker Sick, U-M faculty
“Diversity, equity and inclusion need to be values we promote and preserve.”

Syma Khan, U-M staff
In recognition of the university’s profound commitment to diversity, equity and inclusion as expressed in this ambitious strategic plan, the university is creating a new role of Vice Provost for Equity and Inclusion and Chief Diversity Officer. This new position expands upon the existing Vice Provost for Equity, Inclusion, and Academic Affairs role to establish an elevated and expanded leadership function charged with guiding and supporting the community’s progress in this critical domain across all segments of the institution.

The new Vice Provost for Equity and Inclusion and Chief Diversity Officer (VPEI-CDO) will serve as a leadership voice on diversity, equity and inclusion for the entire university, communicating on a regular basis with faculty, staff, students, alumni and all stakeholders in our healthcare system. The VPEI-CDO will serve as a principal advisor to the president on diversity, equity and inclusion and as a member of the university’s executive leadership. The position will report to the Provost and Executive Vice President for Academic Affairs.

The Office of the VPEI-CDO also will be responsible for leading the implementation of the DEI Strategic Plan. This includes: facilitating and supporting progress in all of the university’s schools, colleges and campus units, including student life, athletics, and the health system, throughout the five-year timeline (2020–2025); tracking and reporting progress toward the plan goals in accordance with the metrics established by the plan and further developed as the plan 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; and facilitating and supporting progress in all of the university’s schools, colleges and units.

The office of the VPEI-CDO will maintain responsibility for the numerous existing programs in the Office of the Provost and Executive Vice President for Academic Affairs that support diversity, equity and inclusion efforts in our schools and colleges. In addition, the VPEI-CDO will take on responsibility for many other new programs and initiatives across the institution as part of the strategic plan, including:

- **DEI Innovation Grant Program**
  To encourage creative efforts that promote, enhance and celebrate diversity, equity and inclusion, the Office of the VPEI-CDO will establish a dedicated DEI Activity Fund. All students, staff and faculty will be eligible to apply for one-time grants, which will be awarded throughout the year.

- **DEI Professional Network**
  To build on the vibrant campus network of diverse, equity and inclusion-related professionals created during the strategic planning initiative, the Office of the VPEI-CDO will provide programs and activities designed to support these professionals, facilitate collaboration and sharing and further enhance their work individually and collectively.

- **DEI Data Support**
  Working in close partnership with the Provost Office of Budget and Planning and University Human Resources, the Office of the VPEI-CDO will establish a repository of diversity, equity and inclusion-related data. This will help create essential infrastructure to support data requests, develop analytics tools and other processes that aid both unit and campuswide data analysis and reporting.

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

Staff Ombudsman Position
In May of 2017, a working committee assembled by Vice Provost and Chief Diversity Officer Sellers recommended the appointment of a staff ombudsman. This position was posted on April 23, 2018. Chief among the responsibilities for this position, the new ombudsman will provide university staff members with impartial conflict resolution services, information and referrals; serve as a campuswide resource for policy and procedures; act as a liaison between individuals and university administration; identify problems, trends and organizational concerns; and make recommendations for systems change. The selection process was completed and the new Staff Ombudsman is expected to start in Fall 2018.

Expansion of the Detroit Connector
Funded by the Office of Diversity, Equity and Inclusion (ODEI), the Detroit Connector links the Ann Arbor and Dearborn campuses with the city of Detroit. In Fall 2017, the service expanded to seven days a week and was made available not only to U-M faculty, staff and students but—for the first time—to the general public as well. As noted by Robert Sellers, Chief Diversity Officer and Vice Provost for Equity and Inclusion, the Detroit Connector “helps us break down existing barriers and better connect the Ann Arbor, Dearborn and Detroit communities. By expanding the service and opening it to the public, the Detroit Connector can improve access to the region’s numerous research, academic and cultural opportunities.”

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

“Without diversity, the status quo cannot be challenged and positive change will be delayed.”

Juan Andino,
U-M student

“The success of diversity is wrapped up in our ability to respect ourselves and others. Diversity becomes powerful when we can recognize the strength in valuing all perspectives and learning from the lives of others.”

Jhordan Wynne,
U-M staff

In the planning process and to facilitate connections among them for collaboration and mutual support. Other areas slated for improvement include enhancing engagement of, and communication with, students across campus, convening additional open forums for larger community discussion of current issues, and developing a deeper and more nuanced understanding of issues and aspirations within university communities.

The office of the VPEI-CDO will maintain responsibility for the numerous existing programs in the Office of the Provost and Executive Vice President for Academic Affairs that support diversity, equity and inclusion efforts in our schools and colleges. In addition, the VPEI-CDO will take on responsibility for many other new programs and initiatives across the institution as part of the strategic plan, including:

- **DEI Innovation Grant Program**
  To encourage creative efforts that promote, enhance and celebrate diversity, equity and inclusion, the Office of the VPEI-CDO will establish a dedicated DEI Activity Fund. All students, staff and faculty will be eligible to apply for one-time grants, which will be awarded throughout the year.

- **DEI Professional Network**
  To build on the vibrant campus network of diverse, equity and inclusion-related professionals created during the strategic planning initiative, the Office of the VPEI-CDO will provide programs and activities designed to support these professionals, facilitate collaboration and sharing and further enhance their work individually and collectively. In addition, a large part of the new central investment in school, college and unit plans will include support for dedicated professionals to shepherd DEI work. The DEI Professional Network will advance our campuswide success by developing leaders throughout the institution, matching their commitments with the skills required to shepherd real and lasting progress.

- **DEI Data Support**
  Working in close partnership with the Provost Office of Budget and Planning and University Human Resources, the Office of the VPEI-CDO will establish a repository of diversity, equity and inclusion-related data. This will help create essential infrastructure to support data requests, develop analytics tools and other processes that aid both unit and campuswide data analysis and reporting.

Alignment of DEI Plans and Budgeting
Starting in Fall 2016, all units began providing updates and highlights of their DEI plans and noting any challenges that emerged during implementation. To maintain momentum and assure steady advances in all action plans, the university aligned the annual DEI progress reports with the yearly U-M budget cycle. In addition, the Chief Diversity Officer is represented at all formal budget allocation sessions.
“Diversity, equity and inclusion are achieved when we can treat one another as dignified individuals based on our unique character, rather than representatives of our race.”

Aerielle Kim, U-M student
As part of the five-year plan implementation, we will track—over time—metrics that represent important factors in assessing progress toward our goals. In the near term, we will track our progress on plan-related action steps such as implementation and participation in programs, utilization of services, increased awareness and other leading measures of progress. Longer-term measures not only will include trends in the demographic composition of our campus over time, but also will take into account shifts in climate and key indicators of equity across all populations.

We will use these metrics in combination to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable and inclusive campus. This tracking and reporting will inform any necessary adjustments to the plan and will be part of the five-year implementation process.

While additional metrics will emerge over time, at minimum, we will refine and track the categories listed below and use them as the basis for reporting on plan progress and program effectiveness. Some of these metrics represent data that we have tracked historically and will allow us to compare trends over time. Other metrics are new and will require the creation of fresh methods and processes to ensure that reliable data are captured each year.

**CATEGORIES OF METRICS FOR CONTINUED TRACKING**

**Progress on plan action steps and initiatives:** Activity toward implementing initiatives: participation rates; action-specific outcomes (e.g., learning outcomes from training, etc.).

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

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

**REPORTING**

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

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

**A YEAR-OVER-YEAR ASSESSMENT PROCESS**

With regard to annual campus reporting on DEI plans, we continue to gather information from across campus that can be connected to institutional and other data to create a dynamic information resource that streamlines the reporting process and achieves rich implementation evaluation results. Data is aggregated with an electronic, pre-filled reporting form developed through input and beta testing of a subgroup of DEI unit leads in Year One, and refined further based on unit feedback for Year Two. This online reporting tool solicits each unit’s assessment of progress against their DEI Plan. In turn, the reporting process provides an opportunity for units to reflect on successes, challenges and areas for growth. Resulting insights are used to inform the revision process for Year Two plans, thus allowing units to tailor their efforts in ways that leverage progress toward both unit and campuswide goals. This year-over-year assessment workflow, which represents best practice for evaluation of complex organizational change, is key to the five-year plan implementation as it moves forward toward an overall progress summary for the university.

**2016-2021 Timeline**

- **October, 2016**
  - Plan Launch

- **July - September, 2017**
  - Assess and Report on Progress on Year One, Refine Plan for 2017-2018
  - Begin Year Two implementation

- **July - September, 2018**
  - Begin Year Three implementation

- **July - September, 2019**
  - Begin Year Four implementation

- **July - September, 2020**
  - Assess and Report on Progress, Refine Plan for 2020-2021
  - 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

**“It’s a conscious effort to level the playing field and raise awareness about these issues.”**

Margarita Otero,
U-M student