

College of Engineering

Diversity, Equity and Inclusion Strategic Plan | FY 2025

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Strategic Plan Overview

Selected text from the President’s Diversity, Equity and Inclusion Charge:

Following the completion and evaluation of the first 5-year DEI Strategic Plan, DEI 1.0, in 2022, the President of the University of Michigan charged each school, college and unit to develop the next 5-year strategic plan for achieving the University’s vision for diversity, equity and inclusion (DEI). The President’s charge inspires the formation and implementation of Michigan Engineering’s DEI 2.0 Strategic Plan:

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

In our work, we use the following University of Michigan definitions and commitments regarding diversity, equity and inclusion.

Goals [Diversity Equity & Inclusion]

Diversity – We commit to increasing diversity, 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 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 Michigan Engineering]

Engineering is a people-centric field. Our approach is to improve both the culture and the solutions through an equity-centered engineering lens. Our people-first framework has three parts: excellent engineering fundamentals, the convergence of disciplines and equity-centered values and global worldviews. Together, our people-first framework complements and makes actionable Michigan Engineering’s mission, vision and values.

Michigan Engineering Mission: Michigan Engineering provides scientific and technological leadership to the people of the world. We seek to improve the quality of life by developing intellectually curious and socially conscious minds, creating collaborative solutions to societal problems, and

promoting an inclusive and innovative community of service for the common good.

Michigan Engineering Vision: We aspire to be the world's preeminent college of engineering serving the common good.

Michigan Engineering Values

- Leadership and excellence
- Creativity, innovation and daring
- Diversity, equity and social impact
- Collegiality and collaboration
- Transparency and trustworthiness

Key Strategies & Constituencies*

Michigan Engineering community members are the main constituency of this plan, including faculty, staff, postdoctoral scholars, undergraduate students and graduate students. Except where specified, the plan pertains to the members of the Michigan Engineering community. The Michigan Engineering community has identified a limited number of strategic objectives aligned with our people-first perspective that advances an equity-centered engineering mindset. Our strategies are guided by the framework of people, process and products, with a fundamental focus on culture and climate. This structure will enable our efforts to recruit, retain and develop a diverse community across all our constituencies, furthering a more equitable and inclusive campus climate as well as supporting innovative and inclusive activities in our core missions of teaching, research and service.

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

Planning Process Used

Planning Lead

Steve Ceccio, Interim Dean of Engineering

Planning Team

Dean's Group, Michigan Engineering

- Steven Ceccio, Interim Dean
- Mingyan Liu, Associate Dean for Academic Affairs
- Eric Michielssen, Associate Dean for Research
- Lola Eniola-Adefeso, Associate Dean for Graduate and Professional Education
- Kevin Pipe, Associate Dean for Undergraduate Education
- Debbie Mero, Senior Executive Director, Resource Planning and Management
- Mike Drake, Senior Executive Director, Advancement and Chief of Staff

Dan Maletta, Executive Director of Information Technology and Chief Information Officer

Rebecca Flintoft, Executive Director for Student Affairs

Jennifer Judge Hensel, Executive Director of Communications and Marketing
Sara Pozzi, Director of DEI and Nuclear Engineering & Radiological Sciences Faculty, Michigan Engineering
Gabe Javier, Executive Director, Office of Culture, Community and Equity
Evan Marie Allison Pieknik, Program Director, Office of Culture, Community and Equity
Amanda Milliken, Program Director of Evaluation and Assessment, Office of Culture, Community and Equity
Rose Moya, Senior Project Manager, CAEN, Michigan Engineering
Gabrielle Sarpy, Program Manager, Office of Culture, Community and Equity

Implementation Highlights and Planning Process Summary

During year one of DEI 2.0 implementation, the College focused on developing and launching a new DEI 2.0 implementation structure that coordinates engagement across college leadership and Michigan Engineering stakeholders, including faculty, staff, students, postdoctoral scholars and administration. The implementation structure ensures collaborative engagement, decision-making, and communication channels to bolster our success across multiple stakeholder layers. At its core, six outcome-based project teams have been formed to operationalize Michigan Engineering's seven strategic objectives. Each team has a project owner and sponsor who leads initiative efforts. A DEI 2.0 communications team has also been assembled to effectively communicate our ongoing DEI efforts with the broader stakeholder community.

This novel structure has allowed for communication and accountability to flow up from its base, where community feedback and participation have been key, through to governance at the top of the layered structure. Establishing this DEI 2.0 organization and implementation structure has resulted in clear lines of communication between and across the many players involved and invested in this work.

Foundational to our success is seeking and incorporating community feedback. In DEI 2.0 year one, 14 one-hour listening sessions for faculty, staff, and student communities were conducted between November 2023 and January 2024, with 124 total participants. In March and April, additional listening sessions were hosted explicitly seeking feedback on Black and minoritized students' experience at Michigan Engineering. The key takeaways from these sessions were synthesized into findings reports that were distributed among Michigan Engineering's DEI 2.0 Plan Implementation Team to inform year two strategy and action items.

Preceding DEI 2.0 year one, the planning team engaged groups representing key constituencies throughout the planning process. Community engagement began with disseminating climate survey results to the Michigan Engineering community and hosting small focus groups to discuss the results. In addition to focus groups, we convened stakeholder groups representative of the Michigan Engineering community. These representative constituency groups of staff, faculty and students were invited to take part in a half-day sprint (facilitated by the Center for Socially Engaged Design) and four subsequent weekly meetings in February 2023. A list of the working group members can be found at the end of this document. Working group members were asked to connect with other members of their community to discuss barriers, challenges and successes from DEI 1.0 and to give

input about ideas for strategies and actions for DEI 2.0. In March 2023, additional input was collected from the Michigan Engineering DEI Student Advisory Board (SAB) and the Michigan Postdoctoral Association of the College of Engineering (M-PACE). In the spring of 2023, a vetting cycle of a DEI 2.0 year one plan draft was conducted with constituency groups and Michigan Engineering leadership to solicit further feedback and input before a finalized plan was sent to the Dean of Michigan Engineering for approval.

Data and Analysis: Key Findings

Summary of Data

Quantitative and qualitative data, which is further described in the section below, informed this strategic plan.

- **Quantitative data** came from:
 - Michigan Engineering’s DEI dashboard
 - 2017 and 2021 Climate Survey Results for the University of Michigan and Michigan Engineering
 - 2022 University of Michigan Asks You (UMAY) undergraduate survey
 - ODEI’s DEI Metrics reports for Michigan Engineering
- **Qualitative data** included:
 - Focused discussions with Michigan Engineering’s Culture, Community and Equity (CCE) Staff Network, DEI Faculty Department Leads, DEI Student Advisory Board and the DEI External Advisory Council
 - Content generated from three constituency working groups: the faculty constituency working group, the student constituency working group, and the staff constituency working group
 - Over 30 focus groups with undergraduate and graduate students from Michigan Engineering academic departments
 - Discussions with individual stakeholders, departments and groups
 - 14 one-hour listening sessions for faculty, staff, and student communities were conducted between November 2023 and January 2024, with 124 total participants
- **Additional information** consulted in the formation of this plan included:
 - Michigan Engineering DEI 1.0 evaluation report and summary
 - Available departmental DEI strategic plans
 - Michigan Engineering community team recommendations
 - Center for Research on Learning and Teaching in Engineering (CRLT-Engin) expertise and programming
 - Executive leadership feedback and priorities

Key Findings, Themes and Recommendations

PEOPLE (Recruit, Retain and Develop a Diverse Community)

Student enrollment and retention

An analysis of longitudinal enrollment data from Michigan Engineering's DEI dashboard revealed several key findings. At the undergraduate level, the enrollment of Underrepresented Minority (URM) students increased from 12% in 2017 to 14% in 2022. Notably, the enrollment of female first-year undergraduate students has shown improvement, with an increase from 32% in fall 2021 to 36% in fall 2022. These increases happened at a time when the overall undergraduate student population grew by 19%. At the graduate level, there has been a slight increase in the enrollment of URM students from 13% in 2019 to 14% in 2022. The overall graduate student population grew by 5.9% during the same time period.

Findings from the community listening sessions also highlighted the need to include student support services, student organizations and other co-curricular programs that have had a monumental impact on student retention and engagement on campus in the DEI 2.0 plan. Additionally, Michigan Engineering community members expressed the need to foster a culture of belonging and welcomeness for, in particular, minoritized students to increase student enrollment and retention. Feedback from the Michigan Engineering community also highlighted the need for resources dedicated to mental health, financial aid and affordable housing to attract and support enrolled students, particularly underrepresented students. Staff members also spoke about the need for departments to have emergency funds available to support students when funding needs arise. During the DEI 2.0 planning and first year of implementation, three key themes regarding the needs of URM students emerged from the student constituent group and other members of the planning community:

1. Middle and high school pathway programs and student affinity groups were identified as major drivers of recruitment, retention and community for students who are marginalized
2. Students need staff and faculty who are culturally and racially competent and who utilize asset-based approaches in interactions with Black, Indigenous and People of Color (BIPOC) students (among others and in particular)
3. BIPOC students in particular, may benefit from strategies that are co-created between student-facing staff and marginalized students, among others, to help address and manage microaggressions and racism. Strategies should include student support services, student organizations and other co-curricular programs that impact student retention and engagement.

Key Findings: While Michigan Engineering has made some strides in female and URM recruitment over the past five years (e.g., our fall 2022 first-year cohort was 36% female as compared to 32% in fall 2021), our enrollment for underrepresented minority (URM) and female students at the graduate levels continues to lag (e.g., URM enrollment has increased from 12% in 2017 to 14% in fall 2022 and female graduate enrollment marginally increased from 25% in 2017 to 26% in fall 2022). Re-focusing pre-college programs as pathway programs and renewing or strengthening partnerships with area middle schools, high schools and transfer institutions may impact enrollment.

Furthermore, the student constituency working group and other community members involved in the creation of this plan identified high school pathway programs and student affinity groups as significant drivers of retention and community for current students who are marginalized. Finally, staff and faculty need to be better equipped to support URM students, among others and in particular, both inside and outside of the classroom.

Faculty engagement and support

In terms of faculty representation, Michigan Engineering achieved historic levels of female leadership, reaching 50% parity during DEI 1.0. Notable efforts to recruit, retain and develop a talented and diverse faculty included launching the Dean's Advisory Committee on Faculty of Color (DACFC), Dean's Advisory Committee on Women+ Faculty (DACW+F), and developing the NextProf future faculty workshops. Additionally, the College has made efforts to capture and track DEI initiatives through the inclusion of DEI questions on the Faculty Activity Report (FAR). The 2021 Climate Survey found the need for further progress in communicating and expanding these efforts. In 2021, faculty who responded to the survey perceived a decreased commitment to DEI in their respective departments/units compared to rates reported in 2017.

Additionally, feedback from the community listening sessions found the need to bolster resources to support faculty members. This includes providing rewards for faculty leadership and participation, especially since many faculty members experience time and capacity restraints. Specifically, the DEI 2.0 plan should address what resources will be offered to faculty in executing DEI efforts within their classrooms, lab settings and research.

Michigan Engineering continues to prioritize increasing gender and URM diversity among faculty and leadership in DEI 2.0. Qualitative data collected during the DEI 2.0 planning process and the first year of implementation resulted in three key themes related to targeted efforts to support faculty recruitment and professional development:

1. The need to integrate DEI work into existing teaching, research and service activities
2. Providing support and expert guidance to faculty to participate in DEI activities alongside teaching and research responsibilities
3. Promoting transparency in faculty recruitment and tenure processes to foster diversity

Key Findings: Michigan Engineering has instilled a “constancy of purpose” for faculty engagement in DEI activities over the past six years. While DEI is an expected component of the faculty experience (as evidenced by the inclusion of DEI questions in the annual faculty activity report), our community engaged in this planning process noted that faculty often need support and expert guidance in understanding how to take part in DEI activities that complement their ongoing teaching, research and service responsibilities. Our community has repeatedly voiced the concern of ensuring that DEI work is “integrated into” existing activities rather than “adding to” them. All types of faculty are engaged in DEI work at Michigan Engineering; however, their contributions and inclusion in DEI activities may not reflect this across the board. Finally, our community noted the importance of further transparency related to faculty recruitment and tenure processes in our continued efforts to diversify our faculty.

Inclusive and transparent staff hiring and retention practices

The ratio of non-URM staff to URM staff remained stable at approximately an 8:1 ratio during the five-year DEI 1.0 period (2016-2021). While progress remained stable, notable activities to support the recruitment, retention and development of the staff workforce during the DEI 1.0 period included: embedding DEI reflection and development prompts within the Annual Review Process; implementing the Staff DEI Committee (which evolved into the CCE Staff Network); implementing Cultural Competency (CQ) training for student-facing staff through ADGPE; and launching Creative Conversations—an initiative designed to engage staff in dialogue around our values of creativity, innovation and daring as well as diversity, equity and social impact. Feedback captured through the DEI 2.0 listening sessions revealed several areas related to promoting staff inclusion and engagement, including strategies that foster positive relationships between staff and faculty in departments. Additionally, creating spaces for staff to speak freely about sensitive topics and providing equitable opportunities for professional development, awards, and advancement opportunities are all critical to advancing staff inclusion and retention. Through the DEI 2.0 planning process and first year of implementation, four key themes emerged:

1. The importance of transparent hiring and onboarding processes
2. The need for culturally competent management training
3. The value of positive conflict resolution and fostering positive relationships between staff and faculty
4. Equitable opportunities for professional development, awards, and advancement opportunities for staff

Key Findings: Staff at Michigan Engineering support the operations and essential activities of our community. During the planning process, faculty, students and staff voiced the importance of ensuring that Michigan Engineering staff are recruited, developed and retained through inclusive and equitable practices—such as transparent hiring and onboarding processes, culturally competent management training and positive conflict resolution. The staff constituency working group noted that Michigan Engineering is a great place to work, but given the scarcity of talent in the current economic climate, we need to do more to ensure we continue to be an attractive workplace, especially for persons with disabilities, women and persons from racially marginalized communities.

PROCESS (Create an Equitable and Inclusive Campus Climate)

Digital and physical accessibility

Findings from the community listening sessions highlighted the continued need to improve accessibility for all. This includes simplifying the process for staff and faculty to access accommodations when they need it, as the current process is challenging to access and navigate. Similarly, creating more inclusive learning and working environments that are both physically and digitally accessible was also mentioned. In summary, constituent groups of faculty, staff and students identified several key themes related to improving accessibility and fostering a culture of inclusivity. These themes include:

1. The need to foster an accessibility culture that prioritizes digital and physical accessibility
2. The need for accessibility resources and professional development opportunities

3. Institutionalized support through a community of accessibility ambassadors

Key Findings: Shifting from accessibility compliance to an accessibility culture is a prime theme from the community engagement process. Faculty, staff and students engaged in this planning process identified access to resources and shifting from individual needs to standard community practices that support inclusion and belonging across time as a central focus in DEI 2.0. The need to include all members of our community with disabilities in the creation and reimagination of physical and digital spaces is critical. The constituency working groups identified providing resources, offering professional development opportunities and institutionalizing support through a community of accessibility ambassadors as the priority areas of need. Work is ongoing to develop recommendations for Michigan Engineering to comply with the recent launch of SPG 601.20 on Digital Accessibility and will continue to be a main component of this strategic objective.

Evaluation and assessment framework

A challenge noted during DEI 1.0 implementation was creating metrics for evaluation of a wide range of programs and initiatives. A further set of themes emerged from the DEI 2.0 planning process and year one community listening sessions that highlighted the growing need to use data to understand the impact of DEI efforts and DEI professional development through robust evaluation and assessment. Information collected from Michigan Engineering DEI Faculty Leads, DEI academic department staff and CCE Network Leads highlighted the need for equitable access to departmental/unit-level DEI data and college-level guidance on which metrics departments can use to design unit-level DEI assessment plans that are aligned with Michigan Engineering's DEI strategic plan.

The following themes emerged from the planning process from the constituent groups:

1. The need to understand the impact of DEI efforts using data
2. Define DEI metrics to track, transparently share and measure change over time

Key Findings: Evaluation and assessment should be a core component of planning, implementing and revising our DEI strategies and actions. Progress has been made over the past five years in collecting and aggregating DEI-related data; however, a common refrain during our community engagement process was that data alone will not tell us if DEI efforts have been successful or effective. Developing a comprehensive evaluation and assessment framework will assist Michigan Engineering's departments and units in identifying priorities for DEI work, tracking and measuring the impacts of existing interventions, and building trust with members of our community.

Inclusive environments for well-being and belonging

According to the 2021 Climate Survey, student satisfaction with the campus climate at Michigan Engineering has decreased compared to U-M campus climate satisfaction, which increased. Undergraduate students especially reported a diminished sense of belonging. Additionally, the survey highlighted the varying percentages of engineering students reporting poor mental health by race: white (13.4%), Black (25.9%), Asian (7.5%), Hispanic (18.6%), Middle Eastern and North African (11.9%) and those identifying with more than one race (16.4%). These findings underscore the

importance of addressing accessibility, evaluating DEI efforts and creating inclusive spaces to enhance the campus climate and support the well-being of all students in the College of Engineering.

Qualitative data collected from over 30 focus groups with undergraduate and graduate students identified several factors that have a negative impact on inclusion, such as a lack of diversity, poor mental health, a lack of balance between one's work expectations and one's well-being and physical space (unrenovated buildings and lack of gender-neutral or women's restrooms). The following were all noted to have a positive impact on inclusion: smaller departments, caring instructors, the ENGR100 experience, renovated physical spaces and common areas as well as participation in research and student organizations.

Key Findings: Space is a valuable resource and the way we choose to use that space reflects our priorities and commitments. Effective use of space can invite community building and promulgate belonging. Almost all community members engaged in this planning process identified space as a key component of building a more welcoming, supportive and inclusive environment. Our community expressed the following top concerns:

1. The need to support a culture of physical accessibility that goes beyond compliance to promote inclusion
2. The need to elevate how physical and digital spaces could promote mental and physical wellness

Where possible, we should examine how to design, redesign or repurpose space to be more welcoming and inclusive.

Sustained resources and financial support

Fundraising efforts were also identified by constituency groups as a key need to bolster support for student organizations and student-led DEI activities, to provide more dedicated resources for recruitment, to provide people-hours to support accessibility and resources for DEI professional development efforts.

Key Findings: Michigan Engineering has a storied legacy of supporting DEI efforts. Reviewing the successes of DEI 1.0 and planning for DEI 2.0, it is apparent that resources and financial support will be paramount in supporting current and new DEI initiatives, programs and strategic priorities over the next five years. Faculty, staff and students engaged in this planning process identified several resource needs and funding priorities, especially related to human resources needed to support accessibility, recruitment and DEI professional development efforts. These findings emphasize the need to continue to commit to seeking out and cultivating funding streams to support our DEI work.

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

Equitable and inclusive learning environments

Michigan Engineering has made notable strides toward developing a more equitable and inclusive learning environment for students during DEI 1.0. These achievements include launching the Teaching Equity Engineering (TEE) Center and new Robotics department, forming the DEI Student

Advisory Board, implementing student DEI grants, and creating an intentional working relationship with the DEI leads of Student Sponsored Organizations (SSO) as well as requiring these organizations to create a DEI strategic plan to receive funding. Despite these efforts, there are opportunities for improvement. According to the 2022 Undergraduate UMAC climate survey, 45% of Black Michigan Engineering undergraduate student respondents reported feeling comfortable with the climate for diversity and inclusion in their classes. Notably, this percentage is lower compared to the University of Michigan as a whole, where 51% of Black undergraduate students feel comfortable with the climate for diversity and inclusion in their classes. Additionally, when asked about academic experiences with a diversity focus, only 19% of Michigan Engineering undergraduate students felt that they had these experiences, and, notably, by race, 62% of Michigan Engineering Black students reported having these experiences compared to only 14% of white students.

In 2020, CRLT-Engin conducted an analysis of the impact of teaching circles on faculty attitudes and teaching practices. The results of the faculty inclusion survey indicated that the Teaching Circle raised awareness and perceived use of specific actions that can foster inclusive classrooms. However, more general or abstract actions, such as ensuring a sense of belonging, showed relatively stable levels before and after the Teaching Circle. The analysis of submitted syllabi revealed progress in incorporating aspects of inclusivity, although there were still areas for improvement.

Qualitative data collected during the DEI 2.0 planning process from faculty, staff and students highlighted the importance of increasing professional development opportunities focused on equity in teaching and student support for faculty who interact directly with students.

These findings emphasize the need to:

1. Prioritize professional development on equity-focused teaching and student support
2. Address specific areas for improvement identified through the Teaching Circles
3. Work toward creating a more inclusive classroom climate for all students, especially Black students, in Michigan Engineering

Key Findings: Creating a more equitable and inclusive learning environment is paramount for all members of our community. We define the learning environment broadly – from the classroom to the lab to makerspaces and beyond. Our student constituency working group recommended increasing professional development for faculty and student-facing staff on equity-focused teaching and student support to address inequitable experiences and outcomes for marginalized students, especially URM students. Faculty, student-facing staff and other students should be culturally competent and use asset-based approaches to interact with students with marginalized identities, in particular, recognizing that they are fully capable of the academic demands of Michigan Engineering. All members of our community need to be able to confidently engage with conflict resolution processes applicable to the learning environment.

Strategic Objectives, Measures of Success and Action Plans*

Introduction:

The Michigan Engineering plan covers Michigan Engineering community members, including faculty, staff, postdoctoral scholars, undergraduate students and graduate students. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is 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. For additional details on assignments, timelines and accountabilities, see the Action Planning Table. Actions detailed in this document are only for Year 2 (AY 2024-2025) of the Michigan Engineering DEI 2.0 Strategic Plan, per guidance by the Office of Diversity, Equity and Inclusion.

This document uses [University of Michigan Office of Budget Planning's definition and methodology](#) for under-represented minority (URM) and minority population: *The following race/ethnicity categories for the under-represented minority population are Hispanic, American Indian or Alaska Native, Black or African American and Native Hawaiian or Other Pacific Islander. The minority population is the same as the under-represented minority population with the addition of Asian. Persons who have selected more than one race are included as minority or underrepresented minority if at least one of their selections is included in these categories.*

In addition to using the terms URM and minority population, this document also refers to marginalized and minoritized individuals, communities and populations, which is defined as individuals, communities or populations that have been historically excluded from STEM higher education based on identity characteristics such as gender, race, ethnicity, sexual orientation, sexual identity, socio-economic status and disability status.

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

PEOPLE (Recruit, Retain and 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.

STUDENTS

Strategic Objective 1:

Recruit, develop, support and graduate a talented, broadly diverse body of students

5-year Metrics:

- Number of pre-college students who participate in K-12 pathway opportunities
- Number and percent of admitted and enrolled:
 - undergraduate and graduate students from historically under-represented groups, including from HBCUs and MSIs

- transfer students from historically under-represented groups
- Retention and graduation rates of undergraduate and graduate students from historically under-represented groups
- Intercultural competency among students
- Reported sense of belonging of students as measured through the climate survey

Year 2 Actions:

1-2-1: Actively recruit future students, particularly those from historically and contemporarily underrepresented backgrounds by:

a: Improving, expanding, and developing new Michigan Engineering pathways for pre-college students to bolster applications to U-M and Michigan Engineering by, in particular, underrepresented students.

b: Documenting and sharing Michigan Engineering’s current and emerging successful recruitment strategies at the undergraduate and graduate levels to increase the admission of students from, in particular, underrepresented backgrounds.

c: Expanding strategic partnerships with Historically Black Colleges and Universities and Minority Serving Institutions for graduate student recruitment and undergraduate transfer/dual degree recruitment in partnership with U-M and Michigan Engineering offices.

1-2-2: Foster a campus environment that enhances student retention and sense of belonging by:

a: Better equipping staff, students and faculty to engage with and support all students, in particular, marginalized students.

b: Enhancing intercultural and racial competency and building skills associated with asset-based approaches.

1-2-3: Improve and expand the North Campus Student Cultural Lounge (previously called the DEI Gathering Space) for the North Campus community for broader use.

1-2-4: Create and facilitate intercultural competence development opportunities for students and establish a baseline for measuring intercultural competency.

1-2-5: Offer pathways for positive conflict resolution for students, including where and how to seek resolution services and report misconduct.

Primary DEI Goal: Diversity

FACULTY, POSTDOCTORAL SCHOLARS AND LEADERSHIP

Strategic Objective 2:

Recruit, develop and retain talented, broadly diverse instructional and research faculty, postdoctoral scholars, departmental leadership and college leadership

5-year Metrics:

- Recruitment, tenure and promotion rates by gender and race/ethnicity
- Percentage of faculty participating in DEI professional development activities as measured by

the Faculty Activities Report (FAR)

- Intercultural competency among faculty, postdoctoral scholars and leaders
- Reported sense of belonging of faculty and postdoctoral scholars as measured through the climate survey

Year 2 Actions:

2-2-1: Actively recruit future faculty, including in particular, those from historically and contemporarily underrepresented backgrounds, by:

a: Building upon efforts such as NextProf Future Faculty workshops and unconscious bias training—already successfully offered to staff hiring committees as part of DEI 1.0.

2-2-2: Develop and retain a broadly diverse community of faculty by:

a: Building on efforts such as inclusive teaching training, faculty learning communities, the DEI lecture series, the DEI Faculty Awards, the Dean’s Advisory Committee on Faculty of Color and the Dean’s Advisory Committee on Women+ Faculty and the OCCE DEI Professional Development portfolio.

b: Enhancing the onboarding process for faculty by increasing access to resources and support in collaboration with U-M and Michigan Engineering departments to improve retention.

2-2-3: Integrate DEI activities and concepts into ongoing teaching, research and service efforts.

2-2-4: Integrate DEI activities and concepts in Michigan Engineering coaching and leadership programs.

2-2-5: Create and facilitate intercultural competence development opportunities for faculty, postdoctoral scholars, and leadership and establish a baseline for measuring intercultural competency.

2-2-6: Offer pathways for positive conflict resolution for faculty and postdoctoral scholars including where and how to seek resolution services and report misconduct.

Primary DEI Goal: Diversity

STAFF

Strategic Objective 3:

Recruit, develop and retain a talented, broadly diverse body of staff

5-year Metrics:

- Recruiting, retention and promotion rates by gender and race/ethnicity
- Percentage of supervisors that receive culturally competent and/or asset-based management training
- Intercultural competency among staff
- Reported sense of belonging of staff as measured through the climate survey

Year 2 Actions:

3-2-1: Create and facilitate intercultural competence development opportunities for staff and establish a baseline for measuring intercultural competency.

3-2-2: Enhance the onboarding process for staff by increasing access to resources and support in collaboration with U-M and Michigan Engineering departments to improve retention.

3-2-3: Integrate DEI activities and concepts in our coaching and leadership programs.

3-2-4: Offer pathways for positive conflict resolution for staff, including where and how to seek resolution services and report misconduct.

Primary DEI Goal: Diversity

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.

ALL CONSTITUENCIES

Strategic Objective 4:

Design and develop resources and opportunities to create a culture of accessibility that facilitates equitable, inclusive learning and working environments

5-year Metrics:

- Number of faculty and staff trained in accessibility-related areas
- Number of electronic and information technology (EIT) assets that are in alignment with the EIT Accessibility SPG 601.20
- Number of existing and newly launched accessibility services, resources and training opportunities
- Satisfaction with Michigan Engineering climate among students, faculty and staff as measured through the climate survey
- Percent of students, faculty and staff that feel able to perform up to full potential at Michigan Engineering as measured through the climate survey

Year 2 Actions:

4-2-1: Hire and onboard a Michigan Engineering disability navigator.

4-2-2: Pilot an ableism and accessibility workshop series.

4-2-3: Continue and expand the 10 Week Accessibility Challenge.

4-2-4: Expand the number and availability of software tools (e.g. Grackle) that enhance digital accessibility.

4-2-5: Develop and launch a grant program for faculty/instructors to make course content accessible.

Primary DEI Goal: Inclusion

ALL CONSTITUENCIES

Strategic Objective 5:

Develop a set of evaluation and assessment methodologies and tools for continuously collecting, analyzing, and reporting data on Michigan Engineering's diversity, equity and inclusion efforts

5-year Metrics:

- Number of DEI evaluation and assessment needs identified and addressed
- Number of DEI metrics collected and tracked
- Number and percent of programs and strategies with measurable DEI-related goals
- Number of Michigan Engineering departments/units reviewing and utilizing DEI data to inform departmental-level DEI initiatives

Year 2 Actions:

5-2-1: Socialize the evaluation approach and communicate evaluation findings to the broader Michigan Engineering community.

5-2-2: Develop a current programming effectiveness evaluation plan to inform decisions about program direction.

5-2-3: Continue to gather community feedback through listening sessions, town halls, focus groups, surveys, informational interviews, and other feedback mechanisms to inform DEI 2.0 efforts.

Primary DEI Goal: Equity

ALL CONSTITUENCIES

Strategic Objective 6:

Create and implement a sustainable, effective DEI funding model for Michigan Engineering to support current and new DEI initiatives, programs and strategic priorities

5-year Metrics:

- Amount of funding raised for DEI initiatives and programs
- Amount of dedicated resources for DEI initiatives
- Number of programs that move from term-limited funding to sustainable funding and/or number of programs concluded based upon an evaluation of their effectiveness

Year 2 Actions:

6-2-1: Define and implement a process for establishing the DEI programmatic financial requirements, current financial gaps and collateral required to fundraise.

6-2-2: Senior Executive Director of Advancement and the Executive Director of Culture, Community and Equity meet bi-annually to discuss DEI funding needs and priorities in the unit.

Primary DEI Goal: Equity

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.

ALL CONSTITUENCIES

Strategic Objective 7:

Create a climate of inclusion and belonging by designing and developing resources and opportunities for engagement and interaction that facilitate a more equitable and inclusive learning environment for students

5-year Metrics:

- Number and percent of Michigan Engineering instructors reached through Teaching Equity Engineering (TEE) center and CRLT-Engin services (such as teaching circles, workshops, etc.)
- Number of instructors engaged in inclusive and equitable teaching professional development
- Number and percent of faculty that incorporate equity-focused teaching strategies into courses as reported on the Faculty Activities Report (FAR)
- Number and percent of faculty that incorporate DEI case studies into courses as reported on the Faculty Activities Report (FAR)
- Reported conflict incidents as measured through CARE Center conflict resolution reporting
- Satisfaction among students with Michigan Engineering climate as measured through the climate survey
- Feeling of belongingness among students in learning environments as measured through the climate survey

Year 2 Actions:

7-2-1: Foster equitable and inclusive learning environments for students by:

a: Partnering with departments and college offices to leverage and build on current efforts, such as the faculty learning communities and inclusive teaching training.

7-2-2: Hold community conversations with students to identify challenges and intervention strategies for engaging students in creating a climate of inclusion and belonging in their learning

environments.

7-2-3: Identify initiatives to cultivate a climate of greater connection and community.

Primary DEI Goal: Inclusion

Goal-related Metrics – Michigan Engineering Measures Tracked Over Time

Michigan Engineering Metrics:

Michigan Engineering will track college-level measures over the next five years in order to measure the impact of the strategies and actions outlined in this plan. Detailed in the information below are the subset of measures by constituency group that will be systematically tracked over time.

Undergraduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Graduation Rates:

- 4-Year
- 6-Year

Enrollment:

- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)

Climate Survey Indicators (sample indicators listed below):

- Satisfaction with overall U-M climate/environment
- Semantic aspects of the general climate of U-M campus overall
- Semantic aspects of the DEI climate at U-M campus overall
- Feeling valued at U-M campus overall
- Feeling of belongingness at U-M campus overall
- Assessment of U-M institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at U-M campus overall
- Feeling able to perform up to full potential at U-M campus overall
- Feelings of academic growth at U-M campus overall
- Feelings of discrimination at U-M campus overall

Graduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Enrollment:

- Student class level (Graduate-Masters/Doctoral/Professional)

Climate Survey Indicators (sample indicators listed below):

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

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

Faculty

Demographic Composition:

- Headcount
- Race/ethnicity

- Sex
- Tenure status

Climate Survey Indicators (sample indicators listed below):

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

Action Planning Tables with Details and Accountabilities

PEOPLE (*Recruitment, Retention and Development*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Students	Strategic Objective 1: Recruit, develop, support and graduate a talented, broadly diverse body of students	Number of pre-college students who participate in K-12 pathway opportunities <ul style="list-style-type: none"> ● Number and percent of admitted and enrolled: <ul style="list-style-type: none"> ○ undergraduate and graduate students from historically under-represented groups, including from HBCUs and MSIs ○ transfer students from historically under-represented groups 	1-2-1: Actively recruit future students, particularly those from historically and contemporarily underrepresented backgrounds by: <ul style="list-style-type: none"> a: Improving, expanding, and developing new Michigan Engineering pathways for pre-college students to bolster applications to U-M and Michigan Engineering by, in particular, underrepresented students. b: Documenting and sharing Michigan Engineering’s current and emerging successful recruitment strategies at the undergraduate and graduate levels to increase the admission of students from, in particular, underrepresented backgrounds. c: Expanding strategic partnerships with Historically Black Colleges and 	OCCE Implementation Stakeholders: Admissions ADUE ADGPE OSA Students

		<ul style="list-style-type: none"> ● Retention and graduation rates of undergraduate and graduate students from historically under-represented groups ● Intercultural competency among students ● Reported sense of belonging of students as measured through climate survey 	<p>Universities and Minority Serving Institutions for graduate student recruitment and undergraduate transfer/dual degree recruitment in partnership with U-M and Michigan Engineering offices.</p> <p>1-2-2: Foster a campus environment that enhances student retention and sense of belonging by: a: Better equipping staff, students and faculty to engage with and support all students, in particular, marginalized students. b: Enhancing intercultural and racial competency and building skills associated with asset-based approaches.</p> <p>1-2-3: Improve and expand the North Campus Student Cultural Lounge (previously called the DEI Gathering Space) for the North Campus community for broader use.</p> <p>1-2-4: Create and facilitate intercultural competence development opportunities for students and establish a baseline for measuring intercultural competency.</p> <p>1-2-5: Offer pathways for positive conflict resolution for students, including where and how to seek resolution services and report misconduct.</p>	
Faculty and Leadership	Strategic Objective 2: Recruit, develop and retain talented, broadly diverse instructional and research faculty, postdoctoral	<ul style="list-style-type: none"> ● Recruitment, tenure and promotion rates by gender and race/ethnicity ● Percentage of faculty participating in DEI professional development 	2-2-1: Actively recruit future faculty, including in particular, those from historically and contemporarily underrepresented backgrounds, by: a: Building upon efforts such as NextProf Future Faculty workshops and unconscious bias	OCCE Implementation Stakeholders: CRLT-Engin ADAA

	scholars, departmental leadership and college leadership	<p>activities as measured by the Faculty Activities Report (FAR)</p> <ul style="list-style-type: none"> ● Intercultural competency among faculty ● Reported sense of belonging of faculty as measured through climate survey 	<p>training—already successfully offered to staff hiring committees as part of DEI 1.0.</p> <p>2-2-2: Develop and retain a broadly diverse community of faculty by:</p> <p>a: Building on efforts such as inclusive teaching training, faculty learning communities, the DEI lecture series, the DEI Faculty Awards, the Dean’s Advisory Committee on Faculty of Color and the Dean’s Advisory Committee on Women+ Faculty and the OCCE DEI Professional Development portfolio.</p> <p>b: Enhancing the onboarding process for faculty by increasing access to resources and support in collaboration with U-M and Michigan Engineering departments to improve retention.</p> <p>2-2-3: Integrate DEI activities and concepts into ongoing teaching, research and service efforts.</p> <p>2-2-4: Integrate DEI activities and concepts in Michigan Engineering coaching and leadership programs.</p> <p>2-2-5: Create and facilitate intercultural competence development opportunities for faculty, postdoctoral scholars, and leadership and establish a baseline for measuring intercultural competency.</p> <p>2-2-6: Offer pathways for positive conflict resolution for faculty and postdoctoral scholars including where and how to seek resolution services and report misconduct.</p>	<p>RPM</p> <p>DEI Faculty Leads</p> <p>DEI Director</p> <p>Departmental faculty</p>
Staff	Strategic Objective 3: Recruit, develop and retain a	<ul style="list-style-type: none"> ● Recruiting, retention and promotion rates by gender and 	3-2-1: Create and facilitate intercultural competence development opportunities for	<p>OCCE</p> <p>Implementation</p>

	talented, broadly diverse body of staff	<p>race/ethnicity</p> <ul style="list-style-type: none"> Percentage of supervisors that receive culturally competent and/or asset-based management training Intercultural competency among staff Reported sense of belonging of staff as measured through climate survey 	<p>staff and establish a baseline for measuring intercultural competency.</p> <p>3-2-2: Enhance the onboarding process for staff by increasing access to resources and support in collaboration with U-M and Michigan Engineering departments to improve retention.</p> <p>3-2-3: Integrate DEI activities and concepts in our coaching and leadership programs.</p> <p>3-2-4: Offer pathways for positive conflict resolution for staff, including where and how to seek resolution services and report misconduct.</p>	<p>Stakeholders:</p> <p>RPM</p> <p>CCE Network</p> <p>Staff</p>
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PROCESS *(Promoting & Equitable and Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All	Strategic Objective 4: Design and develop resources and opportunities to create a culture of accessibility that facilitates equitable, inclusive learning and working environments	<ul style="list-style-type: none"> Number of faculty and staff trained in accessibility-related areas Number of electronic and information technology (EIT) assets that are in alignment with the EIT Accessibility SPG Number of existing and newly launched accessibility services, resources and training opportunities Satisfaction with Michigan Engineering climate among students, faculty and staff as measured by the climate survey 	<p>4-2-1: Hire and onboard a Michigan Engineering disability navigator.</p> <p>4-2-2: Pilot an ableism and accessibility workshop series.</p> <p>4-2-3: Continue and expand the 10 Week Accessibility Challenge.</p> <p>4-2-4: Expand the number and availability of software tools (e.g. Grackle) that enhance digital accessibility.</p> <p>4-2-5: Develop and launch a grant program for faculty/instructors to make course content accessible.</p>	<p>OCCE</p> <p>Implementation Stakeholders:</p> <p>CAEN</p> <p>SPG implementation steering committee</p> <p>SPG Implementation working group</p> <p>ECRT</p> <p>Other university partners</p>

		<ul style="list-style-type: none"> Percent of students, faculty and staff that feel able to perform up to full potential at Michigan Engineering as measured by the climate survey 		
All	Strategic Objective 5: Develop a set of evaluation and assessment methodologies and tools for continuously collecting, analyzing, and reporting data on Michigan Engineering's diversity, equity and inclusion efforts	<ul style="list-style-type: none"> Number of DEI evaluation and assessment needs identified and addressed Number of DEI metrics collected and tracked Number and percent of programs and strategies with measurable DEI-related goals Number of Michigan Engineering departments/units reviewing and utilizing DEI data to inform departmental level DEI initiatives 	<p>5-2-1: Socialize the evaluation approach and communicate evaluation findings to the broader Michigan Engineering community.</p> <p>5-2-2: Develop a current programming effectiveness evaluation plan to inform decisions about program direction.</p> <p>5-2-3: Continue to gather community feedback through listening sessions, town halls, focus groups, surveys, informational interviews, and other feedback mechanisms to inform DEI 2.0 efforts.</p>	<p>OCCE</p> <p>Implementation Stakeholders:</p> <p>RPM</p> <p>Michigan Engineering departments/units</p>
All	Strategic Objective 6: Create and implement a sustainable, effective DEI funding model for Michigan Engineering to support current and new DEI initiatives, programs and strategic priorities	<ul style="list-style-type: none"> Amount of funding raised for DEI initiatives and programs Amount of dedicated resources for DEI initiatives Number of programs that move from term-limited funding to sustainable funding and/or number of programs concluded based upon an evaluation of their effectiveness 	<p>6-2-1: Define and implement a process for establishing the DEI programmatic financial requirements, current financial gaps and collateral required to fundraise.</p> <p>6-2-2: Senior Executive Director of Advancement and the Executive Director of Culture, Community and Equity meet bi-annually to discuss DEI funding needs and priorities in the unit.</p>	<p>OCCE</p> <p>Implementation stakeholders:</p> <p>Advancement</p> <p>Dean's Engagement</p> <p>U-M Development</p> <p>RPM</p>

PRODUCTS (*Education, Scholarship and Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All	Strategic Objective 7: Create a climate of inclusion and belonging by designing and developing resources and opportunities for engagement and interaction that facilitate a more equitable and inclusive learning environment for students	<ul style="list-style-type: none"> ● Number and percent of Michigan Engineering instructors reached through Teaching Equity Engineering (TEE) center and CRLT-Engin services (such as teaching circles, workshops, etc.) ● Number of instructors engaged in inclusive and equitable teaching professional development ● Number and percent of faculty that incorporate equity-focused teaching strategies into courses as reported on the Faculty Activities Report (FAR) ● Number and percent of faculty that incorporate DEI case studies into courses as reported on the Faculty Activities Report (FAR) ● Reported conflict incidents as measured through CARE Center conflict resolution reporting ● Satisfaction among students with Michigan Engineering climate as measured by climate survey ● Feeling of belongingness among students in learning environments as measured by climate 	<p>7-2-1: Foster equitable and inclusive learning environments for students by: a: Partnering with departments and college offices to leverage and build on current efforts, such as the faculty learning communities and inclusive teaching training.</p> <p>7-2-2: Hold community conversations with students to identify challenges and intervention strategies for engaging students in creating a climate of inclusion and belonging in their learning environments.</p> <p>7-2-3: Identify initiatives to cultivate a climate of greater connection and community.</p>	OCCE Implementation Stakeholders: ADAA ADGPE ADUE LIT RPM CARE

		survey		
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Plans for Supporting, Tracking and Updating the Strategic Plan

The Michigan Engineering Executive Director of Culture, Community and Equity is the key contact for stewardship of the plan. They will be assisted by the Michigan Engineering Program Director of Equity, Strategy and Innovation and the Program Director of Evaluation and Assessment, as well as additional staff in the Office of Culture, Community and Equity in tracking and supporting the plan implementation.

Michigan Engineering’s Office of Culture, Community and Equity will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. Michigan Engineering’s DEI-related groups, networks or committees that represent the key constituencies listed in this plan will be consulted. A midyear status report on progress will be presented to Michigan Engineering leadership and a final evaluation of metrics and accomplishments against the plan, as well as recommendations, will be presented to Michigan Engineering leadership each spring.

Glossary of terms

ADAA	Associate Dean for Academic Affairs
ADGPE	Associate Dean for Graduate and Professional Education
ADR	Associate Dean for Research
ADUE	Associate Dean for Undergraduate Education
CAEN	Computer Aided Engineering Network
CARE	Consultation, Assistance and Resources in Engineering
C&M	Communications and Marketing
C-SED	Center for Socially Engaged Design
CRLT-Engin	Center for Research on Learning and Teaching in Engineering
DEI	Diversity, Equity and Inclusion
DEI SAB	Diversity, Equity and Inclusion Student Advisory Board
ECRT	Equity, Civil Rights & Title IX Office
EIT	Electronic and Information Technology Accessibility
FAR	Faculty Activity Report
LIT	Liaison in Teaching
M-PACE	Michigan Postdoctoral Association of the College of Engineering
OCCE	Office of Culture, Community and Equity
O DEI	Office of Diversity, Equity and Inclusion
OGC	Office of General Counsel
OSA	Office of Student Affairs

RPM	Resource Planning and Management
STAMPS	Penny W. Stamps School of Art and Design
SPG	Standard Practice Guide
STEM	Science, Technology, Engineering and Mathematics
UMAY	University of Michigan Asks You
URM	Under-represented Minority

Constituency Working Group Members (February 2023)

Faculty Constituency Working Group Members

Sara Pozzi, *University Diversity and Social Transformation Professor, Professor of Nuclear Engineering and Radiological Sciences and Professor of Physics, Director of Diversity, Equity and Inclusion*
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 Jon Estrada, *Assistant Professor of Mechanical Engineering*
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