

UPDATED JULY 16, 2024

## Equity, Civil Rights, and Title IX (ECRT)

Diversity, Equity and Inclusion Strategic Plan | FY 2025

### Strategic Plan Overview

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#### 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. 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.

To further promote our mission and values regarding diversity, equity and inclusion, ECRT proudly engages in the University's strategic planning by overseeing a planning process that will result in a five-year plan for diversity, equity and inclusion, covering our key constituencies.

We do so with the following values as our guiding principles:

- We must act with deliberateness and humility as we seek to respect and leverage diversity, ensure equity, and promote inclusion.
- We must examine and learn from the outcomes of our past efforts and work to improve them.
- We must act on our commitment, in accordance with the law, to contribute to a just society and to affirm the humanity of all persons.

#### Goals [Diversity Equity & Inclusion]:

Diversity – We commit to increasing diversity, which is expressed in myriad of forms, including race and ethnicity, sex, gender and gender identity and gender expression, 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 ECRT]:**

ECRT oversees, facilitates, and supports U-M’s efforts to ensure equal opportunity for all persons regardless of race, color, national origin, age, marital status, sex, sexual orientation, gender and gender identity and gender expression, disability, religion, height, weight, or veteran status in employment and educational programs, activities, and admissions. ECRT serves the entire University community through prevention, investigation, and education to areas pertaining to civil rights, sexual and gender-based misconduct/Title IX, the Americans with Disability Act, and other matters, building towards safe places to learn, live, work, and heal. Each of these areas offers opportunities for work on diversity, equity, and inclusion. As a unit within the President’s Office, ECRT serves all schools, colleges, and units across the University, and ensure its members have equitable access to the University’s resources regardless of their identity.

**Key Strategies & Constituencies:**

Our DEI team has identified a set of strategic objectives that help to further university-wide goals for DEI. These have been aggregated into the three distal objectives of people, product, and process. Each of these strategic objectives is accompanied by metrics that will be tracked over time. All strategic objectives and related actions will be pursued in accordance with the law and University policy.

The identified strategic objectives incorporate a two-pronged approach. The first approach identifies the need to create an inclusive workplace for staff, with particular emphasis on career advancement and unit belonging. The second approach involves making ECRT an accessible unit by: removing any barriers to access, either as an employee or a visitor of the unit; and, ensuring our staff are providing equitable and inclusive service to our diverse university community.

## Planning Process Used

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**Planning Lead(s):**

- Pedro Coracides - PEAR Specialist
- Andrew Kruley - Senior Investigator

**Planning Team:**

- Pedro Coracides - PEAR Specialist
- Andrew Kruley - Senior Investigator
- Tami Strickman - Executive Director ECRT, Special Advisor to the President

**Implementation Highlights and Planning Process Summary:**

For FY24 we accomplished the following:

- We started a monthly DEI meeting the 3rd Thursday of every month. We generally have about 75% participation from all members in ECRT in hybrid format as we have some staff not local. The meeting has been used to give updates from the DEI Leads meeting, trainings, and any conversations that staff want to have.
- We started a DEI committee that mainly plans our monthly meetings. We also review any survey information that we get as well as take a look at national or local issues that might be impacting our staff and determine ways to provide engagement.
- We implemented a DEI website for ECRT that captures any DEI events going on around campus, resources for holidays to consider when engaging with staff, and other useful information.

ECRT issued the same survey used during our planning year (FY24) as our framework for the collection of data, analysis, idea generation, and summary of engagement. The planning team used this survey to assess our progress and inform our FY 25 update. The survey was comprised of questions from the university-wide climate survey as well as questions developed by the planning team. The survey was shared in June 2024 and staff had two weeks to respond. Data from the survey was then used to draft strategic objectives. The objectives were shared with all staff in ECRT and their feedback was incorporated into our final version approved by unit leadership.

**Data and Analysis: Key Findings**

**Summary of Data:**

Two data sources were used to inform the development of our plan: Demographic Data provided by Human Resources, and Climate Survey Data compiled from a survey sent to ECRT staff during the planning phase.

**Demographic Data:**

Demographic data in this report are provided by Human Resources and are populated with information pertaining to regular, active, and paid leave employees from a Human Resource Snapshot.

Table 1: Staff by Age

| Diversity Equity Inclusion                    |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| All groups smaller than 5 are indicated by ** |          |          |          |          |          |
| Age   | Fall2019 | Fall2020 | Fall2021 | Fall2022 | Fall2023 |
| 20-29   | **       | **       | **       | **       | **       |
| 30-39   | 5        | 5        | 12       | 13       | 17       |
| 40-49   | **       | 6        | 5        | 10       | 13       |
| 50-59   | **       | **       | **       | **       | 9        |
| 60-64   | **       | **       | **       | **       | **       |
| 65-69   | **       |          |          |          |          |

Table 2: Staff by Race/Ethnicity

| Diversity Equity Inclusion                    |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| All groups smaller than 5 are indicated by ** |          |          |          |          |          |
| Race/Ethnicity                                | Fall2019 | Fall2020 | Fall2021 | Fall2022 | Fall2023 |
| Asian   | **       | **       | **       | **       | **       |
| Black or African American                     | **       | **       | **       | **       | 6        |
| Hispanic or Latino                            | **       | **       | **       | **       | **       |
| White   | 11       | 10       | 14       | 21       | 32       |
| Two or More                                   |          | **       | **       | **       | **       |

Table 3: Staff by Sex

| Diversity Equity Inclusion                    |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| All groups smaller than 5 are indicated by ** |          |          |          |          |          |
| Sex   | Fall2019 | Fall2020 | Fall2021 | Fall2022 | Fall2023 |
| Female  | 11       | 14       | 19       | 22       | 33       |
| Male  | **       | **       | **       | 8        | 9        |

Table 4: Staff by Underrepresented Minority

| Diversity Equity Inclusion                    |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| All groups smaller than 5 are indicated by ** |          |          |          |          |          |
| URM   | Fall2019 | Fall2020 | Fall2021 | Fall2022 | Fall2023 |
| Non-Underrepresented Minority                 | 11       | 11       | 15       | 22       | 33       |
| Underrepresented Minority                     | **       | 5        | 7        | 8        | 9        |

### ECRT Climate Survey Data

An electronic survey was sent to staff in June 2024 and had 46 responses in total, representing approximately 90% of the total size of ECRT. The survey had three assessment goals that align with DEI 2.0 distal objectives:

- People: Overall climate of the department
  - We used questions from the Campus Climate survey to assess our overall unit climate around elements pertaining to DEI.
- Process: Level of awareness with DEI related topics
  - We used elements from the book “Advancing Inclusion” as well as our personal DEI knowledge to identify DEI topics that would be appropriate to increase our knowledge. This section was created to determine overall unit level of awareness on DEI knowledge to make our education goals more purposeful.
- Product: Our inclusion efforts when dealing with external customers (i.e., faculty, staff, and students)
  - We acknowledge that ECRT does not operate in a vacuum and as such we serve a diverse University community. We thus developed a few questions to assess our ability to offer inclusive service to our community.

### **Key Findings, Themes and Recommendations:**

Of respondents, 29% have been in ECRT less than 1 year, 58% 1-4 years, and only 13% more than 4 years. Survey participation by staff and the results were influenced by the overall newness of ECRT staff. The results can generally be summed up into the following findings:

- **People: Overall climate of the department**
  - 90% or more of those answering climate related questions felt neutral or better on ECRT's climate.
  - One important note of consideration is ECRT has continued to grow rapidly over the last 12 months. Thus, many of the newer staff in ECRT expressed not feeling comfortable commenting on questions pertaining to ECRT's performance for a period they were not a member of the unit.
- **Process: Level of awareness with DEI related topics**
  - Staff have leaned on DEI trainings or conversations with colleagues as their primary forms of engagement. A large portion of staff have never utilized media such as film or podcasts to increase their knowledge.
  - A large portion of the unit has a good baseline knowledge on a variety of DEI concepts, indicating their own efforts to learn.
  - This will provide us a unique opportunity to dive deeper into these concepts and encourage staff to think of more creative ways to increase their knowledge on DEI concepts outside traditional methods (e.g., trainings, workshops, books, etc.).
- **Product: Our inclusion efforts when dealing with external customers (i.e., faculty, staff, and students)**
  - Staff were asked whether they utilize preferred name and pronouns when meeting with visitors to ECRT, as well as asking whether visitors need any accommodations. The majority of staff indicated they do this most times or rarely.
  - This provides an opportunity for ECRT to review our processes ensure we are providing inclusive service to the university community.

## Strategic Objectives, Measures of Success and Action Plans\*

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### **Introduction:**

The ECRT DEI 2.0 plan covers the staff within ECRT as well as the University community members it serves. 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 detail on assignments, timelines, and accountabilities, see the Action Planning Table. All strategic objectives and related actions will be pursued in accordance with the law and University policy.

## PEOPLE (Recruit, Retain & Develop a Diverse Community)

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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.

### **Strategic Objective #1**

**Strategic Objective:** Create equitable access for the application and promotion of roles in ECRT

**Constituencies:** ECRT staff and U-M community broadly

**Metrics:** Results from our yearly ECRT staff climate survey and any relevant exit interview data

**Actions:**

- Create a standard for when roles require more than a bachelor's degree as the minimum requirement and update all job descriptions
- Develop a scholarship program that provides funds and access to a project for an individual advancing their education in law or social work
- Provide additional incentives to staff for going above and beyond in their work (e.g., time off award, birthday off, etc.)
- Develop an ECRT exit interview
- Post ECRT job postings more broadly, including in areas that reach more diverse populations

**Primary DEI Goal:** Diversity

### **Strategic Objective #2**

**Strategic Objective:** Build a strong, unified, and diverse ECRT staff

**Constituencies:** ECRT Staff

**Metrics:** Number of unit meetings and gatherings that help staff build community and grow.

**Actions:**

- Create a monthly DEI meeting that allows staff to connect with each other on DEI topics
- Hold community conversations that will help staff hear each other as a way to drive connection and lead to unity.

**Primary DEI Goal:** Equity

## **PROCESS (Create an Equitable and Inclusive Campus Climate)**

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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.

### **Strategic Objective #1**

**Strategic Objective:** Advance staff knowledge on various DEI topics including microaggressions, oppression, marginalization, social justice, and disability awareness

**Constituencies:** ECRT staff

**Metrics:** Number of staff indicating a higher level of knowledge on our unit survey.

**Actions:**

- Promote various podcasts for staff to increase their knowledge of the above topics
- Provide in person training around various DEI topics that will create an engaging, high performance, and inclusive environment
- Create a regular meeting space for DEI discussion and engagement that creates an opportunity for connection amongst staff to discuss and learn about various DEI related topics

**Primary DEI Goal:** Inclusion



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

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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.

### **Strategic Objective #1**

**Strategic Objective:** Create a more inclusive environment by increasing awareness of the DEI-related concepts that intersect with ECRTs work

**Constituencies:** U-M community

**Metrics:**

- Number of trainings delivered to the University community
- Number of partnerships established outside of ECRT that help to advance awareness of how our office can help other spaces advance their DEI efforts
- Number of circles requested and facilitated

**Actions:**

- Create partnerships with other organizations that intersect with the work that ECRT does
- Support the education of DEI topics that intersect with ECRT work
- Create trainings that identify existing University resources for reporting concerns and to encourage student, faculty, and staff to report concerns for resolution
- Make restorative justice circles available to ECRT colleagues that allows for internal conflict to be addressed

**Primary DEI Goal:** Inclusion

### **Strategic Objective #2**

**Strategic Objective:** Infuse the principles of DEI into ECRT services

**Constituencies:** U-M community

**Metrics:** Results from a stakeholder satisfaction survey

**Actions:**

- Development and distribution of a post engagement survey for all ECRT investigations and trainings
- ECRT staff training to reduce any implicit bias in our work to deliver a compassionate experience

**Primary DEI Goal:** Equity

## Goal-related Metrics – ECRT Measures Tracked Over Time

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### ECRT Metrics:

#### 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

#### Other DEI unit metrics

- Assessment of DEI related trainings
- Assessment of types of media to gain DEI knowledge
- Feeling of belongingness for ECRT visitors

## 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 |
|------------------------------|--|--|---|--------------------------|
| ECRT staff and U-M Community | Create equitable access for the application and promotion of roles in ECRT | Results from our yearly ECRT staff climate survey and any relevant exit interview data | Create a standard for when roles require more than a bachelor's degree as the minimum requirement and update all job descriptions           | ECRT Directors           |
|                              |  |  | Develop a scholarship program that provides funds and access to a project for an individual advancing their education in law or social work | Tami S.                  |
|                              |  |  | Provide additional incentives to staff for going above and beyond in their work (e.g., time off award, birthday off, etc.)                  | ECRT Directors           |
|                              |  |  | Develop an ECRT exit interview  | ECRT Directors           |
|                              |  |  | Post ECRT job postings more broadly, including in areas that reach more diverse populations   | ECRT HR                  |
| ECRT staff                   | Build a strong, unified, and diverse ECRT staff                            | Number of unit meetings and gatherings that help staff build community and grow.       | Create a monthly DEI meeting that allows staff to connect with each other on DEI topics   | Andrew K.<br>Pedro C.    |
|                              |  |  | Hold community conversations that will help staff hear each other as a way to drive connection and lead to unity.                           | Andrew K.<br>Pedro C.    |

**PROCESS** (*Promoting & Equitable & Inclusive Community*)

| Key Constituency | Strategic Objective   | Associated Metrics  | Detailed Actions Plan (measurable,specific)   | Group/person accountable   |
|------------------|---|---|---|----------------------------|
| ECRT Staff       | Advance staff knowledge on various DEI topics including microaggressions, oppression, marginalization, social justice, and disability awareness | Number of staff indicating a higher level of knowledge on our unit survey | Promote various podcasts for staff to increase their knowledge of the above topics  | Andrew K. Pedro C.         |
|                  |   |   | Provide in person training around various DEI topics that will create an engaging, high performance, and inclusive environment  | Tami S. Andrew K. Pedro C. |
|                  |   |   | Create a regular meeting space for DEI discussion and engagement that creates an opportunity for connection amongst staff to discuss and learn about various DEI related topics | Andrew K. Pedro C.         |

## PRODUCTS (*Education, Scholarship & Service*)

| Key Constituency | Strategic Objective  | Associated Metrics  | Detailed Actions Plan (measurable,specific)  | Group/person accountable |
|------------------|--|---|--|--------------------------|
| U-M Community    | Create a more inclusive environment by increasing awareness of the DEI-related concepts that intersect with ECRTs work | Number of partnerships established outside of ECRT that help to advance awareness of how our office can help other spaces advance their DEI efforts | Create partnerships with other organizations that intersect with the work that ECRT does   | ECRT Staff               |
|                  |  | Number of trainings delivered to the University community partnerships established  | Support the education of DEI topics that intersect with ECRT work  | ECRT Staff               |
|                  |  |   | Create trainings that identify existing University resources for reporting concerns and to encourage student, faculty, and staff to report concerns for resolution | ECRT Staff               |
|                  |  | Number of circles requested and facilitated.  | Make restorative justice circles available to ECRT colleagues that allows for internal conflict to be addressed.   | ECRT/PEAR Staff          |
| U-M Community    | Infuse the principles of DEI into ECRT services  | Results from a stakeholder satisfaction survey  | Development and distribution of a post engagement survey for all ECRT investigations and trainings   | ECRT Directors           |
|                  |  |   | ECRT staff training to reduce any implicit bias in our work to deliver a compassionate experience  | Andrew K. Pedro C.       |

## Plans for Supporting, Tracking and Updating the Strategic Plan

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The planning team, ECRT Executive Director and DEI leads, are stewards of the ECRT DEI 2.0 plan. The DEI leads will be the main points of contact as well as provide tracking and support for plan implementation. The planning team will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to all ECRT staff in January and a final evaluation of metrics and accomplishments against the plan, as well as recommendations will be presented to ECRT staff beginning in April.