

UPDATED September 12, 2024

ADVANCE Program

Diversity, Equity and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

Selected text from President's Diversity, Equity & Inclusion Charge:

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion (DEI). It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence, and the advancement of knowledge. The ADVANCE Program, a faculty-focused program to improve campus practices around diversity, equity, and inclusion, has worked towards these goals since its founding in 2002. In this document, we describe our plans to further DEI at U-M during the next five years.

Goals [Diversity Equity & Inclusion]:

Diversity – We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability 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, 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.

Rationale [Mission, Vision, Values of ADVANCE Program]:

Diversity, equity, and inclusion are central to ADVANCE's mission. The ADVANCE Program identifies, supports, and implements evidence-based policies and practices that increase the diversity and excellence of faculty recruited to the University of Michigan, improve the climate for and retention of faculty, and facilitate their leadership development and success. Since the program's founding in 2002, we have gradually expanded the scope of our work to include all faculty and all fields and to address many dimensions of diversity. ADVANCE's research and evaluation staff analyze U-M institutional data on faculty recruiting, hiring, promotion, retention, salaries, leadership, and climate – data that identify best practices, document progress, establish critical metrics, inform our programming, and advise campus leaders. ADVANCE's programming around faculty search practices, mentoring, workplace climate, individual faculty support, and leadership development receive national attention. We partner in various contexts with many individuals and units across campus, and we are part of a national conversation around faculty diversity, equity, and inclusion.

We are primarily a unit of staff, and we also employ student staff to assist in our work. We commit to creating and improving practices, policies, and norms to ensure a diverse, equitable and inclusive employee experience at ADVANCE, allowing us to do our best work as well as fostering the development of talented staff committed to practicing justice and equity.

Key Strategies & Constituencies:

There are two main constituencies of this plan: U-M faculty and ADVANCE employees. Our work with multiple partners on campus is aimed at our core mission of improving DEI for faculty. We additionally work to provide a diverse, equitable, and inclusive experience for our ADVANCE employees – regular and student staff and faculty members in associate director and faculty fellow roles. Our work also has implications for other constituencies; for example, our departmental climate surveys often include surveys of department staff, graduate students, and postdocs. While these constituencies will also benefit from ADVANCE's campus efforts, our main focus continues to be faculty.

ADVANCE's staff and leadership have identified **four broad goals** for our DEI 2.0 plan:

1. Ensure a diverse, equitable, and inclusive ADVANCE staff experience.
2. Expand our approaches for considering the needs and experiences of, and inclusion of the perspectives of underrepresented and/or marginalized groups.
3. Improve faculty workplace climates.
4. Make data-informed recommendations to campus leadership regarding new and existing policies and practices that further faculty diversity, equity, and inclusion.

These broad goals are reflected our distal objectives, strategic objectives, and action items.

Each strategic objective is accompanied by several specific action steps and metrics that will be tracked over time.

All strategic objectives and related actions will be pursued in accordance with the law and University policy.

Implementation Highlights and Planning Process Used

Planning Lead(s):

DEI co-leads: Kelsey Arras, Jamie Saville
ADVANCE Director: Denise Sekaquaptewa

Planning Team:

All ADVANCE staff participated in the planning process.

Planning Process Summary:

As a faculty DEI-focused unit, ADVANCE is fortunate to have existing processes in place for collecting and analyzing faculty DEI data as well as regular opportunities to brainstorm with faculty about DEI challenges, and we used those data and opportunities to listen, review, and reflect on possible paths forward.

We have fewer sources of data, but even more opportunities, to reflect on DEI challenges for our own staff. We held multiple meetings and planning sessions with ADVANCE staff to gather feedback, explore ideas, and develop our DEI 2.0 plan.

Year One Implementation:

Internal Climate Survey

ADVANCE launched an internal climate survey in March 2023, and a report was shared with staff in June 2023. ADVANCE leadership followed up on this report with a discussion in November 2023 facilitated by a consultant from the Bridgeport Consulting group with ADVANCE staff (without leadership present) to discuss climate concerns in ADVANCE. Based on the discussion summary, leadership have made several changes to improve unit climate.

This initiative was designed to provide more nuanced detail and experiences of staff at ADVANCE after the climate survey administered in spring 2023 and suggest recommendations to continue to improve ADVANCE internal climate.

PACE Pilot Coaching Program

Designed for U-M faculty recently promoted to associate professor, the PACE pilot offers self-exploration and professional development via individualized and confidential coaching sessions. Coaching is a form of intensive, self-directed learning that uses a variety of techniques (e.g., open-ended questions, strategic goal setting, practicing self-awareness) in order to improve professional performance and personal wellbeing.

The transition to senior faculty status that occurs upon promotion to associate professor with

tenure comes with a number of challenges as faculty consider the shift in their goals and priorities in the next phase of their career. Across diverse contexts, faculty have communicated that this juncture in their careers has presented unique challenges as well as opportunities. With that in mind, in fall 2023 the Office of the Provost and the ADVANCE Program launched a pilot coaching program for U-M faculty newly promoted to associate professor with tenure who did not already have access to coaching resources in their home schools/colleges. PACE is a confidential resource intended to meet faculty where they are and support individual career exploration relevant to your interests and concerns. The pilot provides up to 8 coaching sessions for faculty whose primary appointments are in school/colleges that do not already provide coaching resources (i.e., the College of Engineering and the Medical School provide coaching resources already). Within the ADVANCE program, this new initiative builds on coaching resources already available to full professors (leadership coaching program).

Campus-Wide Climate Survey 2023

This report describes the results from the fifth wave of ADVANCE's campus-wide faculty survey administered in 2023. The report specifically focuses on the experiences of tenure-track faculty by intersectional groups (gender by race/ethnicity) as well as tenure-track faculty by rank.

This report marks the fifth study of campus climate at The University of Michigan (U-M) that the ADVANCE Program has conducted since 2001. It provides an opportunity for us to learn how the climate at the university was experienced by different groups of faculty. Since our beginning, the ADVANCE team has engaged with U-M faculty and academic leaders to help us realize the vision that unites us all: the development of a just and equitable university environment where everyone can thrive and do their best work.

Data and Analysis: Key Findings

DEI Year 2 Planning Process

DEI Engagement Activities

ADVANCE has engaged in a multitude of engagement activities this year. Our internal staff development included the implementation of monthly lunch and learn activities. Once a month we get together and a different staff member volunteers to show a short movie, podcast, presentation, etc. that is related to DEI, then discuss the learning among our colleagues. ADVANCE also implemented an internal staff survey/ external facilitated discussion and are continuing to implement changes based on the data suggestions from staff including adding an extra remote work day in the summer and more opportunities for staff appreciation. Student research staff are seeing the implementation of exit surveys and skills placement for their work with full time staff.

As for external activities, ADVANCE has increased surveys to our constituents and implemented some changes, including adding STRIDE sessions in August and May. The RISE committee is releasing climate case studies for faculty leaders on how to address complex climate issues like our new release "resistance to they/them pronouns". Our Research and Evaluation team staff are improving the Department Climate Assessment surveys and now launching staff unit surveys in the summer

months. They are also continuing to evaluate and create reports about the 2023 campuswide survey information from faculty. Report 1.1 launched in May.

Reflections on Plan Implementation Strategy and Progress

The success of these strategic objectives has been aided by the ADVANCE leadership team. The data informed implemented changes and progress this year is directly related to the work from this team AND willingness from ADVANCE staff to engage in the DEI 2.0 plan. We have improved our hiring procedures, opened a new position (senior manager), and added transparency and support for staff PD. Going into next year, the leadership team is working to continue their work listening to staff through their strategic meetings, hiring, and a leadership retreat to align goals each year.

Reflections on Implementation Challenges

Challenges for our team include the higher than usual staff turnover. In recent history we have lost staff who were with ADVANCE less than a year. Leadership is aware of this overturn and is looking at the provided data at what can be done to improve the circumstances leading to these more frequent departures.

Additionally, the R&E team is restructuring with title changes facilitated by our HR specialist. These changes will take time to implement and will shift the team dynamics for this group. Overall this action will improve work at ADVANCE, but will take time away from other strategic objectives in order to move forward with this transition.

Summary of Data:

The quantitative and qualitative data used to inform our plan were as follows:

ADVANCE staff: discussions at regular staff meetings; two, three-hour all-staff DEI planning sessions, one led by an IGR facilitator (2/21/23 and 3/7/23); regular DEI planning meetings (DEI leads with Director; leadership team; all-team discussions) and opportunities for individual feedback via in-person, remote, or anonymous routes; staff exit interviews (since 2021); staff engagement survey (W2023); staff hiring and demographic data; professional development opportunities recommended and pursued by staff in recent years.

Faculty: yearly ADVANCE Indicator Reports (on demographics, hiring, retention, leadership); 2017 campus-wide climate survey; multiple years of Department Climate Assessments (of faculty, staff, graduate students, postdocs); exit interviews of tenure-track faculty; surveys on the impact of COVID-19; focus groups on postponing tenure evaluation due to COVID-19; focus groups focusing on issues affecting BIPOC faculty; evaluations of our workshops (e.g., RISE, STRIDE workshops); topics raised by faculty and staff participants in ADVANCE workshops; Launch Committee evaluations¹; leadership coaching feedback. (Many of these reports can be found at advance.umich.edu/research/.)

¹ Including our analyses in Stewart, A. J., Malley, J. E., & Linderman, J. J. (2021). Launching new faculty careers: Building a strong foundation for a diverse faculty. *Journal of Women and Minorities in Science and Engineering*, 27(1).

Meetings with faculty that further informed our plan: ADVANCE Advisory Committee (3/20/23); Advisory Board for ADVANCE in the Medical School (2/13/23); ADVANCE Steering Committee (12/12/22); President’s Advisory Committee on Faculty Diversity (4/3/23); Provost’s Office-led discussion with leaders in the Anti-Racism Hiring Initiative (3/6/23); RISE Committee meetings; STRIDE Committee meetings.

Key Findings, Themes and Recommendations:

Key findings, themes, and recommendations from our data, analyses, and planning process are listed below by constituency.

ADVANCE staff

ADVANCE staff do incredible work on behalf of U-M faculty and campus-wide DEI efforts. Yet the emotional labor of caring for others and of fighting injustice takes a toll. The work is difficult, even with our very diligent efforts to “right size” jobs, offer flexibility around family and personal needs, establish norms around no emails outside of regular business hours, build community, and more. We need to invest not only in standard professional development opportunities (e.g., classes, workshops, conferences) but also find more ways to engage, learn together, and support each other within our own community (a particular need following the pandemic isolation). We learned that particular ADVANCE and campus work processes are cumbersome and unwieldy, taking time that staff could use to productively advance our unit’s goals and pursue their own professional development. We will identify and implement changes in these processes, starting with clarifying commitments with our campus partners (e.g., developing MOUs), more effectively using shared space, clarifying modes of communication, using the Google suite of programs more effectively for collaboration, incorporating new technologies and platforms, and increasing use of the staff intranet and ADVANCE internal newsletter to share information. Staff will be encouraged to pursue professional development as needed. Identifying and implementing these kinds of system changes, a process we began in the last year, could help preserve our talent, power, creativity, and humanity. (*Strategic Objectives 1, 2*)

We added a dedicated HR position (50% appointment) in November 2021. This investment made immediate positive returns and affords us the opportunity to take a close look at our internal processes with equity, inclusion, and transparency in mind. We have made significant improvements to our recruiting processes, including collaborating with the Director of Talent Acquisition in UHR, and continue to do so. At the same time, our small unit has a wide variety of position titles and salary levels, and unclear pathways to promotion within and external to ADVANCE. We need to review and align titles, salaries, and promotion pathways to ensure equity, inclusion, and transparency. We have also begun an effort to articulate ADVANCE’s values (as they complement the university’s) and then want to embed them more fully in our culture. Finally, we need to regularly seek feedback from our staff via staff surveys and exit interviews to make sure that diverse perspectives are heard and integrated. We developed a short staff engagement survey and plan to administer it as a “pulse check” once a year. We will also use this opportunity to reiterate pathways for conflict resolution available to staff. When staff leave ADVANCE (most typically for other positions in the university or to attend graduate school), we will use exit

interviews to understand their experience and how we might improve as a unit. (*Strategic Objectives 1, 2*)

In the last year or so, we have increasingly provided opportunities for graduate and undergraduate students to work with ADVANCE (6+ students per term). The increase in student staff requires more systematic attention to their mentoring and career development so all have the same opportunity to engage in work that is important for their professional goals. We are developing a skills assessment survey to assess the current and desired skills of each student. In addition, student staff will identify their particular research interests, and match with a staff mentor. The assessment will be administered periodically to allow updating of skills and interests, and we can assess the efficacy of the process via exit surveys as students leave our employment. (*Strategic Objective 5*)

ADVANCE staff would like to build their DEI skills in a particularly important way, by reading and discussing lenses and theoretical frameworks (e.g., ableism²; [Inclusive History Project](#); Decolonizing: Mindset, Methods, & Methodologies³, trust⁴, epistemic exclusion⁵, experiences of Middle Eastern/North African (MENA) individuals⁶) and how they apply to our work at ADVANCE. We will use these lenses and frameworks to examine survey content and constructs as well as inform our approaches to data analysis and reporting. For example, our learning may inform new ways of coding faculty exit interview data, alter how we ask demographic questions, and influence how we analyze and report data for individuals who select multiple genders or multiple race/ethnicities. The overall goal is to better capture the voices of underrepresented and/or marginalized groups (*Strategic Objective 3*).

With the recent launching of our monthly email newsletter and addition of a staff member with expertise in communication, we have expanded our strategies for sharing our critical findings and recommendations with multiple audiences, including campus leadership, to aid in DEI efforts campus-wide. In addition, ADVANCE regularly provides analyses and recommendations to the Provost's Office. We will continue to find new and creative ways to share our findings to a broad audience across campus (e.g., via two-pagers, white papers, newsletters, and conferences, including the U-M Disability Symposium and U-M Advising Symposium), build strategic partnerships (e.g., ODEI, NCID, ITS, HR), and leverage research from beyond campus (e.g., ADVANCE Resource and Coordination [ARC] Network), contributing both to ADVANCE's DEI efforts on behalf of faculty but also to the professional development of ADVANCE staff (*Strategic Objective 6*).

² Brown, N. and Leigh, J. (eds) 2020. *Ableism in Academia: Theorising experiences of disabilities and chronic illnesses in higher education*. London: UCL Press. DOI: <https://doi.org/10.14324/111.9781787354975>

³ Smith, L. T. (2012). *Decolonizing methodologies* (2nd ed.). Zed Books.

⁴ Miller, Frederick A; Katz, Judith. (n.d.). *Safe Enough to Soar: Accelerating Trust, Inclusion, & Collaboration in the Workplace*. Oakland: Berrett-Koehler Publishers.

⁵ Settles, I. H., Jones, M. K., Buchanan, N. T., & Dotson, K. (2021). Epistemic exclusion: Scholar(ly) devaluation that marginalizes faculty of color. *Journal of Diversity in Higher Education*, 14(4), 493–507.

<https://doi.org/10.1037/dhe0000174>

⁶Awad, G. H., Kia-Keating, M., & Amer, M. M. (2019). A model of cumulative racial-ethnic trauma among Americans of Middle Eastern and North African (MENA) descent. *American Psychologist*, 74(1), 76–87.

<https://doi.org/10.1037/amp0000344>; Maghbouleh, N., Schachter, A., & Flores, RD. (2022). Middle Eastern and North African Americans may not be perceived, nor perceive themselves, to be White. *PNAS*, 119(7) e2117940119.

<https://www.pnas.org/doi/abs/10.1073/pnas.2117940119>

U-M faculty

There remain important gaps in what we understand about the experiences of underrepresented and/or marginalized faculty, and thus in how we support faculty and advocate for better policies and practices. Addressing these gaps will require learning about, adopting, and implementing new approaches. For example, we have been limited in our ability to report on the experiences of underrepresented and/or marginalized faculty, as often these faculty are the “only” or one of very few in their unit (i.e., the “small n” problem and our commitment to make sure no individual is identifiable in our reporting). In our work going forward, we want to take the approach of aggregating data from our various climate assessments and over time to be able to report on these experiences. This kind of data work may require specialized statistics and approaches, informed by new lenses, as well as additional workshops and training to work with datasets with small n’s. (*Strategic Objective 3*)

As another example, we have less knowledge and familiarity around the experiences of individuals with disabilities, although we have some ADVANCE survey data ([here](#)). We can take advantage of campus resources and our own learning opportunities and staff-led discussions to identify appropriate survey questions and to improve the accessibility of our offerings (workshops, handouts, online materials and website, physical spaces, etc.). A particular area of interest is STRIDE’s materials, which at present include our website, handouts on Canvas, and a printed/electronic handbook. A thorough re-envisioning of those materials and their format will improve accessibility, impact, and ease of use, and older materials should be updated with a more contemporary view of gender. These efforts benefit faculty but also, of course, ADVANCE staff, as well as others on campus. (*Strategic Objective 3*)

Both hiring and retention move the needle on faculty composition. ADVANCE, via the STRIDE Committee and our annual data reporting, has long brought attention to and advocated for equitable faculty hiring practices and tracked the impact of our hiring. The STRIDE Committee engages with the literature from a wide range of fields to identify equitable and successful faculty recruiting practices. STRIDE’s newest members bring additional attention to the humanities and to Middle Eastern/North African (MENA) faculty, and the committee also plans work around conflicts of interest, epistemic bias, and how units convey their DEI work to candidates. Our record attendance at STRIDE’s Faculty Recruitment Workshops in recent years (over 300/year) affords us the opportunity to make data-informed recommendations to much of campus leadership. Improving the accessibility and ease of use of STRIDE’s materials would enhance their impact. (*Strategic Objectives 3, 7*)

URM faculty are over-represented in tenure-track faculty departures. Our faculty data (climate surveys, including department-level climate surveys; exit interviews; focus groups addressing the experiences of BIPOC faculty, COVID surveys) show that workplace climate is a critical factor for faculty retention. For example, in our exit interviews of tenure-track faculty, 32% of faculty of color, 32% of junior faculty, and 26% of women (and 19% of white faculty, 18% of senior faculty, and 20% of men) report that climate was the *worst* feature of the department they had recently left. We have several opportunities near-at-hand for understanding and improving workplace climate. While our attention is first focused on faculty, given our mission, we also collect some data on staff and

graduate student climate (via our department climate studies), and the interaction of faculty, staff, and students is part of the overall workplace climate of a unit. We will analyze the data from our fifth (since 2001) campus-wide climate survey of faculty (tenure-, research-, and clinical-track faculty as well as lecturers), administered in February 2023. This rich dataset will help us to understand multiple aspects of the faculty experience, and how it has changed over time. Analyses will go beyond the intersection of race/ethnicity and gender to better understand the experiences of faculty with various demographic profiles. Analyses will also include inferential statistics, when appropriate. This work will be complemented by our continuing faculty exit interviews. (*Strategic Objective 4*)

In terms of climate interventions, we identified four opportunities, two of which are extensions of ADVANCE's current work. 1) We can expand the reach of our [RISE Committee](#). Formed during DEI 1.0, this committee of senior faculty and staff focuses on improving workplace climate. RISE has developed two climate workshops, a series of Climate Case Studies, and other materials that focus on providing leaders (broadly defined) with a framework and tools for improving workplace climate. Attendance at workshops is growing and evaluations are positive. To respond to increased interest and urgency in fostering a positive workplace climate on campus, RISE will reach more of campus with its resources (e.g., via unit-specific workshops, working directly with liaisons in units, providing resources for unit-specific climate committees, serving as thought partners around climate challenges, offering small group discussions). RISE's work has been very well received, and the audience is steadily growing. **The limitation at this point is the size of the committee and the additional staff support required to grow.** 2) Further, we identified that [Launch Committees](#), our signature, evidence-based faculty mentoring program for new assistant professors, is also widely regarded as an effective tool for faculty recruitment and improving unit climate. Yet Launch is not implemented campus-wide: it is only available in eight schools/colleges, including the current pilot in the School of Education. There is significant room for expansion to other units, and there is interest. To allow for expansion of the program to the remaining schools/colleges, we would establish new models of partnership with strong support from the academic units. Expansion of the program will require understanding the context of each unit, gaining buy-in from leadership and faculty, determining whether sufficient support is available in the unit, and developing appropriate assessments. Given the number of launch committees expected, we will also need to improve our ability to track Launch data, interfacing with our evaluation capabilities. **This work will require additional ADVANCE staff.** (*Strategic Objective 4*)

We further see opportunities to improve campus climate by advocating for two new campus resources, climate consultants and a leadership development program. Although ADVANCE would likely be involved at some level in the offerings, we suggest that our first role here is to advocate for these resources more broadly. 3) The idea of hiring climate consultants received strong support in workshops with deans, Vice-Provosts and the Provost in February and April 2019; the need for such a resource has only increased since that time. Currently, units interested in working through difficult climate issues ask for ad-hoc help from administrators or ADVANCE leadership. Some hire an outside consultant, who may or may not have higher education expertise. Internal consultants would be able to share best practices, facilitate information-gathering and interventions, strategize with unit leaders, recognize systemic issues, work with school/college resources, and draw from other campus efforts (e.g., ADVANCE's climate survey data, the RISE Committee, CRLT Players'

programming, and Rackham’s MORE Committee). Climate consultants should have expertise in students, staff, and faculty and a deep understanding of the higher education context. Such consultants could feasibly be situated in several places (e.g., ODEI, ADVANCE, Rackham, CRLT, AHR). ADVANCE will advocate to deans, vice-provosts, and the President’s Advisory Committee on Faculty Diversity. A committee drawn from key schools and colleges, ODEI, ADVANCE, and other units could be charged with identifying the best “home” for consultants, crafting the job description, and interviewing candidates. ADVANCE could be responsible for evaluating the program (e.g., via an on-line survey), with a focus on the first two years of the program as a pilot phase. (*Strategic Objectives 6, 7*)

4) Leaders play a critical role in unit climates and, more generally, need to know how to promote equity, inclusion, and excellence across all aspects of their work. Yet, U-M has no widely available program for up-and-coming leaders (e.g., *future* department chairs, associate deans, committee chairs, and leaders of professional societies).⁷ The suggestion for such a program surfaces in multiple ways, including in [focus groups addressing the experiences of BIPOC faculty](#) around the topic of retention, in discussions with faculty and campus collaborators more broadly, and from our RISE Committee members. We see the goals of a new leadership development program, tentatively called *Leading for Equity and Excellence*, as developing and deepening an understanding of one’s responsibility to advancing equity through leadership; developing capacity to use strategies to pursue change; and cultivating supportive networks that allow peer-to-peer mentorship and collaboration. Topics ranging from equity principles, mapping power and voice in your space, theories of organizational change, working through resistance, managing conflict, critically evaluating unit practices, and sustaining yourself as a leader could form the basis for the program. *Leading for Equity and Excellence* could draw from existing, near-at-hand, and new programming from ADVANCE, CRLT Players, Ross, NCID, ODEI, and others, leveraging our nationally known resources to create an evidence-based, innovative leadership development program that posits equity as a critical starting point for excellence and U-M’s future. The program is an investment in *both* individual faculty and (via their myriad roles) in the institution. This work would require a program director, a steering committee, funding for development of materials, and funding for participants. (*Strategic Objectives 6, 7*)

Strategic Objectives, Measures of Success and Action Plans

Introduction:

The ADVANCE Program plan covers our plans for campus faculty and for ADVANCE staff (including student staff). Each of our seven strategic objectives are accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. Further information is listed in the *Action Planning Table*.

All strategic objectives and related actions will be pursued in accordance with the law and University policy.

⁷ The Provost’s Campus Leadership Program is for current chairs and associate deans. The Big Ten Academic Alliance-Academic Leadership Program only includes about 6 U-M participants/year.

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

STAFF

Strategic Objective:

Ensure a diverse, equitable, and inclusive ADVANCE staff experience: PEOPLE (Strategic Objective 1).

Metrics:

- *Incorporation of an annual review of job descriptions, titles, and salaries into our regular processes.*
- *Identification of promotion pathways for staff, either within ADVANCE or the University.*
- *Incorporation of ADVANCE values in our interview processes, onboarding processes, annual and mid-year professional development discussions, and website.*
- *Posting ADVANCE values in staff meeting space.*

Actions:

- *Review and align job descriptions, titles, and salaries and clearly identify pathways for promotion within ADVANCE or the University.*
- *As a program, we will articulate, commit to, publicize, and live ADVANCE's values*

Primary DEI Goal: *Equity; Inclusion*

PROCESS (Create an Equitable and Inclusive Campus Climate)

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

STAFF

Strategic Objective:

Ensure a diverse, equitable, and inclusive ADVANCE staff experience: PROCESS (Strategic Objective 2)

Metrics:

- *Administration of staff engagement survey.*
- *Completion of exit interviews of departing staff.*
- *Number of changes in work processes*

Actions:

- *Use surveys and exit interviews to understand the ADVANCE staff experience and suggest improvements.*
- *Make work process improvements that enhance employee experiences, engagement, and inclusion.*

Primary DEI Goal: *Inclusion; Diversity*

ALL CONSTITUENCIES

Strategic Objective:

Expand our approaches for consideration of the needs and experiences of and inclusion of the perspectives of underrepresented and/or marginalized groups (Strategic Objective 3).

Metrics:

- *Number of DEI lenses/theoretical frameworks read and discussed by ADVANCE staff.*
- *Number of applications and reports demonstrating new approaches, including aggregating data.*
- *Number of changes in our physical and virtual spaces, surveys, and materials to improve accessibility and inclusion.*

Actions:

- *Read, discuss, and apply new DEI lenses to our ADVANCE work. These lenses/theoretical frameworks will include DEI skill building.*
- *Develop expanded ways of aggregating data (unit-level climate data includes students, faculty, and staff)*
- *Improve the accessibility and inclusion of our spaces, practices, and materials (particularly STRIDE materials)*

Primary DEI Goal: *Inclusion; Diversity*

FACULTY

Strategic Objective:

Improve faculty workplace climates (Strategic Objective 4).

Metrics:

- *Number of content clusters from historical campus climate survey data analyzed.*
- *Number of new white papers describing campus climate data on the ADVANCE website.*
- *Number of presentations of results to campus leaders.*
- *Data from RISE workshops (no. participants, no. schools/colleges represented, participant evaluations)*
- *Number of requests for RISE resources. Number of new RISE resources developed.*

- *Data on launch expansion (no. new program models, no. participating schools/colleges, no. faculty “launched”, no. senior faculty participating)*
- *Evaluation of launch program by participants.*

Actions:

- *Expand our understanding of the U-M faculty experience over time through the Campus-wide Faculty Climate Survey and faculty exit interviews.*
- *Increase the impact of the RISE’s efforts.*
- *Expand Launch Committees across campus, with new models of partnership.*

Primary DEI Goal: *Inclusion; Diversity*

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

STAFF

Strategic Objective:

Ensure a diverse, equitable, and inclusive ADVANCE staff experience: PRODUCTS (Strategic Objective 5)

Metrics:

- *Development of mentorship program for R & E (Research and Evaluation) students.*
- *Development of a skills assessment survey for R & E students.*
- *Gains of skills per our skill assessment for R & E students.*
- *Feedback from R & E student staff via exit survey.*

Actions:

- *Develop a mentorship program for R & E student staff working at ADVANCE that leverages existing University pathways for conflict resolution.*
- *Develop a skills assessment survey for R & E students.*

Primary DEI Goal: *Diversity; Equity*

STAFF

Strategic Objective:

Make data-informed recommendations to campus leadership regarding new and existing policies, practices, and programs that advance faculty diversity, equity, and inclusion: STAFF (Strategic Objective 6).

Metrics:

- *Examples of sharing recommendations, including presentations and papers*

Actions:

- *Expand our strategies for sharing data-informed recommendations (e.g., white papers, short papers, newsletters, conferences, journal articles).*

Primary DEI Goal: *Diversity; Equity*

FACULTY**Strategic Objective:**

Make data-informed recommendations to campus leadership regarding new and existing policies, practices, and programs that advance faculty diversity, equity, and inclusion: FACULTY (Strategic Objective 7).

Metrics:

- *Newsletter analytics (e.g., clicks, opens, shares) related to recommendations and STRIDE*
- *Data from STRIDE workshops (no. participants, no. schools/colleges represented, participant evaluations)*
- *Examples of ADVANCE's advocacy for climate consultants and for a leadership development program (e.g., presentations), and campus steps taken towards initiating.*
- *Formation of a collaboration with other campus units to create a faculty equity dashboard.*
- *Data from RISE workshops (no. participants, no. schools/colleges represented, participant evaluations).*

Actions:

- *Share new strategies and practices to improve the diversity and excellence of our faculty hires via the STRIDE Committee.*
- *Advocate for the resource of climate consultants.
Advocate for and collaborate in the creation of a leadership development program, Leading for Equity and Excellence.*
- *Consult with academic units and central administrative offices to create faculty equity resources.*

Primary DEI Goal: *Equity*

Goal-related Metrics – ADVANCE Program Measures Tracked Over Time (updated May 2, 2023)

ADVANCE Program Metrics: Staff

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

Climate Survey Indicators (sample indicators listed below):

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

Action Planning Tables with Details and Accountabilities

PEOPLE *(Recruitment, Retention & Development)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff*	Ensure a diverse, equitable, and inclusive ADVANCE staff experience: PEOPLE (Strategic Objective 1).	<ul style="list-style-type: none"> Incorporation of an annual review of job descriptions, titles, and salaries into our regular processes. Identification of promotion pathways for staff, either within ADVANCE or the University. Incorporation of values in our interview processes, onboarding processes, annual and mid-year professional development discussions, and website. Posting values in staff meeting space. 	<ul style="list-style-type: none"> Review and align job descriptions, titles, and salaries and clearly identify pathways for promotion within ADVANCE or the University. As a program, we will articulate, commit to, publicize, and live ADVANCE's values. 	<p>HR Generalist</p> <p>Director of Administration and Programming</p> <p>Director of Research and Evaluation</p> <p>ADVANCE Director</p>

*Note: "Staff" includes student staff.

PROCESS (Promoting & Equitable & Inclusive Community)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff	Ensure a diverse, equitable, and inclusive ADVANCE staff experience: PROCESS (Strategic Objective 2)	<ul style="list-style-type: none"> Administration of staff engagement survey. Completion of exit interviews of departing staff. Number of changes in work processes. 	<ul style="list-style-type: none"> Use surveys and exit interviews to understand the ADVANCE staff experience and suggest improvements. Make work process improvements that enhance employee experiences, engagement, and inclusion. 	HR Generalist Director of Administration and Programming Director of Research and Evaluation ADVANCE Director
All constituencies	Expand our approaches for considering the needs and experiences of, and inclusion of the perspectives of underrepresented and/or marginalized groups (Strategic Objective 3).	<ul style="list-style-type: none"> Number of DEI lenses/theoretical frameworks read and discussed by ADVANCE staff. Number of applications and reports demonstrating new approaches, including aggregating data. Number of changes in our physical and virtual spaces, surveys, and materials to improve accessibility and inclusion. 	<ul style="list-style-type: none"> Read, discuss, and apply new DEI lenses to our ADVANCE work. These lenses/theoretical frameworks will include DEI skill building. Develop expanded ways of aggregating data (unit-level climate data includes students, faculty, and staff) Improve the accessibility and inclusion of our spaces, practices, and materials (particularly STRIDE materials) 	Director of Research and Evaluation Communications and Project Specialist ADVANCE Facilities Team ADVANCE Director
Faculty	Improve faculty workplace climates (Strategic Objective 4).	<ul style="list-style-type: none"> Number of content clusters from historical campus climate survey data analyzed. Number of new white papers describing campus climate data on the ADVANCE website. Number of presentations of results to campus leaders. Data from RISE workshops (no. 	<ul style="list-style-type: none"> Expand our understanding of the U-M faculty experience over time through the Campus-wide Faculty Climate Survey and faculty exit interviews. Increase the impact of the RISE's efforts. Expand Launch 	Director of Administration and Programming Director of Research and Evaluation ADVANCE Director

		<p>participants, no. schools/colleges represented, participant evaluations)</p> <ul style="list-style-type: none"> • Number of requests for RISE resources. Number of new RISE resources developed • Data on launch expansion (no. new program models, no. participating schools/colleges, no. faculty “launched”, no. senior faculty participating) • Evaluation of launch program by participants. 	<p>Committees across campus, with new models of partnership.</p>	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------	--

PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff	Ensure a diverse, equitable, and inclusive ADVANCE staff experience: PRODUCTS (Strategic Objective 5)	<ul style="list-style-type: none"> Development of mentorship program for R & E (Research and Evaluation) students. Development of a skills assessment survey for R & E students. Gains of skills per our skill assessment for R & E students. Feedback from R & E student staff via surveys. 	<ul style="list-style-type: none"> Develop a mentorship program for student staff working at ADVANCE that leverages existing University pathways for conflict resolution for R & E students. Develop a skills assessment survey for R & E students. 	<p>Director of Research and Evaluation</p> <p>ADVANCE Director</p>
Staff	Make data-informed recommendations to campus leadership regarding new and existing policies, practices, and programs that advance faculty diversity, equity, and inclusion: STAFF (Strategic Objective 6).	<ul style="list-style-type: none"> Examples of sharing recommendations, including presentations and papers 	<ul style="list-style-type: none"> Expand our strategies for sharing data-informed recommendations (e.g., white papers, short papers, newsletters, conferences, journal articles). 	<p>Director of Administration and Programming</p> <p>Director of Research and Evaluation</p> <p>ADVANCE Director</p>
Faculty	Make data-informed recommendations to campus leadership regarding new and existing policies, practices, and programs that advance faculty diversity, equity, and inclusion: FACULTY (Strategic Objective 7).	<ul style="list-style-type: none"> Newsletter analytics (e.g., clicks, opens, shares) related to recommendations and STRIDE Data from STRIDE workshops (no. participants, no. schools/colleges represented, participant evaluations) Examples of ADVANCE's advocacy for climate consultants and for a leadership development program (e.g., presentations), and campus steps taken towards initiating. Formation of a collaboration with other campus units to create a faculty equity dashboard. Data from RISE workshops (no. participants, no. schools/colleges represented, participant evaluations). 	<ul style="list-style-type: none"> Share new strategies and practices to improve the diversity and excellence of our faculty hires via the STRIDE Committee. Advocate for the resource of climate consultants. Advocate for and collaborate in the creation of a leadership development program, Leading for Equity and Excellence. Consult with academic units and central administrative offices to create faculty equity resources. 	<p>Director of Administration and Programming</p> <p>Director of Research and Evaluation</p> <p>ADVANCE Director</p>

Plans for Supporting, Tracking and Updating the Strategic Plan

The key contact for plan stewardship is the ADVANCE Director. She will be assisted by the ADVANCE Business Manager, ADVANCE DEI lead(s), and ADVANCE leadership team in tracking and supporting the plan implementation.

These groups will conduct a mid-year and annual review of the plan with all relevant constituencies and gather feedback and additional ideas. The ADVANCE Director and ADVANCE DEI leads will prepare yearly reporting documents.