

# MANY VOICES OUR MICHIGAN



DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN

OCTOBER 2016



# DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN

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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



"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



UNIVERSITY OF MICHIGAN

# A PLAN AND A PLEDGE

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

Matte E. Yellah

Martha E. Pollack

Provost and Executive Vice President for Academic Affairs

Rob Sellers

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Vice Provost for Equity, Inclusion and Academic Affairs

#### **Diversity Executive Leadership Team**

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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 skills 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 composition 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 49 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 new, centrally located Trotter Multicultural Center; increasing support for students and others experiencing bias; 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.







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 inclusion 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 <u>President's Charge to the Community</u>, 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 origins, 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.



"What does diversity, inclusion and equity mean to me? It means the breaking down of stereotypes which gives us the potential to become our dreams."

Avery Demond,

U-M faculty

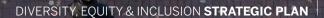


"While my handicap
is part of who I am, it
has not stopped me
from being
successful at
Michigan."

Donna Parr,

U-M staff





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# SECTION 2: PLANNING PROCESS AND EMERGENT THEMES

UNIVERSITY OF MICHIGAN

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—including all 19 schools and colleges, other academic affairs units, student life, athletics, the health system and administrative offices—and nearly 100 strategic planning leads were identified to lead the local planning efforts. Later, scores of additional planning leads were recruited to engage with the process across the health system. The 49 planning units were divided into four planning areas, each of which was overseen by an area lead who provided guidance and support throughout the process. In September of 2015, the campuswide planning process officially commenced.

#### AN ALL-ENCOMPASSING, UNFOLDING CAMPUSWIDE PROCESS

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. Some of these activities were campuswide. Many others were planned and hosted by individual schools, colleges and units.

In November of 2015, thousands of campus community members participated in the university's 10-day Diversity Summit, including more than 80 student leaders who engaged with President Schlissel at the summit's student town hall meeting. During the year, members of our community made their voices heard in a multitude of ways: through hallway Post-it-note campaigns, comment cards, in-person discussions with deans and other leaders, community events, focus groups, town halls, online forums, fireside chats, surveys, bulletin boards and committee meetings.

The planning process unfolded through the spring of 2016, as planning leads analyzed data and worked with their local leadership to develop strategic objectives and key actions for their units. Subsequently, unit plans were developed and submitted. The plans underwent both content and legal review and were approved by DELT in preparation for implementation in fall 2016. Common



The entire campus engaged in the strategic planning process—49 planning units in all, including 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 engagement 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.



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

themes among all 49 school, college and unit plans were identified to shape this overarching plan.

Although the scope of this plan was determined to be the Ann Arbor campus, members of the UM-Flint and UM-Dearborn campuses provided helpful input in the planning process, drawing upon their deep and successful experience with promoting equity and inclusion for highly diverse campus communities.

#### **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 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 work spaces
- 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.



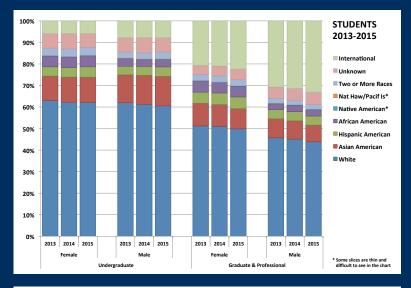
"To me, diversity, equity and inclusion means everyone working in a state of belongingness. It makes us one united society."
Errile Pusod,
U-M staff

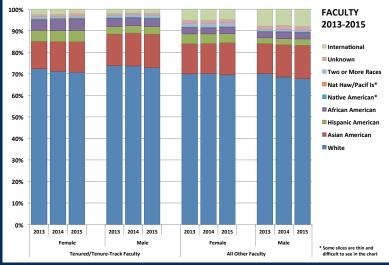
### A SNAPSHOT OF OUR CAMPUS TODAY

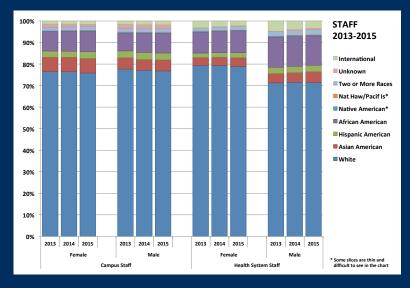
Existing data on the demographic composition of our campus, which has been tracked over time, provides important baseline information on where we stand with respect to racial and gender diversity. The charts on this page offer a summary overview of each of our campus constituencies. As part of our ongoing accountability efforts, 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.

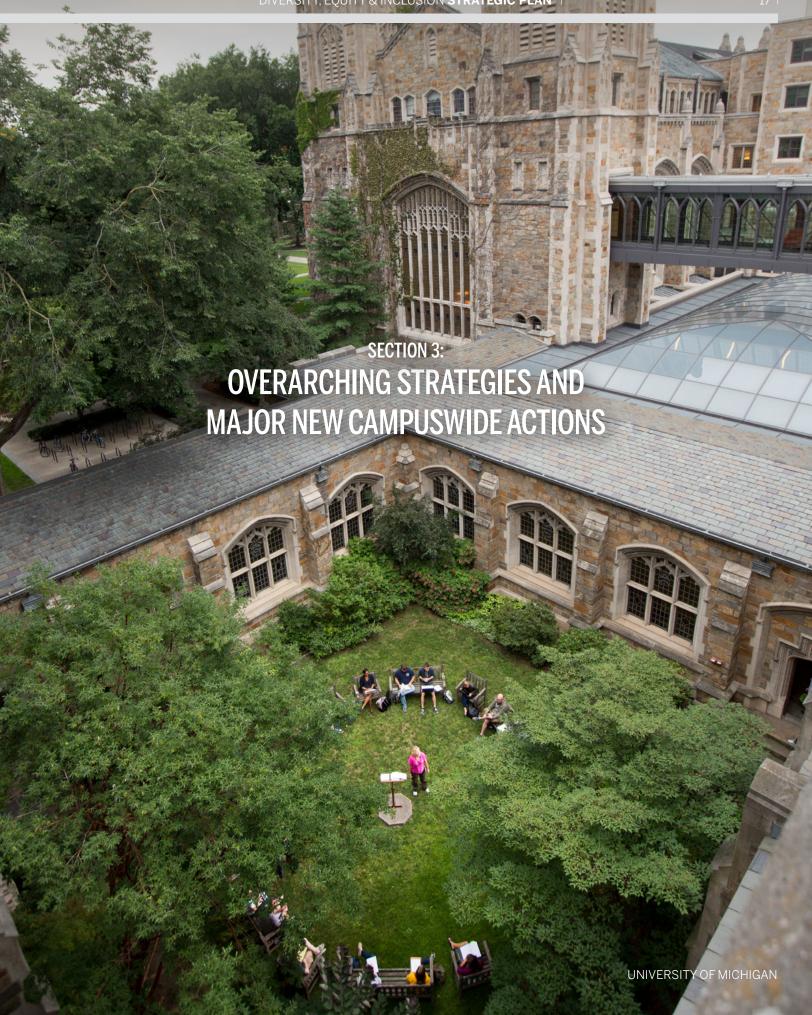
Additional diversity-, equity- and inclusion-related data is available on the Office of Budget and Planning website.

 Medical School numbers are included in the campus numbers rather than in the UMHS numbers









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.

The university's plan serves as an umbrella for the 49 school, college and unit plans and the strength of our overall planning effort lies in the synergy between the university plan and the 49 unit plans.

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.

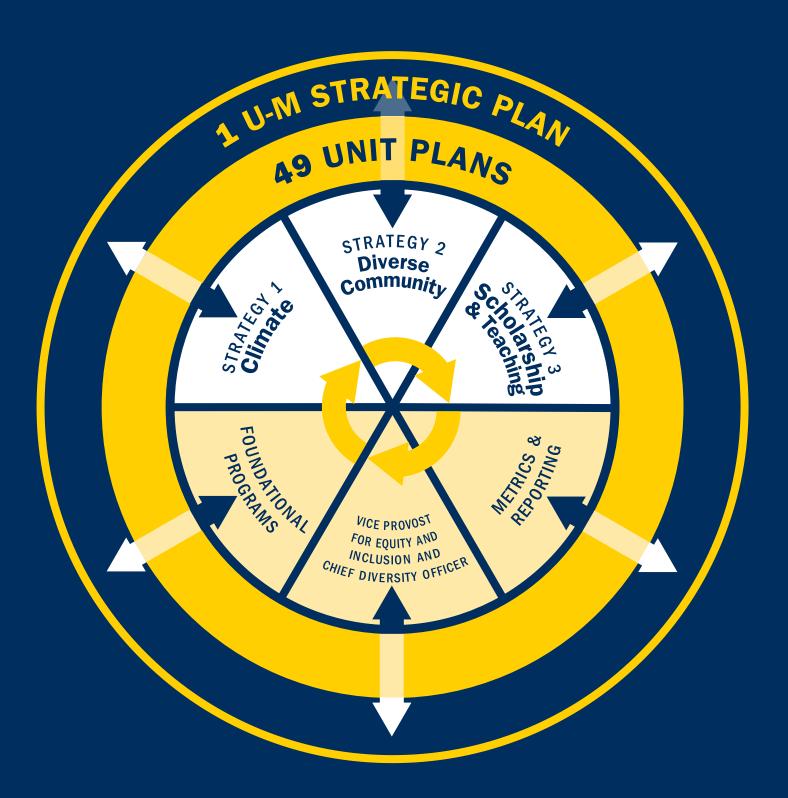
Ultimately, this plan is intended to advance our tripartite goals of diversity, equity and inclusion. While distinct, these goals are both synergistic and overlapping, and thus strategies to support them similarly overlap. Likewise, specific action steps outlined here, while listed under one strategy,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

While each new campuswide action designates an accountable office, these are by no means the only entities that will be involved in the work. It is expected that each new campuswide undertaking will welcome contributions from all who feel called to participate and will depend on strong collaboration across many offices and individuals. In addition, the strategies and actions presented in this plan will be implemented in accordance with the law and university policy.

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 49 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 **49 school, college and unit plans can be found here**.

## THE DE&I STRATEGIC PLAN IN ACTION



# UNIT PLAN SPOTLIGHT Business & Finance (B&F)

# TURNING BYSTANDERS INTO ALLIES

B&F's overall goal is to build multicultural awareness and skill in its managers and staff members in Finance, Human Resources, IT, Facilities and Operations and other areas. In addition to piloting unconscious bias training, the division is developing a Bystander Awareness and Skill Training Program. During the first year piloting and assessment phase, the program will train staff members who witness or experience disrespectful or non-inclusive actions in the workplace how to speak up effectively.

# UNIT PLAN SPOTLIGHT Office of University Development (OUD)

# PUTTING CULTURAL SKILLS TRAINING TO THE TEST

The Office of University Development will use rigorous assessments to create, implement and evaluate individual and group training programs in cultural competency for development office staff. In early 2017, an initial assessment of intercultural skills—based on the Intercultural Development Inventory (IDI)—will target problem areas and determine training focus. A department-wide reassessment in 2018 will track progress to date and generate data to guide future training initiatives. The goal is to give all employees the skills they need to adapt effectively and authentically within varying cultural settings.

# 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, among many others – are welcomed. As a community, we aspire 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: To what degree are our schools, colleges and units places where all are welcomed? What happens when various community members express their opinions and needs? To what degree do faculty, staff and/or students perceive that their ideas are given serious consideration? What contributes to individuals in our institution feeling a sense of belonging—or conversely, a sense of exclusion or isolation?

The answers to these questions were unique to each of the schools, colleges and units and reflect their local cultures. As a result, the collective plans include dozens of climate-building activities and a wide variety of initiatives—from creating effective systems for reporting bias to establishing dedicated diversity, equity and inclusion committees or roles with new levels of accountability. Across campus, more than 90 percent of all plans include climate-related training, and nearly 80 percent 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. These tools 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 an increasingly in-demand qualification among employers, as well as a central factor in fostering 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 specific 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 ultimately will enhance our campus climate. We will create a diversity competency framework that establishes behavioral outcomes. In addition, we will expand and enhance current supervisory and leadership training to include high-quality education and experiences in diversity, equity and inclusion for managers, supervisors and directors. Fundamental training will be available to all individuals and will be offered to schools, colleges and units at no cost in order to encourage broad participation. A dedicated web portal will provide access to specific training programs, a list of expert consultants, custom training for units and facilitators available on a fee basis to help with unit level conversations and plan implementation.

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 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 issues specific to diversity, equity and inclusion, as well as support for fostering an inclusive climate. This program will be managed by the Office of the Vice 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 Vice 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 programs and 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 resiliency and self-care. It also will provide opportunities for all students to explore heritage and cultural traditions.

## Responsibility: Office of the Vice President for Student Life

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

Using data-driven best practices, the university will increase the capacity and coordination of existing initiatives, units and work teams to provide resources for our student community when incidents of bias occur and when other challenges to an

inclusive environment arise. These efforts will offer critical support for all students involved in crisis, bias-related incidents or situations related to a challenging campus climate. In addition, student communications will focus on raising awareness about—and increasing utilization of—related support services and organizations, channels for reporting bias and other resources.

## Responsibility: Office of the Vice President for Student Life

### Diversity, Equity and Inclusion Contributions in Staff Evaluations

The university will convene 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 DE&I 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 convene a DE&I Facilities Working Group to develop an implementation strategy for the new inclusive facilities checklist, which establishes campuswide guidelines for renovations and new construction that supports a more accessible and inclusive physical environment campuswide. Led jointly by the Office of the Provost and the Office of University Facilities and Operations, the DE&I Facilities Working Group will partner closely with the Office of Institutional Equity, University Human Resources, Office of the Vice President for Student Life, UMHS Facilities and a number of university organizations whose missions support accessibility and inclusiveness.

# 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 Ann Arbor, Flint and Dearborn webpages. This position will perform accessibility testing on

# UNIT PLAN SPOTLIGHT University of Michigan Health System (UMHS)

# INTERDISCIPLINARY RESOURCE GROUPS

UMHS will engage faculty, staff, leadership, students, house officers and patient/family stakeholders to form interdisciplinary resource groups that will advise on institutional climate and methods, with the goal of increasing our collective ability to address complex diversity, equity and inclusion-related situations. An integrated network will allow for input from a variety of stakeholders over time and help drive transformation of the UMHS culture by supporting effective implementation of actions related to diversity, equity and inclusion.

# UNIT PLAN SPOTLIGHT Taubman College of Architecture and Urban Planning

# INTERNATIONAL ACCULTURATION FOR STUDENTS AND FACULTY

To better support its growing population of international graduate students, the Taubman College of Architecture and Urban Planning will launch an innovative "acculturation" program. This program will provide support services tailored to the unique needs of international students, with an emphasis on normative values of studio culture, academic integrity and language proficiency. A series of workshops and trainings will help faculty better understand the cultural background and aspirations of these students, and will ensure that international students feel welcome and empowered to learn at their highest capacity.

#### UNIT PLAN SPOTLIGHT

**Ross School of Business** 

#### **DOCTORAL BRIDGE PROGRAM**

Graduating diverse and culturally agile students who can thrive in any environment is a first-order priority for Ross. Topping the school's list of new diversity, equity and inclusion initiatives is a proposed Doctoral Bridge Program designed to create pathways for qualified undergraduate and master's students into the Ph.D. program. This initiative, launched in collaboration with the Rackham School of Graduate Studies, will use intensive mentoring, academic skill training modules, service opportunities, workshops and research seminars to attract and train a highly diverse cohort of doctoral students.

UNIT PLAN SPOTLIGHT

The College of LSA (Literature, Science, & the Arts)

#### POSTDOCTORAL FELLOWSHIPS

The College of LSA plans to initiate a two-year postdoctoral fellowship designed to recruit extraordinarily promising scholars whose research, teaching and service will contribute to diversity and equality in higher education. The program is particularly interested in recruiting scholars with a demonstrated interest in bringing to their research and undergraduate teaching the critical perspective that comes from their non-traditional educational background and/or understanding of the experiences of groups historically underrepresented in higher education. Over the next five years, LSA aims to recruit a total of 50 fellows, and will convert these positions to tenure track lines upon successful completion of the fellowship.

UNIT PLAN SPOTLIGHT School of Dentistry

#### **CULTURAL COMPETENCY TRAINING SERIES**

In a recent cultural climate survey, a majority of Dentistry students, staff and faculty recommended cultural competency training. In response, the school and its Multicultural Affairs Committee developed a yearlong, for-credit educational program consisting of two plenary sessions and three breakout sessions. The course model, now being developed as part of a collaboration between the American Dental Education Association and dental schools nationwide, will be piloted at U-M, Columbia University, the University of San Francisco and the University of Florida.

UNIT PLAN SPOTLIGHT U-M Athletics

#### **GIVING RISE TO DIVERSITY, EQUITY AND INCLUSION**

University of Michigan Athletics will use sports as a vehicle to promote understanding, respect and equality by working with the Ross Initiative in Sports for Equality (RISE) to co-create a curriculum for Michigan student-athletes. RISE is a nonprofit organization that supports diversity, equity and inclusion by harnessing the unifying power of sport to advance race relations and drive social progress.

U-M Google apps and on U-M core online systems, such as enrollment or employment. Additional tests will be conducted on the Canvas environment, in collaboration with the Assistive Technology Higher Education Network (ATHEN). 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 staff screen reader to evaluate online interfaces is considered a best practice for discovering accessibility issues not detectable by automated testing.

Responsibility: Office of Institutional Equity

#### Campuswide climate survey

The university will conduct the first ever universitywide Campus Climate Survey on Diversity, Equity and Inclusion to help us understand faculty, staff and student perspectives and experiences related to their work and study at the university. The survey is being designed and will be administered with the input and oversight of faculty and staff members with relevant expertise in the area. Every effort has been made to ensure that the climate survey utilizes state-of-the-art methodology. The resulting data will be used to assess the present campus climate in a more comprehensive fashion in order to inform current and future decisions about building a more diverse, inclusive and vibrant environment. It also will provide a metric of accountability for change over time. The climate survey process will generate both university and unit-level data on campus climate and will do so in a way that can be repeated to measure progress toward the goals of this plan. Administered for the first time in 2016-2017, we will be engaging a multi-phased process to collect these institutional data. The first phase of the climate assessment will deploy in October 2016, and will continue in the spring and fall of 2017.

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

#### **Raise Awareness about Bias Reporting**

The university will develop and implement a campuswide education effort to raise awareness among students, faculty and staff about the various ways to report bias. The university will actively educate the campus community about all available avenues of reporting (online, by phone and/or in person), as well as conflict resolution services and other resources for those experiencing bias.

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

# 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.

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 49 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 advancement opportunities for faculty and staff. Overall, 70 percent of unit plans include initiatives designed to broaden staff, student and faculty recruitment outreach. 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 Ypsilanti 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 Vice 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 to and attend U-M. The Urban School Initiative will provide recruitment and enrollment programs—including outreach events, workshops and activities—targeting schools in urban areas such as Cincinnati, Dallas, Houston, Miami, Baltimore, Newark, Atlanta, Los Angeles and Washington, DC.

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

# School of Nursing FOCUSING ON POPULATIONS UNDERREPRESENTED IN NURSING (PUN)

The School of Nursing has launched a multifaceted plan to significantly increase the proportion of faculty, staff and students from populations underrepresented in Nursing (PUN)—including males, and persons from African American, Asian, Hispanic and Native American descent, and other cultures. The plan calls for data tracking to create highly targeted recruitment, outreach and retention efforts.

# UNIT PLAN SPOTLIGHT The College of Pharmacy PARTNERSHIPS WITH MINORITY SERVING INSTITUTIONS

The College of Pharmacy will work to build connections with faculty members from minority serving institutions (MSIs) by offering funded sabbatical research positions. These visiting faculty members will also assist in the recruitment and admission of students from their home institutions.

UNIT PLAN SPOTLIGHT

**University of Michigan Health System (UMHS)** 

#### FACULTY SEARCH/SELECTION COMMITTEE TOOLKIT PROJECT

An interdisciplinary task force has been engaged to develop a centralized toolkit for faculty members serving on search and/or selection committees. This toolkit will include resources that address: unconscious bias training; inclusive recruitment searches; benefits of the Ann Arbor/Detroit area for diverse audiences; optimally functioning search committees (composition, skills, structure); inclusive job descriptions and interviewing techniques; and inclusive group decision-making.

UNIT PLAN SPOTLIGHT

**College of Engineering (COE)** 

#### INVESTING IN A DIVERSE ENGINEERING WORKFORCE

The College of Engineering will continue to expand the recruitment and retention program and accompanying scholarships to support students matriculating to the COE via its partnership with the Atlanta University Center Consortium (AUCC) Dual Degree Engineering Program. This partnership was established in 2003 between U-M and the AUCC's three historically black colleges and universities: Clark Atlanta University, Morehouse College and Spelman College. Students who participate in the program complete STEM coursework at one of the partner institutions and then complete the engineering curriculum at U-M, ultimately earning degrees from both universities.

UNIT PLAN SPOTLIGHT U-M Plant Operations

#### **NURTURING A CAREER PATH**

The U-M Office of Plant Operations will continue its highly successful action-learning and mentorship initiative known as EWOC (Employees Working out of Classification). By temporarily placing custodians in entry-level technical classifications for six to nine months, this informal apprenticeship program offers these employees, who are among the university's lowest paid staff, an opportunity to envision a new career path for themselves.

both recruitment and engagement opportunities 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 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 (CSP) 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 Rackham 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 graduate 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 89 faculty allies representing 81 Rackham departments and programs. In the future, we will ensure that every Rackham program designates a faculty ally and includes that ally in their diversity, equity and inclusion efforts around graduate education. Collaborations will be encouraged to replicate the program in professional schools.

Responsibility: Rackham Graduate School

#### 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 Vice 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-theart 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 Vice Provost for Equity and Inclusion and Chief Diversity Officer



"It's developing not only a tolerance, but an appreciation of lifestyles and opinions different than your own."

Jukka Savolainen,
U-M faculty

UNIT PLAN SPOTLIGHT
Penny Stamps School of Art &
Design

# BRINGING DIVERSITY, EQUITY AND INCLUSION INTO THE CLASSROOM AND THE STUDIO

As part of its continuing commitment to diversity, equity and inclusion, the School of Art and Design will revise approximately three academic and/or studio courses each year over the next few years on subject-related diversity issues. Future faculty recruitment efforts will focus on prospective faculty with proven leadership in diversity, equity and inclusion, and with a creative work record in areas such as social justice, creative citizenship, community engagement in underrepresented communities, public advocacy and civil rights.

# UNIT PLAN SPOTLIGHT Law School

# POP-UP PANELS ON CURRENT EVENTS

The Law School is working with students to design a "pop-up panel" program that will enable the entire school community to address current events related to issues of diversity, equity and inclusion. Presentations to date have included a fall 2015 program entitled Campus Race Relations and the First Amendment and a winter 2016 event on Deconstructing Islamophobia.

#### **Faculty Training and Mentorship Resources**

To support the ongoing development of faculty, the university has purchased an institution-wide membership to the National Center for Faculty Development and Diversity (NCFDD). Dedicated to supporting academics throughout their careers, NCFDD is an independent professional development, training and mentoring community of more than 89,000 graduate students, postdocs, and faculty members. 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 Vice 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 programming and teaching methodology, and that scholarly research on diversity, equity and inclusion—and the scholars who produce it—are valued and supported.

In formulating the strategy, planning leads across campus used a variety of methods to assess needs and determine appropriate actions. In schools and colleges, leads examined in what ways and to what degree 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 events and program offerings and assessing program accessibility for those being served.

#### **Major New Campuswide Actions**

#### **Distinguished Diversity Scholars**

The university will establish a program to recruit and support faculty whose research addresses diversity, equity and inclusion issues. Designated as Distinguished Diversity Scholars, 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 Distinguished Diversity Scholars with tenure homes in our schools 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 also 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 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

# MULTIUNIT SPOTLIGHT THE REBUILD PROJECT

The REBUILD Project is a universitywide effort to make introductory courses in STEM (science, technology, engineering and mathematics) fields more active and engaging. REBUILD encourages the use of evidence-based teaching methods to improve learning and increase persistence in STEM for all students. These reforms also improve classroom climate, creating a more inclusive and personalized environment. This is important, as the students who take these classes are diverse by every measure, and ensuring equal access to success for all is essential for the future of the nation. This program is a collaboration between the College of LSA, the College of Engineering, the School of Education and other campus units.

# UNIT PLAN SPOTLIGHT University of Michigan Health System (UMHS)

# DE&I 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 advise 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.

# 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 DE&I 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 members teaching or research in the tenure and promotion process.

Responsibility: Office of the Provost





"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 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**

The Center for Research on Learning and Teaching (CRLT) advances a university culture that fosters learning environments in which students and

instructors of all identities and backgrounds can excel. The center helps instructors develop their skills in and commitment to inclusive teaching practices. It also partners with members of the campus community to alleviate patterns of inequity in teaching and learning, and disseminates best practices for cultivating equitable and inclusive institutional climates. To accomplish its goals, CRLT offers a wide range of programs and services that include: campuswide seminars and faculty learning communities; customized retreats and workshops for departments, schools and colleges; faculty teaching grants; orientations for new faculty, GSIs and academic administrators: one-on-one consultations; print and web resources; and performances by the CRLT Players Theatre Program.

#### **The Center for Educational Outreach**

The Center for Educational Outreach (CEO) works to increase college attainment and success rates of K-12 school partners and collaborate with U-M academic and enrollment offices to recruit a well-prepared, diverse student body to the university.

#### **Center for the Education of Women**

The Center for the Education of Women (CEW) 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. CEW provides immediate and ongoing services and financial support to ensure educational success and degree completion. Women and non-traditional students are CEW's primary constituency, but all students are welcome. CEW also serves those who encounter education 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**

The 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**

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

#### Office for Health Equity and Inclusion

The Health System's Office for 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 staff, faculty, 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 for Institutional Equity

The Office for 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 schools, colleges and other academic units hire and retain faculty who contribute to the intellectual diversity of the institution. It also assists the dual career partners of tenure track and tenured faculty, and responds to unique diversity, equity and inclusion opportunities within the university. In addition, the program has provided funds to help units recruit or retain tenure-track faculty and to develop specific programmatic areas.

#### **President's Postdoctoral Fellowship Program**

Founded 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.

# Rackham's Summer Research Opportunity Program (SROP)

Michigan has a long tradition of offering summer research experiences for historically under-represented students. Launched in 1986, the SROP offers undergraduates an opportunity to work on graduate-level research projects with faculty. Since its implementation, over 1500 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 engendering 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 (IGR), Multi-Ethnic Student Affairs, Spectrum Center, Services for Students with Disabilities and the International Center.



"Diversity is an essential foundation of human society."
Volker Sick,
U-M faculty







"Without diversity, the status quo cannot be challenged and positive change will be delayed." Juan Andino, U-M student

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 DE&I 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 (2016-2020); 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 attention and action in any needed areas.

In addition, the Office of the VPEI-CDO will make continuous improvements in the iterative planning and implementation process. As with any new and highly complex process, there have been lessons learned over the last year that will inform this work going forward. Central among them is the need to engage identity and resource groups more formally in the planning process and to facilitate connections among them for collaboration and mutual support. Other areas 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:

#### **DE&I Innovation Grant Program**

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

#### **DE&I Professional Network**

To build on the vibrant campus network of diversity, 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 spearhead DE&I work. The DE&I Professional Network will advance our campuswide success by developing leaders throughout the institution, matching their commitment with the skills required to shepherd real and lasting progress.

#### **DE&I Fundraising**

Working in close collaboration with the Office of the VPEI-CDO, the Office of University Development will initiate a fundraising effort to support diversity, equity and inclusion-related initiatives, as part of the overall Victors for Michigan campaign. A dedicated development professional assigned to the Office of the VPEI-CDO will manage all related fundraising activities and will work in partnership with development professionals in schools, colleges and units.

#### **DE&I Recognition Awards**

The Office of the VPEI-CDO will oversee a suite of awards, both new and existing, designed to recognize outstanding accomplishments of faculty, staff, students or groups that have enhanced diversity and contributed to a more equitable and inclusive campus environment. All diversity-, equity- and inclusion-related awards will solicit nominations from a broad pool of prospects, and will be widely publicized.

#### **DE&I Communications and Website**

In partnership with the Office of Communications, the Office of the VPEI-CDO will generate ongoing communications related to diversity-, equity- and inclusion-related programs and activities. These communications will highlight campus community members who are making a difference, and will promote continuing opportunities for students, staff and faculty to engage in the planning process. A central part of this work will involve maintaining the university's diversity website, diversity.umich.edu.

#### **DE&I 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.



"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



"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

Aerielle Kim,

race."

**U-M** student







"Diversity, equity and inclusion are key components of a just and thriving community."

Dave Waterhouse,
U-M staff

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 INITIAL METRICS

- Progress on plan action steps and initiatives: activity toward implementing initiatives; participation rates; action specific outcomes (e.g. learning outcomes from training, etc.)
- Demographic diversity of:
  - Undergraduate students—first year class makeup, senior class makeup, graduation rates
  - Graduate students—first year makeup, graduation rates, time to degree
  - Faculty—postdocs, assistant professors, associate professors, full professors, promotions, denials of promotion, retention/turnover

- Staff—applicant pools, selection pools, interview pools, hires, promotions, retention/turnover
- University leadership, major decisionmaking positions, major university committee membership and other key institutional groups
- Number of:
  - Diversity-related activities and events on campus and within units
  - Diversity, equity and inclusion scholarly products (publications, collaborations, courses) produced by faculty and students
- Reports of harassment, bias, discrimination incidents (hotline, OIE)
- Demographic diversity of workforce groups (federal affirmative action designated)
- · Demographic diversity by salary
- Student, faculty and staff perceptions of equal opportunity for success at U-M (climate survey)
- Student, faculty and staff reports of experiences of discrimination (climate survey)
- Student, faculty and staff feelings of sense of belonging and affirmation (climate survey)

#### **REPORTING**

The Office of the Vice Provost for Equity and Inclusion and Chief Diversity Officer will oversee these ongoing improvements and will manage the overall reporting and evaluation process, which will occur at both the university and the school, college and unit levels. Progress will be evaluated at the end of year three and again at the end of year five. There is the expectation that a subsequent five-year plan will be developed based on progress as measured.

#### 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 **Assess and Report on Progress,** Refine Plan for 2018-2019 Begin Year Three implementation

March - May, 2019 "Mid-Term Campuswide Progress Review"

- Assess and report on progress against plans
- Create mid-term U-M report

July - September, 2019 **Assess and Report on Progress,** Refine Plan for 2019-2020 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

