Gerald R. Ford School of Public Policy

Diversity, Equity, and Inclusion Strategic Plan | FY 2025

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Strategic Plan Overview

The Gerald R. Ford School of Public Policy has made significant progress in advancing its diversity, equity, and inclusion (DEI) objectives since the adoption of its strategic plan in 2016. The inaugural plan was led by a faculty point person, as well as a newly hired DEI Officer, who coordinated DEI activities, served as a liaison with schools, colleges, and units, and led the community in the assessment and development of DEI-related resources.

The Ford School has developed an ambitious and achievable DEI 2.0 strategic plan. Our updated plan maintains focus on key areas including, recruiting, retaining and developing a diverse community; creating and promoting a more inclusive and equitable climate and culture; and infusing the principles of DEI into our innovative teaching, scholarship, and research. As we begin year two of the strategic plan, we recognize that achieving these goals requires the active and ongoing engagement and commitment of the entire Ford School community, as well as the support of the university's leadership and other units across campus.

We will continue to rely on the support of Ford School leadership, faculty, staff, and students for successful plan implementation. To identify priorities and proposed actions, the Ford School will continue to solicit input from various constituencies of the community. The leadership teams, inclusive of the Dean, associate deans, senior staff, the executive committee, faculty, staff, student organizations, DEI officers, DEI co-leads, the DEI Coalition, Student & Academic Services Office, Marketing and Communications, Career Services, Development & Alumni Relations, the Leadership Initiative, Operations & Human Resources, curricular committees, and our research centers are among the offices and individuals that will continue to be involved in the implementation of the plan.

We affirm our alignment with U-M's commitment to DEI, as emphasized by President Santa Ono's 2022 Leadership Welcome Address. We continue to embrace the belief that "Diversity and academic excellence go hand in hand." The President also emphasized the importance of integrity and the responsibility of all members of the university community to contribute to a positive learning and working environment, stating "We cannot be excellent without being diverse in the broadest sense of that word. I am very impressed by the work carried out with DEI 1.0. And I look forward to launching DEI 2.0 in a year. Until then, we will continue to assess our progress, test new ideas, and have difficult conversations about challenging issues. We will listen, and we will learn as we move forward."

The Ford School firmly upholds its commitment to promoting DEI. Furthermore, we understand that acknowledging and valuing DEI is an essential component of studying and practicing public policy. This entails utilizing critical and analytical thinking to assess the impact of public policies on diverse populations. And it encourages us to devise effective strategies to implement public policies to ensure their benefits across populations in local, national, and global contexts.

Goals [Diversity, Equity & Inclusion]:

Our commitment to the public good is inseparable from our commitment to diversity, equity, and inclusion. We value community, integrity, respect, and service. We aspire for our work to be excellent, relevant, rigorous, collaborative, engaged, and impactful.

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 the Ford School of Public Policy]:

Diversity and the Study and Practice of Public Policy

As a discipline, public policy occupies a unique place within society. Driven by our mission, the Ford School is a community dedicated to the public good. We inspire and prepare diverse leaders grounded in service, conduct transformational research, and collaborate on evidence-based policymaking to take on our communities' and our world's most pressing challenges. If we aim to prepare diverse leaders to take on our communities' and our world's most pressing challenges and conduct transformational research, we must do better at explicitly examining the forces at work that create systemic and structural inequalities.

As part of our commitment to engage more deeply with our mission and core values, this includes but is not limited to exploring the role of policy history and its lasting implications, more fully contextualizing interpretations of research findings, reexamining data sources and analytic methods, and communicating these findings to intended audiences.

Attention to and respect for diversity, equity, and inclusion:

- requires us to think critically and analytically about how public policies may affect people differently—including how these effects might vary depending on experience, circumstances, history, culture, and location.
- allows us to understand both the challenges and the value of the population changes occurring within the United States and other countries, as well as the growing interconnectedness of people worldwide. It helps us to better analyze conflict while developing resolutions that are likely to be more legitimate among heterogeneous populations.
- encourages us to think through, in a nuanced way, how to develop and implement public policies so that we can ensure their benefits across populations.

All of these dimensions are critical in training students to be active and engaged citizens—leaders in an increasingly diverse world.

Although the current socio-political context has created a heightened sensitivity and sense of urgency regarding the need for deeper engagement, we see this evolution as essential to our mission and core values over the long term. Further, we see this as an essential part of our broader DEI efforts.

Key Strategies & Constituencies:

Ford School **faculty, staff, and students** are the main constituencies of this strategic plan. Except where specified, the plan pertains to all Ford School faculty, staff, and students. Our DEI team, supported by senior leadership, has identified several strategic objectives to advance our DEI goals. These have been aggregated into the three distal objectives determined by the university:

1. **PEOPLE** (Recruit, Retain, and Develop a Diverse Community) – People encompasses the overarching strategy focused on recruiting, retaining, and developing a diverse community at U-M. This distal objective is centered on the questions of who is in the Ford School, as well as who is successful in these spaces. We explore these issues at the student, staff, and faculty levels.

2. **PROCESS** (Create an Equitable & Inclusive Campus Climate) – Process is connected to creating and promoting a more inclusive and equitable climate and culture. This distal objective speaks to our efforts in the creation and nurturance of a multicultural and inclusive campus community. This means more than just mitigating overt acts of discrimination and bias, but rather increasing our collective awareness of the influence of implicit bias on decision-making, policy development, communication, and conflict within the community, and our commitment to creating and promoting welcome and inclusive spaces. We must also be mindful that differences do not only arise from visible identities, but a variety of experiences that contribute to inclusion.

3. **PRODUCTS** (Support Innovative and Inclusive Teaching, Research & Service) – Products infuse the principles of DEI into our innovative teaching, scholarship, research and/or service. This domain involves the consideration of whether diversity, equity, and inclusion are foundational aspects of the curricula, scholarship, and the service delivery model in the Ford School. In addition, this also may pertain to the types and quality of educational events and service opportunities that are taking place for members of our own communities. We should be mindful to examine whether our service is equitable, tailored to the unique needs of the populations we serve, and inclusive.

Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single- and, in some cases, multiple-year actions the Ford School will pursue to advance and accomplish those objectives.

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

Implementation Highlights and Planning Process Used

The function of the Ford School's DEI Officers, DEI 2.0 planning team, DEI co-leads, and DEI Coalition are to oversee a high-quality and engaging planning process that results in the DEI 2.0 strategic plan that covers the main constituency of this plan (i.e., faculty, staff, and students) of the Ford School. The DEI 2.0 strategic plan is:

- highly aspirational — consistent with the leading role that U-M has played in matters of diversity throughout its history, and with the Ford School's strong commitment to DEI;
- supported by a series of specific, measurable goals, and action items pursued in accordance with the law and University policy; and
- consistent with broad areas of research, educational, and public engagement activities that occur throughout the Ford School.

Members of the **DEI 2.0 planning team** include:

- Stephanie Sanders, DEI Officer, Lecturer
- Dom Adams-Santos, Associate Diversity Officer; Associate Director of the Center for Racial Justice
- Celeste Watkins-Hayes, Interim Dean
- Luke Shaefer, Associate Dean for Academic Affairs
- Catie Hausman, Associate Professor of Public Policy
- Laura Lee, Director of Communications and Outreach
- Caitlin Khalsa, Special Assistant to the Dean

Members of the **DEI Co-Leads team** include:

- Stephanie Sanders, DEI Officer, Lecturer
- Dom Adams-Santos, Associate Diversity Officer; Associate Director of the Center for Racial Justice
- Luke Shaefer, Associate Dean for Academic Affairs
- Catie Hausman, Associate Professor of Public Policy

Members of the **DEI Coalition** include:

- Stephanie Sanders, co-chair
- Dom Adams-Santos, co-chair
- Luke Shaefer, Associate Dean for Academic Affairs, *ex officio*

- Catie Hausman, Attia Qureshi, and Molly Spencer, faculty representatives
- Gail Tien and Aaron Jackson, staff representatives
- Kandra Rosatti, Hugo Quintana, undergraduate student representatives

During the planning year, the Ford School's **DEI Coalition** carried out the charge to:

- provide critical support and leadership for the DEI 2.0 strategic planning process
- assist co-chairs with planning and execution of administrative processes
- actively engage with respective constituent groups during the DEI 2.0 strategic planning year
- share feedback with co-chairs to refine roundtable questions
- generate ideas for student outreach
- review climate data for key constituent groups

Implementation Highlights and Planning Process Summary

It is important to highlight the various initiatives and efforts undertaken by the Ford School to assess and build on our DEI efforts.

The 2021-2022 academic year marked the conclusion of the university's initial Diversity, Equity and Inclusion (DEI) Five-Year Strategic Plan, known as DEI 1.0. It also marked the beginning of a year-long evaluation process in which central and unit-level content and actions from DEI 1.0 were thoroughly assessed. Findings from the evaluation period helped to guide the yearlong planning phase for the Ford School's next DEI strategic plan, DEI 2.0.

The path toward DEI 2.0 seeks to provide community members with a critical analysis and impact of our DEI 1.0 plan. At the Ford School, we continued to evaluate and learn from our first 5-year strategic plan for DEI too. At the same time, we kept the important work moving forward, infused in everything we do. With input from student leaders, the DEI Coalition, faculty, staff, and alumni, we identified 6 key priorities to focus on during this interim period. During the roll-out of the 6 priorities, known as DEI 1.5, Ford School leadership shared notable progress in the implementation of DEI 1.0. We welcomed input and engagement from the Ford School community on the work ahead.

During June 2022, Ford School representatives attended a one-day strategic planning retreat for U-M DEI planning. The planning session was designed to bring leaders together to reflect on DEI 1.0 outcomes, build on our ongoing work and information gathered during the Evaluation Year, and create capacity to develop more strategic focus and streamline DEI 2.0 plans. Overall, the retreat was a positive step towards advancing DEI 2.0 priorities and our commitment to promote positive organizational change. The DEI 2.0 planning year began with a special community event and reception. "Our DEI Why," event was supported by Communications & Outreach, the DEI 2.0 planning team, and the DEI Coalition.

With continued engagement from Ford School key constituencies, we gathered input and creative ideas to shape the DEI 2.0 priorities. Beginning in the fall of 2022 from fall 2022 - winter 2023, Stephanie Sanders and Dom Adams-Santos, DEI Officers, facilitated 17 roundtable discussions with faculty, staff, research center staff, Graduate Student Instructors (GSI), and select student organizations. All groups received the questions in advance of roundtable discussions. To be as inclusive and accommodating as possible, sessions were held in person, via Zoom, and in a hybrid format. The faculty roundtable discussion was facilitated during the in-person December faculty meeting. A few staff teams met in person during their regularly scheduled team meetings and via Zoom. Research center staff met in a hybrid format to accommodate staff in different geographical locations and time zones, and student organizations met via Zoom.

Data gathering efforts included 17 roundtable discussions with various key interest groups, including faculty, staff, research center staff, and undergraduate and graduate students. In total, approximately 170 participants representing a range of perspectives contributed to the roundtable discussions, resulting in over 130 unduplicated feedback items for consideration. The input gathered from the roundtable discussions are a critical component to help shape DEI 2.0 priorities that align with the needs of our community.

- Fall semester (December 20): Roundtable discussions were held with Development, Career Services, and the Ford School faculty.

- Winter semester (January 13 – March 31): Roundtable discussions were facilitated with representatives from various areas and student organizations, including the Leadership Initiative; Operations Team & Human Resources; Student & Academic Services; Communications & Outreach; Youth Policy Lab; Poverty Solutions; Science, Technology, and Public Policy; Weiser Diplomacy Center; Program in Practical Policy Engagement; Center on Finance, Law & Policy; Education Policy Initiative; Center for Local, State, and Urban Policy; Ford School Undergraduate Council; Women and Gender in Public Policy; GSIs; Global Fordies; Out in Public; and the Student Affairs Committee.

Introduction

Our DEI Planning year commenced in October 2022, and we immediately began to work in close consultation with Ford School leadership, the DEI 2.0 Planning team, and the DEI Coalition. Together, we drafted a comprehensive timeline of strategic planning events, conducted a thorough review of climate data and demographic trends, and identified numerous opportunities for student engagement during the data gathering process. Additionally, we refined our roundtable discussion protocol to include ground rules, a review of the four DEI pillars from our DEI 1.0 strategic plan (i.e., diversifying who we are, diversifying what and how we teach, promoting an equitable and inclusive climate, and diversifying our research and policy engagement), and drafted discussion prompts that were tailored to each constituent group (faculty, staff/research center staff, student organizations, and graduate student instructors). The questions covered areas such as:

- Strategies for diversification of faculty, staff, and students along a variety of dimensions
- Curriculum development to embrace anti-racist and global perspectives
- Creating an equitable and inclusive environment for all community members
- Diversify and amplify our research and policy engagement
- Improving support systems for international students and underrepresented groups, among others

Socialization of Results

To keep key interest groups informed about the emergent themes from roundtable discussions and the planning process, regular updates were provided to the DEI 2.0 Planning Team. In addition, the findings from the roundtable were presented at an all-staff meeting, and area reports were created and shared with senior staff leadership. Members of the senior staff reviewed generated area reports in collaboration with their teams, assessing area priorities and considering factors such as financial costs, availability of external resources, and labor requirements for each proposed initiative. For high-priority items, teams were asked to provide a brief narrative explaining the importance of the initiative(s) and offering initial ideas for implementation.

DEI 2.0 Strategic Plan Funding Process

At U-M, schools, colleges, and units are expected to treat DEI as a core part of their mission and should plan to allocate funds toward DEI-related activities, just as they do with all high-priority activities. As communicated by ODEI, new central funds are available to units to catalyze innovative, evidence-based, and well-designed efforts that enhance DEI. This cost-sharing strategy aligns with the idea that DEI is a part of the core mission of every unit at the university.

The Ford School, in collaboration with the Dean, DEI officers, senior staff leadership, and our Chief Administrative Officer, continued to identify high-priority items to be submitted to the Office of Budget & Planning for funding consideration.

Conclusion

During the DEI 2.0 planning process, roundtable discussions were facilitated with key constituencies resulting in approximately 130 unique items for consideration. The dissemination of these results included presenting the findings during an all-staff meeting, creating area reports for members of the senior staff leadership team, and gathering feedback and prioritization from senior staff leadership teams.

As we embark on year two of the DEI journey, we are committed to building on our past achievements while addressing new challenges. Plan progress continues to be characterized by broad community engagement, data-driven decision-making, and a commitment to tangible, impactful outcomes that further strengthen our diverse, equitable, and inclusive community at the Ford School.

Following year 1 highlights, the subsequent section presents our key findings and analysis of the data.

Y1 Implementation Highlights and Planning Process Summary

In October 2023, the Ford School launched an ambitious five-year DEI 2.0 strategic plan, developed collaboratively with faculty, staff, students, and alumni. This plan outlines comprehensive objectives to foster a Culture of Belonging. Following the launch, the DEI Team engaged in extensive community outreach and communication efforts, including information sessions, meetings with key interest groups, and regular updates on progress.

Bolstering DEI Infrastructure and Building Capacity

The Ford School significantly bolstered its DEI infrastructure through:

- Creation of new roles: Senior DEI Strategist, DEI Communications Specialist.
- Reconfiguration of the DEI Coalition into four strategic priority areas, with support from DEI RAs, which include disability & accessibility, international students, gender & sexuality curriculum integration, and mental health & wellbeing.
- Development of resources such as the International Student Guidebook created in partnership with Student & Academic Services and Global Fordies.
- Development of the CAPTION Quick Guide which serves as a checklist for ensuring accessible digital content. Developed collaboratively by the DEI Coalition, Poverty Solutions, and in consultation with U-M Digital Accessibility Community, Ford School Hawkins Family Disability Policy Fellow Diane J. Wright, and others, the quick guide is available on the Ford School Intranet and the DEI webpage.
- Expansion of communication channels and professional development opportunities such as QPR (Question, Persuade, Refer) Suicide Prevention Training with Paige Ziegler, Ford School embedded counselor and a Restorative Practices workshop with Carrie Landrum, in the Office of Equity, Civil Rights, and Title IX. Allison Kushner, U-M's ADA Coordinator, also attended faculty and staff meetings to connect employees with accommodation resources.
- Establishment of a Ford School DEI-HR partnership to foster an inclusive workplace.

Curriculum and Pipeline Initiatives

- Offered 12 courses focused on racial justice in various contexts including policing, urban and public policy, technology, employment, history, reparations, and economic inequality.
    - PubPol 475: Racial Disparities in Policing: Causes, Consequences, and Correctives
    - PubPol 474/750: Political Violence and Social Inequality
    - PubPol 475/750: Racial Foundations of Public Policy
    - PubPol 475/750: U.S./Latinx Policy Perspectives
    - PubPol 475/750: Race & Urban Policy
    - PubPol 475/750: Race, Technology & Public Policy
    - PubPol 475/750: Race, Place, and Inequality
    - PubPol 475/750: Latinx Policy Perspectives in the United States

- ○ PubPol 495: Policy Seminar: Poverty, Inequality, & Public Policy
- ○ PubPol 727: History, Reparations and Policy
- ○ PubPol 750: Gender, Race & Employment Policy
- ○ PubPol 750: Political Economy of Inequality and Redistribution

- ● Enhanced curricular offerings through the Center for Racial Justice, including speaker series, reading circles, and workshops
  - ○ "Racial Foundations of Public Policy" speaker series explored how race historically shaped the policy discipline.
  - ○ "Racial Justice Reading Circles" convened an interdisciplinary community to analyze racism and anti-racism topics.
  - ○ The "Racial Justice in Practice" workshop series equipped students, faculty, and partners with tools for advancing equity.
  - ○ "Masterclass in Activism" hosts activists who share their journeys advocating for change.

- ● Built on the success of the ASPIRE (Applied Social Policy Internship and Research Experience) summer bridge program with Spelman College. Initially launched in collaboration with the Ford School's Youth Policy Lab, ASPIRE provided four Spelman College students with hands-on policy analysis training examining real-world issues impacting youth. By pursuing additional partnerships with outstanding institutions, more students from Minority Serving Institutions will benefit from this experience gaining direct mentorship and applied policy skills.

Cultivating Belonging through Student Engagement & Inclusive Programming

The Ford School supported numerous initiatives to cultivate a Culture of Belonging:

- ● Regular open office hours and meetings with select student organizations. The touchpoints were opportunities to share updates, explore partnerships, discuss resource needs, and plan for leadership transition.
- ● Funding for major student-led initiatives and cultural celebrations, open to all interested members of the Ford School community, such as Students of Color in Public Policy's (SCPP) Welcome Event and Graduation Celebration, the Community Iftar Dinner hosted by Global Fordies and SCPP, Global Fordies' Eid Dinner Bonfire, and Out in Public's small lending library and inclusive name badges with preferred pronouns.
- ● CommuniTea events for open dialogue on policy issues. Topics ranged from local and national policy issues to global concerns, including Decolonizing the Curriculum, Inclusive Communities and Governance, Navigating Higher Education as a Student of Color, and in honor of National Coming Out Day, one event involved a PEN America letter-writing campaign advocating for legislators to stop book bans.

- Establishment of the Books for Belonging Library located on the 5th floor of Weill Hall. Ford School community members donated over 60 books and suggested additional titles on key topics of interest such as anti-racism, disability and accessibility, gender and sexuality, mental health and well-being, international/intranational topics, faith and spirituality.
- Career Development support tailored for diverse student populations, including international and first-generation students.
  - o International Student Support
    - ▪ Hosted specific career sessions in partnership with Global Fordies.
    - ▪ Organized multiple international alumni career panels.
    - ▪ Facilitated international student representation during career exploration trips and alumni office hours.
    - ▪ Included key insights for international students in the weekly newsletter.
    - ▪ Implemented a strategic onboarding process for international students in Summer/Fall 2023 to engage with Career Services throughout the academic year.

  - o First-Generation Student Support
    - ▪ Conducted a workshop series tailored for first-generation students.
    - ▪ Held the "Navigating First Gen in the Workplace" alumni career panel.
    - ▪ Provided first-generation career skill-building sessions.

  - o Support for URM and Other Student Populations
    - ▪ Collaborated on workshops to support, among others, URM students.
    - ▪ Partnered with Out in Public (OIP) on "Betty's Boutique," offering free, inclusive interview clothing rentals for all students.
    - ▪ Redesigned the Career Services Document Library, on Google Drive with ADA-compliant fonts and formats.
    - ▪ Piloted the DC Trip Travel Grant Program for students with financial need.
    - ▪ Supported student organization leaders with one-on-one advising to help them articulate their leadership experiences in job searches.
    - ▪ Highlighted a broad range of alumni experiences across programs, career exploration trips, and alumni office hours.

Campus-Wide Collaboration and Outreach

The Ford School amplified broadly diverse perspectives through impactful collaborations with several university initiatives and task forces. These joint efforts, which were open to all interested community members, facilitated discussions on identity, navigating societal challenges, and centering traditionally marginalized voices. Highlights include:

- Hosted summer celebratory events including Juneteenth and Pride
- Organized workshops on "Effective Communication" and "Faith, Spirituality, and Public Policy Conversation."
- Collaborated on co-sponsored events with various campus partners

- o Bentley Historical Library, African American Student Project
- o Eisenberg Family Depression Center, Annual Depression on College Campuses Conference
- o Puentes' Latinx Research Week, Illuminating Familismo: Latinx Research Week
- o Women of Color Task Force 42nd Annual Career Conference, "Centering the Voice of Women of Color: Navigating the Digital Age and Cultural Change."
- Hosted an MLK Day lecture with Montgomery, AL, Mayor Steven Reed
- For the third consecutive year, a dedicated staff member participated in the Voices of the Staff network team on Advancing Diversity, Equity, and Inclusion (ADEI). This sustained participation underscores our active role in shaping workplace culture and policies around DEI issues at the campus-wide level.

Accessibility and Inclusion Enhancements

- Installed new room schedule tablets outside classrooms and conference rooms, improving accessibility for all users.
- Coordinated with Plant to install an ADA push pad at the Weill Hall south entrance.
- Redesign of the Career Services Document Library on Google Drive with ADA-compliant fonts and formats.

Communications and Outreach Initiatives

The Communications and Outreach (C&O) team played a crucial role in supporting and amplifying DEI efforts:

- Successful rebranding and launch of DEI 2.0, including a vibrant community display in our 2nd-floor hallway.
- Created engaging videos and social media content to celebrate heritage months.
- Provided design and content support for the Books for Belonging Library
- Supported the development of the CAPTION Quick Guide and International Student Guides to enhance accessibility and support.

Development and Alumni Engagement

In line with our strategic diversity plan, the Ford School has made strides in broadly diversifying our donor base and deepening our understanding of the role diversity plays in philanthropy. The Ford School Committee (FSC) is currently 33% female, and 21% of the FSC identify as people of color. For the 2023-2024 Advisory Board (AB), women comprise 62% of the membership, with 38% identifying as male, and 38% as people of color. Key accomplishments include:
- Engaging broadly Diverse Alumni and Expanding Funding Opportunities:
  - o Secured significant gifts, including:
    - ▪ $100,000 expendable gift for the Public Policy and International Affairs Program (PPIA), an intensive seven-week summer program that focuses on preparing undergraduate students with demonstrated involvement in working

to improve historically underserved or underrepresented communities for graduate studies and careers in public policy and international affairs.

- $50,000 expendable gift and $75,000 planned gift/bequest for BA student support (internships or professional development).
- $73,000 to fund a Center for Racial Justice (CRJ) Fellow

o Engaged in conversations with FSC members, donors, and friends to expand our list of potential speakers representing more conservative viewpoints, furthering our commitment to intellectual diversity.

- Development staff actively participated in various professional development activities to enhance knowledge at the intersection of diversity and philanthropy.
  - o Served on the Development Professionals of Color committee, co-chairing Lunar New Year celebrations
  - o Served as a staff representative on the Ford School's DEI Coalition
  - o Engaged in the Center for Racial Justice (CRJ) Changemaker workshops, including a showcase with the Hawkins family, who supported one of the Ford School Hawkins Family Disability Policy Fellow, Diane J. Wright.
  - o Attended "Ask Me Anything" sessions hosted by Diverse Professionals in Advancement

These efforts have not only work to increase the diversity of our donor base but also enhanced our understanding of how underrepresented donors engage with and are impacted by our development initiatives. Moving forward, we will continue to build on these successes, further diversifying our network and refining our approach to inclusive philanthropy.

Key take aways

The collaborative model of plan implementation across the entire school, with representation from various areas, underscores the collective commitment to advancing DEI initiatives and ensuring that a range of diverse perspectives are considered and integrated into our actions. This approach further ensures that DEI efforts are integrated into the Ford School's mission and vision, driving meaningful change that reflects the values and priorities of the entire Ford School community.

Data and Analysis: Key Findings

DEI Metrics Tracking: Demographic and Climate Survey Data

As we present the strategic diversity plan, it is essential to acknowledge that feedback from the community serves as the cornerstone in identifying strategic plan objectives for year two. We plan to assess progress towards DEI goals and remain committed to being accountable for the progress made in this endeavor. Additionally, the university tracks various metrics used to track progress and advances diversity broadly defined. To this end, the metrics used below are easily accessible through the DEI dashboard (DEI Demographic Metrics), which was developed through a collaboration

between ODEI, OBP, and Information and Technology Services. The data outlined in this report highlights shifts in progress and outcomes within demographic data, as well as climate data.

The inclusion of demographic and climate data is crucial as it allows for a deeper understanding of the experiences of members of our community. By analyzing these data, we can better understand the experiences of individuals from diverse backgrounds, identify opportunities for growth and improvement, and evaluate the effectiveness of DEI initiatives and monitor progress towards specific goals.

What follows is demographic and climate survey data for our undergraduate students, graduate students, staff, and faculty constituencies.

Undergraduate Student Demographics by Race (2018-2022)

Non-White 28% — 2018 n=154 — White 72%

Non-White 26% — 2019 n=161 — White 74%

Non-White 27% — 2020 n=185 — White 73%

Non-White 29% — 2021 n=203 — White 71%

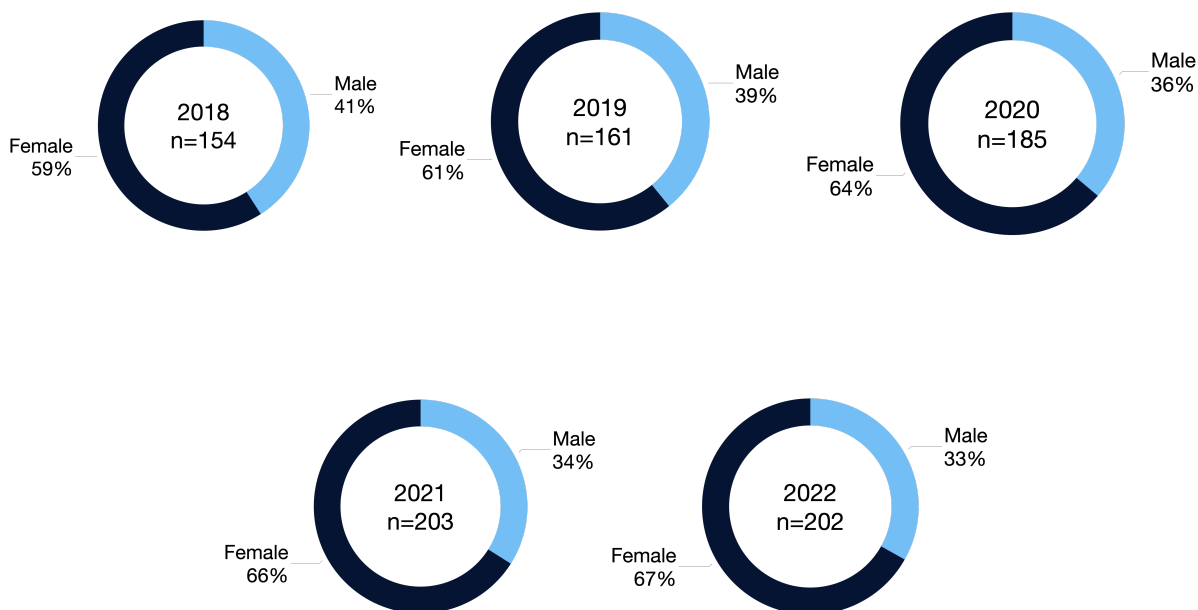Non-White 29% — 2022 n=202 — White 71%
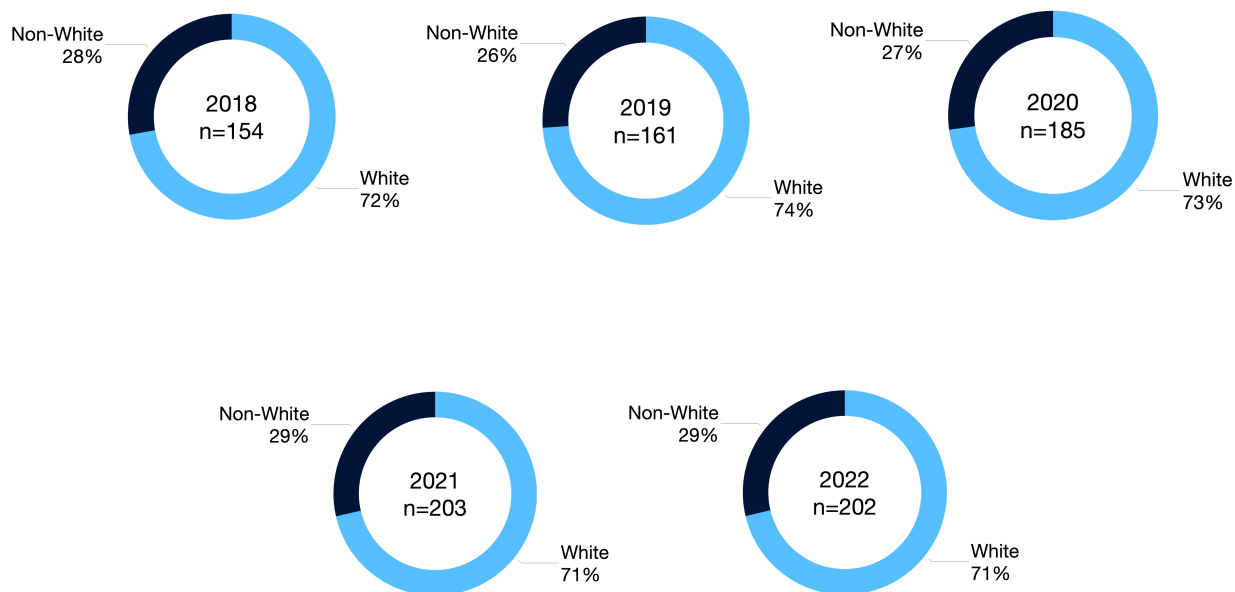
Undergraduate Student Climate Survey Indicators by Race (2017 and 2021)

- 33.3% of undergraduate white students reported feeling very dissatisfied/dissatisfied with U-M's campus climate, marking a 12% decrease from 2017. Additionally, 29.2% of undergraduate white students reported feeling very satisfied/satisfied with U-M's campus climate, marking a decrease of 13% from 2017.

- 69.6% of undergraduate white students reported feeling satisfied with Ford's climate, marking a 10% decrease compared to 2017.

- 75% of BIPOC undergraduates feel valued at U-M, marking a 19% increase compared to 2017. Conversely, 50% of white undergraduates feel they are valued at U-M, marking an 18% decrease compared to 2017.

* In 2020, the Ford School admitted BA minors; the demographic data from 2020 - 2022 reflect the combined BA majors and minors.

**Over the past six years, we have maintained an exceptionally high graduation rate for our BA students at 99.5%.

Undergraduate Student Demographics by Gender (2018-2022)

Undergraduate Student Climate Survey Indicators by Gender (2017 and 2021)

- 31.8% of undergraduate women reported feeling very dissatisfied/dissatisfied with U-M's campus climate, marking a 31% decrease from 2017. Additionally, 45.5% of undergraduate women reported feeling very satisfied/satisfied with U-M's campus climate, marking an increase of 20% from 2017.

- 50% of undergraduate men reported feeling very dissatisfied/dissatisfied with U-M's campus climate, marking a 10% increase from 2017.

- 76.2% of women undergraduates report feeling satisfied with Ford's climate, marking an 11% increase from 2017.

- 70% of men undergraduates feel they belong at U-M, marking a 15% decrease compared to 2017.

* In 2020, we admitted BA minors; the demographic data from 2020 - 2022 reflect the combined BA majors and minors.

Graduate Student Demographics by Race (2018-2022)

Non-White 36%
2018
n=192
White 64%

Non-White 35%
2019
n=215
White 65%

Non-White 36%
2020
n=206
White 64%

Non-White 35%
2021
n=219
White 65%

Non-White 33%
2022
n=230
White 67%

Graduate Student Climate Survey Indicators by Race (2017 and 2021)

- 28.9% of BIPOC graduate students report feeling dissatisfied/very dissatisfied with U-M's climate, marking a 7% decrease compared to 2017.

- 36.8%% of BIPOC graduate students report feeling satisfied/very satisfied with U-M's climate, marking a 4% decrease compared to 2017.

- 37.8% of BIPOC graduate students report feeling dissatisfied with Ford's climate, marking a 20% increase compared to 2017. Additionally, 32.4% of BIPOC graduate students reported feeling satisfied with Ford's climate, marking a decrease in 29% compared to 2017.

- 66% of white graduate students feel they belong at Ford, marking a 21% decrease compared to 2017.

- 50% of BIPOC graduate students feel they belong at Ford, marking a 15% decrease compared to 2017.

* Data reflect the demographics of our MPP and MPA students.

Graduate Student Demographics by Gender (2018-2022)

Female 49% — 2018 n=192 — Male 51%

Male 39% — 2019 n=215 — Female 61%

Male 37% — 2020 n=206 — Female 63%

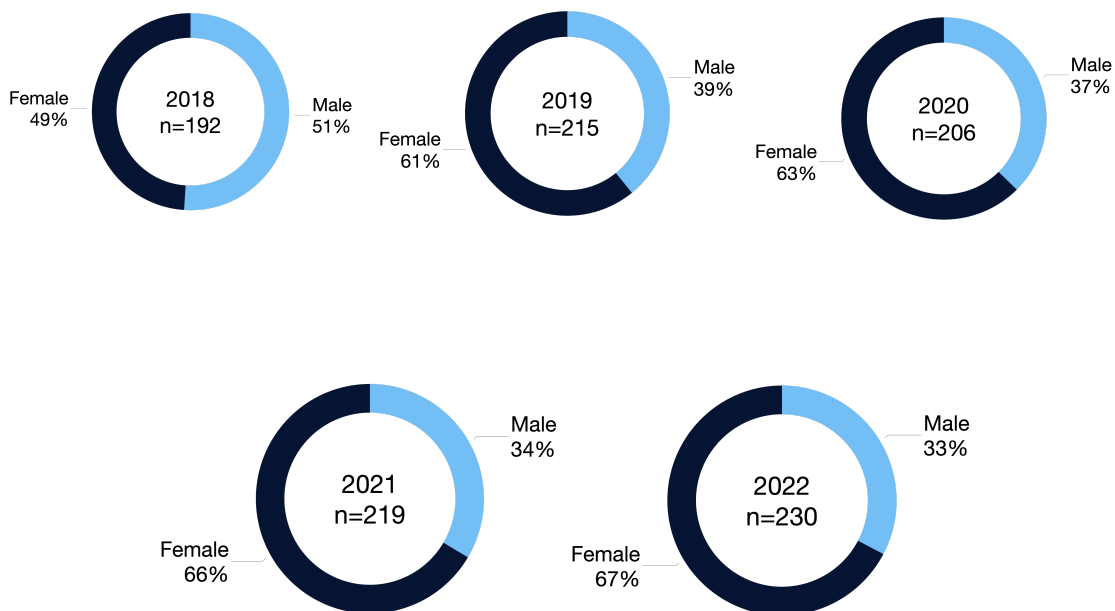Male 34% — 2021 n=219 — Female 66%

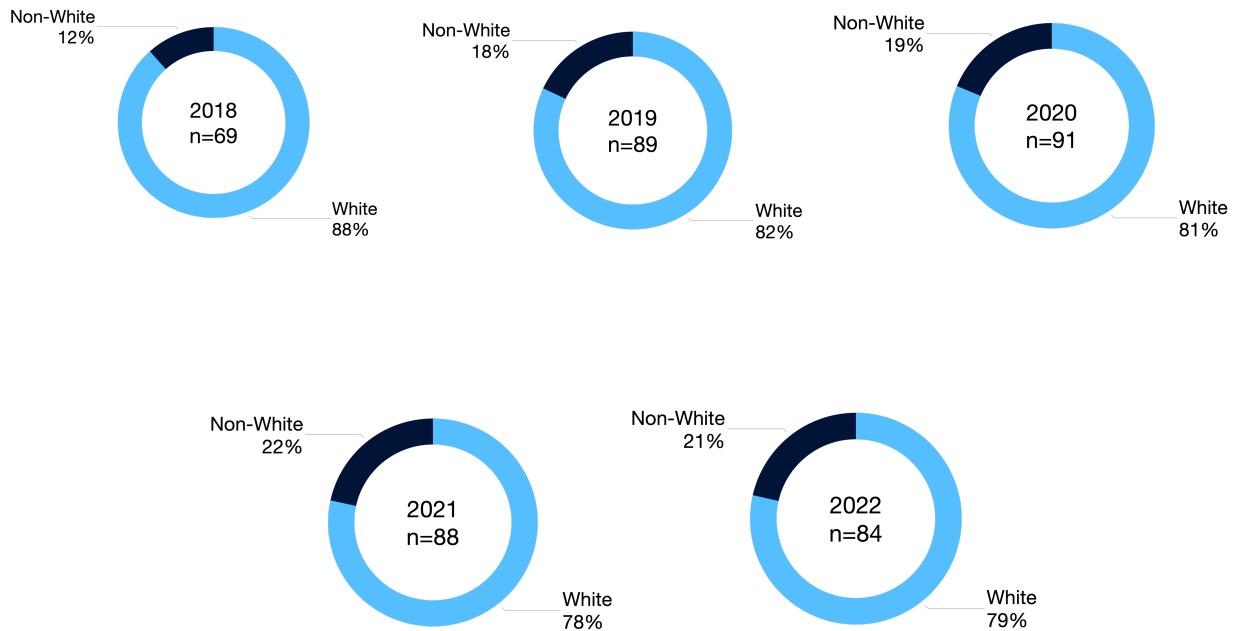Male 33% — 2022 n=230 — Female 67%

Graduate Student Climate Survey Indicators by Gender (2017 and 2021)

● 40% of women graduate students reported feeling satisfied/very satisfied with U-M's climate, marking a decrease in 5% compared to 2017.

● 58.8% of men graduate students reported feeling satisfied/very satisfied with U-M's climate, marking an increase of 7% compared to 2017.

● 33.3% of women graduate students reported feeling satisfied with Ford's climate, marking a 29% decrease compared to 2017. Additionally, 33.3% of women graduate students reported feeling dissatisfied with Ford's climate, marking a 16% increase compared to 2017.

● 50.9% of women graduate students believe Ford is a place to perform up to their full potential, marking a 15% decrease compared to 2017. By contrast, 75.8% men graduate students believe Ford is a place to perform up to their full potential, marking a 4% increase compared to 2017.

* Data reflect the demographics of our MPP and MPA students.

Staff Demographics by Race (2018-2022)

Non-White
12%

2018
n=69

White
88%

Non-White
18%

2019
n=89

White
82%

Non-White
19%

2020
n=91

White
81%

Non-White
22%

2021
n=88

White
78%

Non-White
21%

2022
n=84

White
79%

Staff Climate Survey Indicators by Race (2017 and 2021)

- 50% of BIPOC staff said they are satisfied/very satisfied with the Ford School climate, marking a 33% decrease in satisfaction compared to 2017.

- 77.1% of white staff said they are satisfied/very satisfied with the Ford School climate, marking a 4% increase in satisfaction compared to 2017.

- 60% of BIPOC staff said they are satisfied/very satisfied with the U-M climate, marking a 23% decrease in satisfaction compared to 2017.

- 65.7% of white staff said they are satisfied/very satisfied with the U-M climate, marking a 4% decrease in satisfaction compared to 2017.

- 50% of BIPOC staff found one or more communities or groups where they feel they belong in their work unit, marking a 33% decrease compared to 2017.

Staff Demographics by Gender (2018-2022)

Female 38% — 2018 n=69 — Male 62%

Female 43% — 2019 n=89 — Male 57%

Female 45% — 2020 n=91 — Male 55%

Female 52% — 2021 n=88 — Male 48%

Female 52% — 2022 n=84 — Male 48%
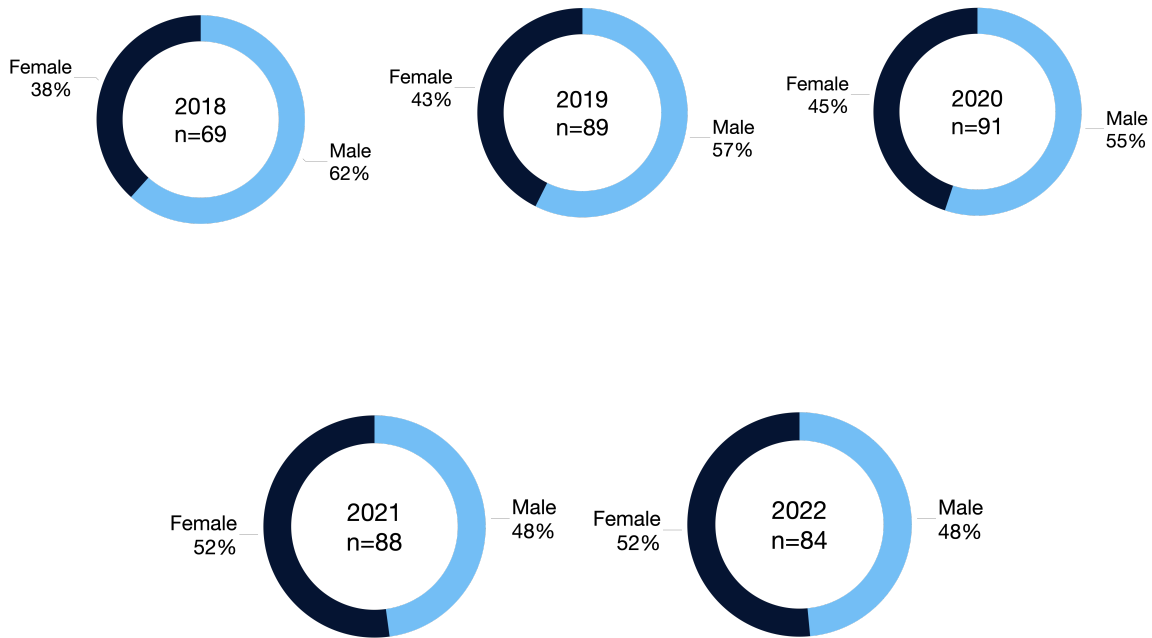
Staff Climate Survey Indicators by Gender (2017 and 2021)

- 78.4% of women reported feeling satisfied/very satisfied with the Ford School climate. This marks a 3% increase in satisfaction among women staff between 2017 and 2021.

- 73% of women staff feel valued as an individual in their work unit, marking a 15% decrease in feeling valued compared to 2017.

- 61.1% of women staff feel their work unit is a place to perform up to their full potential, marking a 14% decrease compared to 2017.
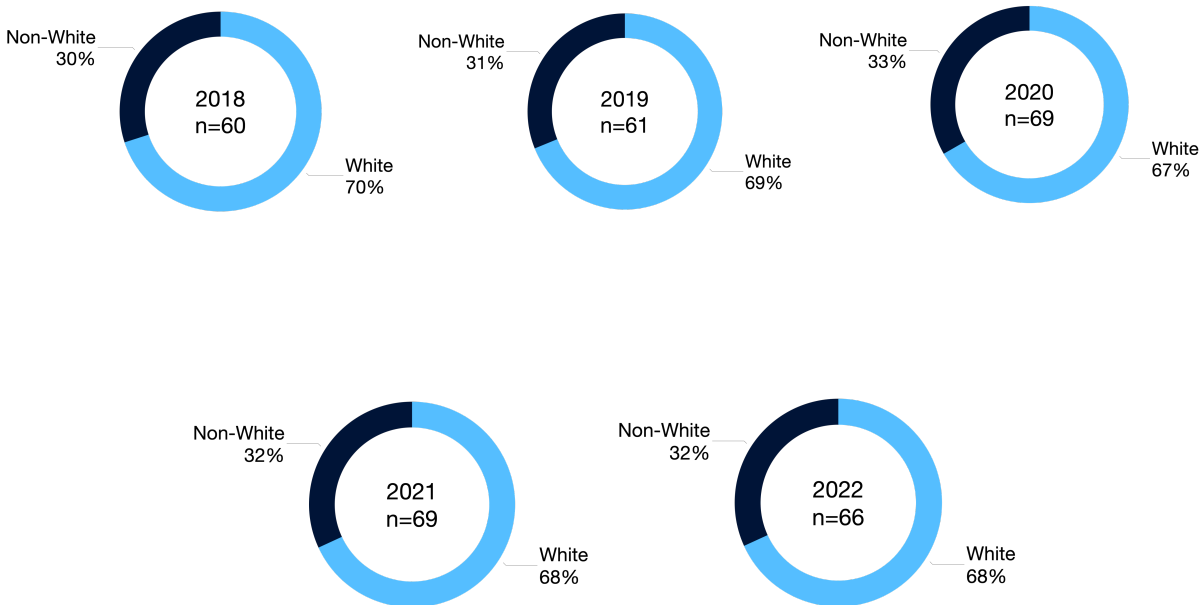
- 83.3% of men staff feel their work unit is a place to perform up to their full potential, marking a 17% increase compared to 2017.

- 86.5% of women staff and 83.3% of men staff feel their work unit has a strong commitment to DEI, marking a 9% and 6% decrease compared to 2017.

- 48.6% of women staff believe their work unit provides sufficient programs and resources to foster the success of a diverse staff, marking a 22% decrease compared to 2017.

- 100% of men staff believe their work unit provides sufficient programs and resources to foster the success of a diverse staff, marking a 33% increase compared to 2017.

Faculty Demographics by Race (2018-2022)

Non-White 30% · 2018 n=60 · White 70%

Non-White 31% · 2019 n=61 · White 69%

Non-White 33% · 2020 n=69 · White 67%

Non-White 32% · 2021 n=69 · White 68%

Non-White 32% · 2022 n=66 · White 68%

Faculty Climate Survey Indicators by Race (2017 and 2021)

- 70% of white faculty are satisfied/very satisfied with the Ford School climate, marking a 21% decrease compared to 2017.

- 66.7% of white faculty found one or more communities or groups where they feel they belong in their unit, marking a 22% decrease compared to 2017.

- 55.6% of white faculty believe their experience at the Ford School has had a positive influence on their professional growth, marking a 44% decrease compared to 2017.

- 66.7% of white faculty feel they belong at the Ford School, a 23% decrease compared to 2017.

- 100% of BIPOC faculty are satisfied/very satisfied with the Ford School climate. Comparative data for 2017 not available.

* Data reflect faculty and special faculty (lecturers and research fellows).

Faculty Demographics by Gender (2018-2022)

2018
n=60
Female 38%
Male 62%

2019
n=61
Female 43%
Male 57%

2020
n=69
Female 45%
Male 55%

2021
n=69
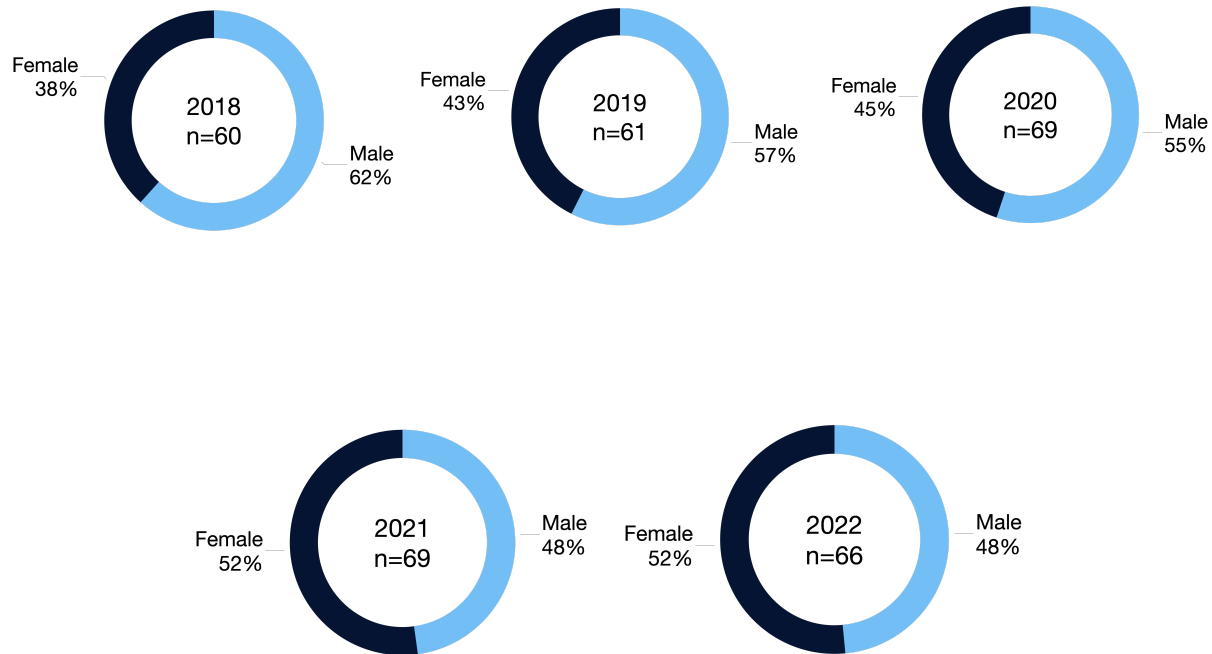Female 52%
Male 48%

2022
n=66
Female 52%
Male 48%

Faculty Climate Survey Indicators by Gender (2017 and 2021)

- 90.9% of women faculty are satisfied/very satisfied with the Ford School climate, marking an 18% increase in satisfaction compared to 2017.

- 50% of women faculty found one or more communities or groups where they feel they belong in their unit, marking a 41% decrease compared to 2017.

- 50% of women faculty believe that their unit provides sufficient programs and resources to foster the success of a diverse group of scholars, marking a 14% decrease compared to 2017.

- 70% of women faculty believe their experience at the Ford School has had a positive influence on their professional growth, marking a 12% decrease compared to 2017.

- 80% of women faculty believe they have opportunities for professional success similar to their colleagues, marking a 7% increase compared to 2017.

* Data reflect faculty and special faculty (lecturers and research fellows).

Strategic Objectives, Measures of Success and Action Plans

The Ford School DEI 2.0 plan covers constituencies that include faculty, staff, and students. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives—people, process, and products—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)

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.

Below, we list a number of potential actions for achieving our strategic objectives during year two, subject to funding availability and in a manner consistent with the law. We have provided guidance in terms of priorities. However, we expect that those responsible for implementation will further prioritize actions during DEI 2.0 year two. At the end of the academic year, individuals responsible for implementing the plan will assess the progress of the action items and refine strategies based on multiple collaborations, data inputs, and community needs.

STUDENTS (BA)

Strategic Objective 1:
Increase in measurable ways the diversity of students in our undergraduate program, with particular interest in recruiting students from underrepresented backgrounds.

Metrics:
- Monitor the demographic trends in our BA applicant and matriculation pools.
- Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation, nationality, regionality, ability), through annual or bi-annual climate surveys.
- Use annual reporting mechanisms to track progress.

Actions:
- Early outreach to undergraduate students at U-M as early as their first year.
  - Continue to participate in Spring Welcome Day, and Meet Michigan events for first-year students, High School Counselor Workshop for high school counselors from Michigan, and the Major/Minor Fair for freshmen and sophomores.
  - Continue to participate in Festifall in early Fall semester.
  - Continue presentation to CSP Econ 101.
  - Continue email campaigns to freshmen and sophomores throughout year.
  - Explore feasibility of transfer admissions outside the University from 2-year and 4-year institutions.
- Explore strategies to increase financial aid support for undergraduate students, particularly students from low socioeconomic backgrounds.
  - Ability to match LSA scholarships, including merit-based scholarships, so that students' financial aid packages are not negatively impacted when transferring to the Ford School.
- Explore strategies to Increase BA scholarship support through collaborations between Student & Academic Services and the Development team.

Primary DEI Goal: *Diversity*

STUDENTS (MA and PhD)

Strategic Objective 2:
Increase in measurable ways the diversity of students in our graduate programs, with particular interest in recruiting students from underrepresented backgrounds.

Metrics:
- Monitor the demographic trends in our graduate applicant and matriculation pools.
- Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation, nationality, regionality, ability), through annual or bi-annual climate surveys.
- Use annual reporting mechanisms to track progress.

Actions:

- Build partnerships with Historically Black Colleges & Universities (HBCUs), Hispanic-Serving Institutions (HSIs), and/or Minority Serving Institutions (MSI) for recruitment.
    - Build on connections made with Spelman College.
    - Expand connections to Atlanta University Center (Morehouse College and Clark Atlanta University).
    - Partner with faculty and other Ford School staff to identify connections to other HBCUs, HSIs, and MSIs to create outreach plans.
- Increase MPP fellowship support, for all graduate students, through collaborations between Student & Academic Services and the Development team.
- Address bias in admissions processes for the MPP and PhD programs.
    - Encourage ADVANCE training and/or Rackham Workshop on Holistic Graduate Admissions for Excellence and Diversity for members of the Masters Program Committee and PhD Committee, in advance of application review.

Primary DEI Goal: *Diversity*

FACULTY

Strategic Objective 3:
Recruit and retain a faculty (tenure track faculty, lecturers, and postdoctoral fellows) that is diverse across multiple dimensions (demographic characteristics, political ideology, discipline, area of expertise).

Metrics:

- Monitor the demographic trends in our faculty applicant pools and hires.
- Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation), through annual or bi-annual climate surveys.
- Use annual reporting mechanisms to track progress.

Actions:

- Participate in the Racial Justice Cluster Hiring Initiative.
- Utilize the Provost's Faculty Initiatives Program (PFIP) as well as campus post postdoctoral programs (Society of Fellows, Presidential Postdoctoral Fellowship Program, etc.) as mechanisms to recruit and retain broadly diverse faculty.
- Leverage the Ford School research centers to recruit and retain broadly diverse faculty.
- Continue to leverage existing internal visiting faculty, practitioner, and fellows opportunities to engage diverse experts.

Primary DEI Goal: *Diversity*
STAFF

Strategic Objective 4:
Recruit and retain a staff (central and research staff) that is diverse across multiple dimensions (underrepresented, demographic, ideological, regional, expertise).

Metrics:
- Monitor the demographic trends in our staff applicant pools and hires.
- Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation), through annual or bi-annual climate surveys.
- Use annual reporting mechanisms to track progress.

Actions:
- Continue to offer twice per year staff training on our collaborative hiring process and protocols, and continue to require unconscious bias training (via MyLinc).
- Continue to conduct an annual audit of our hiring and retention practices, using data to support analysis.
- Proactively advertise select positions (student services, career services) with the U-M School of Education Higher Ed program.
- Collaborate with central U-M HR to increase outreach and advertising our jobs with community colleges.

Primary DEI Goal: *Diversity*

FORD SCHOOL COMMITTEE, ALUMNI BOARD, and ALUMNI AND FRIENDS

Strategic Objective 5:
Work in partnership with the Chief Development Officer to identify DEI fundraising priority/ies (i.e., gift funds established specifically to address DEI priorities).

Metrics:
- Develop ways to track and report diversity metrics of the Ford School Committee, Alumni Board, and alumni and friends with whom we engage in the Development space to Ford School Dean and leadership on an annual basis.

Actions:
- **Explore** strategies to diversify our donor base across a myriad of dimensions (e.g., demographic, geographic, political, area of expertise).
  - Continue to diversify the Ford School Committee and Alumni Board.

- Engage our diverse alumni and friends in conversations to expand our network to include diverse donors across a myriad of dimensions to inform funding opportunities.
- Increase knowledge at the intersection of diversity and philanthropy, including how underrepresented donors engage and are impacted within the Development space.

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.

Below, we list a number of potential actions for achieving our strategic objectives during year two, subject to funding availability and in a manner consistent with the law. We have provided guidance in terms of priorities. However, we expect that those responsible for implementation will further prioritize actions during DEI 2.0 year two. At the end of the academic year, individuals responsible for implementing the plan will assess the progress of the action items and refine strategies based on multiple collaborations, data inputs, and community needs.

DEI TEAM

Strategic Objective 1:
Bolster the DEI infrastructure and team to maximize the impact of our DEI efforts and initiatives across the school.

Metrics:
- Consult regularly with the Dean and Student & Academic Services to provide updates.
- Conduct debrief meetings with student organization leaders to measure efficacy.
- Use annual reporting mechanisms to track progress.
- Once a semester, check in with the leadership of central staff and research center units.

Actions:
- Dedicate resources to support a robust team of DEI staff.
- Deputize the DEI Research Assistants to serve as liaisons for initiatives and programming that directly impact recognized student organizations.
- Deputize the DEI Coalition to serve as liaisons for initiatives and programming that directly impacts our key constituencies (i.e., faculty, staff, and students).

- Collaborate with registered Ford School student organizations to support their leadership growth and impact.
- Continue to explore opportunities for DEI leadership to help mitigate DEI-related conflicts (i.e., conflict resolution) within our community.
- Review the University's Conflict Resolution Policy and Procedure in the University SPG (e.g., Office of Student Conflict Resolution, OSCR Resolution Options, Rackham Graduate School).
- Communicate pathways to conflict resolution to members of the community for responding to issues.

Primary DEI Goals: *Diversity, Equity, and Inclusion*

FACULTY, STAFF, and STUDENTS

Strategic Objective 2:
Promote shared values, norms and practices around accessibility and disability advocacy in an effort to foster a supportive environment for all members to work, learn, and thrive.

Metrics:
- Work with OPS and HR to explore the feasibility to conduct an Americans with Disabilities Act (ADA) audit.
- Track and monitor, where possible, staff, faculty, and student satisfaction, in particular, perceptions related to accessibility and disability advocacy. Where possible, we recommend refining data gathering tools and instruments to include questions related to accessibility and disability advocacy.
- Track the number of unit level and student-led programmatic offerings that focus on accessibility and disability advocacy.
- Use annual reporting mechanisms to track progress.

Actions:
- Request an ADA audit for Weill Hall
    - Identify budget to support ADA audit.
    - Identify consultant to facilitate a comprehensive site audit.
    - Review final report with baseline findings and recommendations.
    - Report findings to Ford School leadership for further consideration and prioritization of items.

- Accommodate less visible disabilities that are not immediately apparent to outside observers.
    - Continue to socialize CAPTION Quick Guide to all members of our community.
    - Explore opportunities to create a unit level disability support group that is open to faculty and staff. As a model, we recommend exploring the [Disability Navigators Pilot Program](#) that LSA has adopted.
    - Leverage the Ford School's Services for Students with Disabilities (SSD) Liaison.
    - Provide faculty with inclusive/accessible template syllabus language that is consistently communicated and modified as appropriate.
    - Review and clarify accommodation processes and available support for students (e.g., reserving testing space through the [Testing Accommodation Centers](#) (TAC), identify testing spaces in Weill Hall that provide a limited-distraction environment for students to take academic exams).

Primary DEI Goal: *Inclusion and Equity*

STUDENTS (BA, MA, and PhD)

Strategic Objective 3:
Bolster and promote financial resources for students with unique needs (e.g., socioeconomic status, first generation students, sexual orientation, nationality, regionality, ability).

Metrics:
- Regular and ongoing promotion of funding opportunities.
- Use annual reporting mechanisms to track progress.

Actions:
- Work with the DEI leads to source and promote scholarships and funding opportunities for our undergraduate and graduate student populations.
- Work with the Development team to increase internship support for BA students so that, over time, high-interest, unpaid internships can be accessible to all.
- Work with the Students & Academic Services and Marketing and Communications teams to amplify messaging around funding for the BA program.

Primary DEI Goal: *Equity*

FACULTY, STAFF, and STUDENTS

Strategic Objective 4:
Promote shared values, norms, and practices around mental health advocacy in an effort to foster a supportive environment for all members to work, learn, and thrive.

Metrics:
- Track and monitor the number of additional support mechanisms and reporting options available to members of our community as it relates to mental health advocacy.
- Use annual reporting mechanisms to track progress.

Actions:
- Continue to partner with Counseling and Academic Services (CAPS) to advocate for an embedded counselor.
- Continue to build a best practices guide for a coordinated approach to raise awareness about student mental health concerns for faculty and staff.
- Continue to expand the inventory of supports and reporting mechanisms that meet the needs of our community.

Primary DEI Goal: *Inclusion*

STUDENTS (BA, MA, PhD)

Strategic Objective 5:
Enhance student support wraparound services to meet the needs of domestic URM and international students. This includes efforts to address unique student challenges and needs throughout the student life cycle.

Metrics:
- Track and monitor, through surveys or feedback mechanisms, student satisfaction and particularly their sense of belonging within the Ford School.
- Meet with select Ford School student organizations once a semester to better understand students' climate experiences and to inform actions to improve it.
- Advocate for and track resources that support URM and international students.
- Track and monitor the number of student organizations that utilize the resources and supports provided to amplify student-led events and activities.
- Use annual reporting mechanisms to track progress.

Actions:
- Invest in more resources for Student & Academic Services and Career Services to support URM and international students.
- Include international alumni in initiatives and programs offered by Career Services.
- Identify and promote internal and external resources for international students' professional development.
- Assess DEI metrics in the workplace and organizations for MPP student interns.
- Collaborate with Career Services to develop strategies to leverage and document the work of student organizations on resumes.
- Dedicate staff to support the efforts of student organizations, in order to promote student engagement and leadership development.
- Develop and implement clear and inclusive DEI-related messaging that explicitly includes international students in order to foster a sense of belonging and enhance the overall climate.
- Support student organization communication and outreach efforts by providing resources and support to help students effectively promote their events and activities.
- Work with the Dean and Associate Dean for Academic Affairs to provide additional writing support for international students.
- Explore the need for an advisory committee, to convene for one year, that focuses on the unique needs of international students.

Primary DEI Goal: *Inclusion*

STAFF

Strategic Objective 6:
Foster a staff culture that values working in a diverse and inclusive environment.

Metrics:
- Use data inputs (e.g., annual staff climate survey) to document staff satisfaction with DEI.
- Use annual reporting (e.g., PEMS) to document individual staff efforts towards DEI.
- Track and monitor staff professional development offerings focused on DEI-related topics.
- Use annual reporting mechanisms to track progress.

Actions:
- Continue to offer twice per year staff training on our collaborative hiring process and protocols and continue to require unconscious bias training (via MyLinc).
- Collaborate with the staff professional development committee to identify and curate workshop offerings aimed at fostering skill development, improving career effectiveness, and promoting job satisfaction among staff members.
- Identify staff workshops, webinars, seminars, and/or best practices to support URM and international students.

Primary DEI Goal: *Inclusion*

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.

Below, we list a number of potential actions for achieving our strategic objectives during year two, subject to funding availability and in a manner consistent with the law. We have provided guidance in terms of priorities. However, we expect that those responsible for implementation will further prioritize actions during DEI 2.0 year two. At the end of the academic year, individuals responsible for implementing the plan will assess the progress of the action items and refine strategies based on multiple collaborations, data inputs, and community needs.

<u>**FACULTY**</u>

Strategic Objective 1:
Diversify and amplify our research and policy engagement

Metrics:
- Conduct meetings once a semester between the DEI team, Marketing and Communications, and the Associate Dean for Research & Policy Engagement to ensure we are making progress on our objectives.
- Work with the DEI team and Marketing and Communications team to catalog research and policy engagement happening in the DEI and antiracism space through an annual year-in-review.

Actions:

- Work with our Marketing and Communications team to build a database of diverse outlets & non-profit organizations to circulate and amplify research.
- Work with our Marketing and Communications team to incorporate more storytelling in policy engagement and policy talks to spotlight our commitment to DEI and antiracism.
- Strengthen and promote communication channels between faculty and our Marketing and Communications team to capture work that addresses systematic inequality.
- Work with the Associate Dean for Research & Policy Engagement and the Marketing and Communications team to amplify and create opportunities for student engagement around research.

Primary DEI Goal: *Diversity*

FACULTY

Strategic Objective 2:
Promote and support inclusive teaching and learning among our faculty

Metrics:

- Conduct meetings once a semester between the DEI team, the Dean, Associate Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.
- Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on inclusive teaching among faculty.
- Use annual reporting mechanisms to track progress.
- Review course evaluations to document progress and identify opportunities for growth at the aggregate level.

Actions:

- Work with the Associate Dean for Academic Affairs and the DEI team to regularly promote and offer training and workshops on inclusive teaching and antiracist pedagogy.
- Work with the DEI team and DEI research fellows to organize opportunities that support faculty in their course design efforts.

Primary DEI Goal: *Inclusion*

FACULTY & STUDENTS (BA, MA, and PhD)

Strategic Objective 3:
Diversify our curriculum and co-curricular offerings by integrating global perspectives

Metrics:
- Conduct meetings once a semester between the DEI team, the Dean, Associate Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.
- Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on curriculum among faculty.
- Use annual reporting mechanisms to track progress.

Actions:
- Work with the Dean and Associate Dean for Academic Affairs to offer additional electives and core courses that center global perspectives.
- Work with the DEI team and International Policy Center to regularly promote curricular and co-curricular offerings that center global perspectives.

Primary DEI Goal: *Diversity*

FACULTY & STUDENTS (BA, MA, and PhD)

Strategic Objective 4:
Diversify our curriculum and co-curricular offerings by integrating antiracist perspectives.

Metrics:
- Conduct meetings once a semester between the DEI team, the Dean, Associate Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.
- Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on curriculum among faculty.
- Use annual reporting mechanisms to track progress.

Actions:
- Work with the Dean and Associate Dean for Academic Affairs to offer additional electives and core courses that center race, racism, and antiracism.
- Work with the DEI team and the Center for Racial Justice to regularly promote and offer programming that centers antiracism and racial justice.

Primary DEI Goal: *Diversity*

FACULTY & STUDENTS (BA, MA, and PhD)

Strategic Objective 5:
Diversify our curriculum and co-curricular offerings by focusing on disability awareness & structural ableism

Metrics:
- Conduct meetings once a semester between the DEI team, the Dean, Associate Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.
- Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on curriculum among faculty.
- Use annual reporting mechanisms to track progress.

Actions:
- Work with the Dean and Associate Dean for Academic Affairs to offer additional electives and core courses that center disability policy.
- Work with the DEI team and the Center for Racial Justice to regularly promote and offer training and workshops on disability justice.

Primary DEI Goal: *Diversity*

Goal-related Metrics – Ford School Measures 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 (junior, senior)

Climate Survey Indicators:
- 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:
- 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

Acronyms for Action Leads and those Accountable

All units	Faculty
BA Program Committee: BAPC	Leadership Initiatives: LI
Dean/Associate Deans: D/AD	Master Program Committee: MPC
Career Services: CS	Operations & Human Resources: OPS & HR
Marketing and Communications : MarCom	PhD Committee: PhD Committee
Curricular Committees: CC	Research Centers: RC
Development & Alumni Relations: DAR	Student & Academic Services: SAS
Diversity, Equity, & Inclusion: DEI	Senior Staff: SS

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Students - BA/ undergraduate	**Increase in measurable ways the diversity of students in our undergraduate program, with particular interest in recruiting students from**	Monitor the demographic trends in our BA applicant and matriculation pools.	Early outreach to undergraduate students at U-M as early as their first year.	SAS BAPC C&O DAR
		Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation, nationality,	Continue to participate in Spring Welcome Day, and Meet Michigan events for first-year students, High School Counselor Workshop for high school counselors from Michigan, and the Major/Minor Fair for freshmen and sophomores.	
			Continue to participate in Festifall in early Fall semester.	
			Continue presentation to CSP Econ 101.	

	underrepresented backgrounds.	regionality, ability), through annual or bi-annual climate surveys.	Continue email campaigns to freshmen and sophomores throughout the year.	
		Use annual reporting mechanisms to track progress.	Explore feasibility of transfer admissions outside the University from 2-year and 4-year institutions.	
			Explore strategies to increase financial aid support for undergraduate students, particularly students from low socioeconomic backgrounds.	
			Ability to match LSA scholarships, including merit-based scholarships, so that students' financial aid packages are not negatively impacted when transferring to the Ford School.	
			Explore strategies to Increase BA scholarship support through collaborations between Student & Academic Services and the Development team.	
Students - Masters and PhD	**Increase in measurable ways the diversity of students in our graduate programs, with particular interest in recruiting students from underrepresented backgrounds**	Monitor the demographic trend of our graduate applicant and matriculation pool.	Address bias in admissions processes for the MPP and PhD programs.	SAS MPC PhD Committee, Faculty D/AD
			Encourage ADVANCE training and/or Rackham Workshop on Holistic Graduate Admissions for Excellence and Diversity for members of the Masters Program Committee and PhD Committee, in advance of application review.	
		Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation, nationality, regionality, ability), through annual or bi-annual climate surveys.	Build partnerships with Historically Black Colleges & Universities (HBCUs), Hispanic-Serving Institutions (HSIs), and/or Minority Serving Institutions (MSIs) for recruitment.	
			Build on connections made with Spelman College.	
		Use annual reporting mechanisms to track progress.	Expand connections to Atlanta University Center (Morehouse College and Clark Atlanta University).	
			Partner with faculty and other Ford School staff to identify connections to other HBCUs, HSIs, and MSIs to create outreach plan.	
			Increase MPP fellowship support through collaborations between	

			Student & Academic Services and the Development team.	
Faculty	**Recruit and retain a faculty (tenure track faculty, lecturers, and postdoctoral fellows) that is diverse across multiple dimensions (demographic characteristics, political ideology, discipline, area of expertise).**	Monitor the demographic trend of our faculty applicant pool and hires.	Participate in the Racial Justice Cluster Hiring Initiative.	D AD RC
		Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation, nationality, regionality, ability), through annual or bi-annual climate surveys.	Utilize the Provost's Faculty Initiatives Program (PFIP) and campus postdoctoral fellowship programs as mechanisms to recruit and retain diverse faculty.	
			Leverage the Ford School research centers to recruit and retain diverse faculty.	
			Continue to leverage existing internal visiting faculty, practitioner, and fellows opportunities to engage diverse experts.	
		Use annual reporting mechanisms to track progress.		
Staff	**Recruit and retain a staff (central and research staff) that is diverse across multiple dimensions (underrepresented, demographic, ideological, regional, expertise).**	Monitor the demographic trend of our staff applicant pool & hires.	Continue to offer twice per year staff training on our collaborative hiring process and protocols, and continue to require unconscious bias training (via MyLinc).	OPR & HR
		Track diversity metrics across other dimensions (e.g., socioeconomic status, first generation students, sexual orientation, nationality, regionality, ability), through annual or bi-annual climate surveys.	Continue to conduct an annual audit of our hiring and retention practices, using data to support analysis.	
			Proactively advertise select positions (student services, career services) with the U-M School of Education Higher Ed program.	
			Collaborate with central U-M HR to increase outreach and advertising our jobs with community colleges.	
		Use annual reporting mechanisms to track progress.		
Ford School Committee, Alumni Board,	Work in partnership with the Chief	Develop ways to track and report diversity metrics of the Ford School Committee,	Explore trategies to diversify our donor base across a myriad of dimensions (e.g., demographic, geographic, political, area of expertise).	DAR CS

and alumni and friends	Development Officer to identify DEI fundraising priority/ies (i.e., gift funds established specifically to address DEI priorities).	Alumni Board, and alumni and friends with whom we engage in the Development space to Ford School Dean and leadership on an annual basis.	Continue to diversify the Ford School Committee and Alumni Board.	
			Engage our diverse alumni and friends in conversations to expand our network to include diverse donors to informfunding opportunities.	
			Increase knowledge at the intersection of diversity and philanthropy, including how underrepresented donors engage and are impacted within the Development space.	

PROCESS *(Promoting an Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
DEI Team	**Bolster the DEI infrastructure and team to maximize the impact of our DEI efforts and initiatives across the school.**	Consult regularly with the Dean and Student & Academic Services to provide updates.	Dedicate resources to support a robust team of DEI staff.	
			Deputize the DEI Research Assistants to serve as liaisons for initiatives and programming that directly impact recognized student organizations.	
			Deputize the DEI Coalition to serve as liaisons for initiatives and programming that directly impacts our key constituencies (i.e., faculty, staff, and students).	
		Conduct debrief meetings with student organization leaders to measure efficacy.	Collaborate with registered Ford School student organizations to support their leadership growth and impact.	
		Use annual reporting mechanisms to track progress.	Continue to explore opportunities for DEI leadership to help mitigate DEI-related conflicts (i.e., conflict resolution) within our community.	
		Once a semester, check in with the leadership of central staff and research center units.	Review the University's Conflict Resolution Policy and Procedure in the University SPG (e.g., Office of Student Conflict Resolution, OSCR Resolution Options, Rackham Graduate School).	
			Communicate pathways to conflict resolution to members of the community for responding to issues.	
All: faculty, staff, and students	**Promote shared values, norms and practices around accessibility and disability advocacy in an effort to foster a**	Work with OPS and HR to explore the feasibility to conduct an ADA audit.	Request an ADA audit for Weill Hall.	DEI All Units
			Identify budget to support ADA audit.	
		Track and monitor, where possible, staff, faculty, and student satisfaction, in	Identify consultants to facilitate a comprehensive site audit.	
			Review final report with baseline findings and recommendations.	

	supportive environment for all members to work, learn, and thrive.	particular, perceptions related to accessibility and disability advocacy. Where possible, we recommend refining data gathering tools and instruments to include questions related to accessibility work and advocacy.	Report findings to Ford School leadership for further consideration and prioritization of items.	
			Accommodate less visible disabilities that are not immediately apparent to outside observers.	
			Continue to socialize CAPTION Quick Guide to all members of our community.	
			Explore opportunities to create a unit-level disability support group that is open to faculty and staff. As a model, we recommend exploring the Disability Navigators Pilot Program that LSA has adopted.	
		Track the number of unit level and student-led programmatic offerings that focus on accessibility and disability advocacy.	Leverage the Ford School's Services for Students with Disabilities (SSD) Liaison.	
			Provide faculty with inclusive/accessible template syllabus language that is consistently communicated and modified as appropriate.	
		Use annual reporting mechanisms to track progress.	Review and clarify accommodation processes and available support for students (e.g., reserving testing space through the Testing Accommodation Centers (TAC), identify testing spaces in Weill Hall that provide a limited-distraction environment for students to take academic exams).	
All students: BA, Master's, and PhD students	**Bolster and promote financial resources for students with unique needs.(e.g., socioeconomic status, first generation students, sexual orientation,**	Regular and ongoing promotion of funding opportunities.	Work with the DEI leads to source and promote scholarships and funding opportunities for our undergraduate and graduate student populations.	DAR SAS
		Use annual reporting mechanisms to track progress.	Work with the Development team to increase internship support for BA students by making high-interest, unpaid internships accessible to all.	

nationality, regionality, ability).			Work with the Students & Academic Services and Marketing and Communications teams to amplify messaging around funding for the BA program.	
All: faculty, staff, and students	**Promote shared values, norms and practices around mental health advocacy in an effort to foster a supportive environment for all members to work, learn, and thrive.**	Track and monitor the number of additional support mechanisms and reporting options available to members of our community as it relates to mental health advocacy.	Continue to partner with Counseling and Academic Services (CAPS) to advocate for an embedded counselor.	DEI SAS
			Continue to build a best practices guide for coordinated approach to raise awareness about student mental health concerns for faculty and staff.	
		Use annual reporting mechanisms to track progress.		
			Continue to expand the inventory of supports and reporting mechanisms that meet the needs of our community.	
Students - BA, Master's, and PhD students	**Enhance student support wraparound services to meet the needs of domestic URM and international students. This includes efforts to address unique student challenges and needs throughout the student life cycle.**	Track and monitor, through surveys or feedback mechanisms, student satisfaction and particularly their sense of belonging within the Ford School	Invest in more resources for Student & Academic Services and Career Services to support URM and international students.	CS
			Include International alumni in initiatives and programs offered by Career Services.	
			Identify and promote internal and external resources for international students' professional development.	
		Meet with select Ford School student organizations once a semester to better understand students' climate experiences and to inform actions to improve it.	Assess DEI metrics in the workplace and organizations for MPP students interns.	
			Collaborate with Career Services to develop strategies to leverage and document the work of student organizations on resumes.	
			Dedicate staff to support the efforts of student organizations, in	

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		Advocate for and track resources that support URM and international students.	order to promote student engagement and leadership development.	
		Track and monitor the number of student organizations that utilize the resources and supports provided to amplify student-led events and activities.	Develop and implement clear and inclusive DEI-related messaging that explicitly includes international students in order to foster a sense of belonging and enhance the overall climate.	
		Use annual reporting mechanisms to track progress.	Support student organization communication and outreach efforts by providing resources and support to help students effectively promote their events and activities.	
			Work with the Dean and Associate Dean for Academic Affairs to provide additional writing support for international students.	
			Explore the need for an advisory committee, to convene for one year, that focuses on the unique needs of international students.	
Staff	**Foster a staff culture that values working in a diverse and inclusive environment.**	Use data inputs (e.g., annual staff climate survey) to document staff satisfaction with DEI.	Collaborate with the staff professional development committee to identify and curate workshop offerings aimed at fostering skill development, improving career effectiveness, and promoting job satisfaction among staff members.	OPS & HR
		Use annual reporting (e.g., PEMS) to document individual staff efforts towards DEI.	Continue to offer twice per year staff training on our collaborative hiring process and protocols and continue to require unconscious bias training (via MyLinc).	
		Track and monitor staff professional development offerings focused on DEI-related topics.	Identify staff workshops, webinars, seminars, and/or best practices to support URM and international students.	
		Use annual reporting mechanisms to track progress.		

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

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Faculty	**Diversify and amplify our research and policy engagement**	Conduct meetings once a semester between the DEI team, Marketing and Communications, and the Associate Dean for Research & Policy Engagement to ensure we are making progress on our objectives.	Work with our Marketing and Communications team to build a database of diverse outlets & non-profit organizations to circulate and amplify research.	D/AD MarComFaculty
			Work with our Marketing and Communications team to incorporate more storytelling in policy engagement and policy talks to spotlight our commitment to DEI and antiracism.	
		Work with the DEI team and Marketing and Communications team to catalog research and policy engagement happening in the DEI and antiracism space through an annual year-in-review.	Strengthen and promote communication channels between faculty and our Marketing and Communications team to capture work that addresses systematic inequality.	
			Work with the Associate Dean for Research & Policy Engagement and the Marketing and Communications team to amplify and create opportunities for student engagement around research.	
Faculty	**Promote and support inclusive teaching and learning among our faculty**	Conduct meetings once a semester between the DEI team, the Dean, Associate Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.	Work with the Associate Dean for Academic Affairs and the DEI team to regularly promote and offer training and workshops on inclusive teaching and antiracist pedagogy.	D/AD DEI RC
			Work with the DEI team and DEI research fellows to organize opportunities that support faculty in their course design efforts.	

		Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on inclusive teaching among faculty.		
		Use annual reporting mechanisms to track progress.		
		Review course evaluations to document progress and identify opportunities for growth at the aggregate level.		
Faculty All students: Undergraduate, graduate	**Diversify our curriculum and co-curricular offerings by integrating global perspectives**	Conduct meetings once a semester between the DEI team, the Dean, Associate Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.	Work with the Dean and Associate Dean for Academic Affairs to offer additional electives and core courses that center global perspectives.	D/AD DEI CC
			Work with the DEI team and International Policy Center to regularly promote curricular and co-curricular offerings that center global perspectives.	
		Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on curriculum among faculty.		
		Use annual reporting mechanisms to track progress.		
Faculty All students: Undergraduate,	**Diversify our curriculum and co-curricular**	Conduct meetings once a semester between the DEI team, the Dean, Associate	Work with the Dean and Associate Dean for Academic Affairs to offer additional electives and core courses that center race, racism, and antiracism.	D/AD CC

graduate	**offerings by integrating antiracist perspectives.**	Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.	Work with the DEI team and the Center for Racial Justice to regularly promote and offer programming that centers antiracism and racial justice.	
		Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on curriculum among faculty.		
		Use annual reporting mechanisms to track progress.		
Faculty All students: Undergraduate, graduate	**Diversify our curriculum and co-curricular offerings by focusing on disability awareness & structural ableism.**	Conduct meetings once a semester between the DEI team, the Dean, Associate Deans, and the directors of the curricular committees to ensure we are making progress on our objectives.	Work with the Dean and Associate Dean for Academic Affairs to offer additional electives and core courses that center disability policy.	D/AD CC
		Use faculty meetings and other touchpoints throughout the academic year to have more strategic conversations on curriculum among faculty.	Work with the DEI team and the Center for Racial justice to regularly promote and offer training and workshops on disability justice.	
		Use annual reporting mechanisms to track progress.		

Plans for Supporting, Tracking and Updating the Strategic Plan

The Ford School's Diversity, Equity and Inclusion Officers are the key contacts for stewardship of the plan. They will be assisted by the Dean, senior staff leadership team, and the DEI Coalition in the tracking and supporting the plan implementation.

These groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. An end-of-year status report on progress will be presented to the Ford School community, along with a final evaluation of metrics and accomplishments against the plan annually in the fall.