UPDATED October 3, 2024

Life Sciences Institute

Diversity, Equity and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. At the Life Sciences Institute, we recognize that diversity, equity, and inclusion are key elements of our excellence in science research.

Goals [Diversity Equity & Inclusion]:

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

Equity – We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion – We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Rationale [Mission, Vision, Values of Life Sciences Institute]:

The mission of the Life Sciences Institute (LSI) at the University of Michigan (U-M) is to advance fundamental discovery in the biosciences, and to improve human health for the benefit of society. LSI faculty are known for their innovative research, leadership in discovery science and commitment to training the next generation of leaders in science. The LSI is comprised of faculty-led laboratories and scientific centers/cores with state-of-the-art facilities and services, and is home to more than 400 individuals at various stages in their professional careers. Our diverse team includes faculty, administrative and research staff, postdoctoral research fellows, graduate and undergraduate students, affiliates and visiting scholars from all around the world.

The LSI is committed to a climate for success that embraces every team member. We seek to be the gold standard of how members of a multidisciplinary academic research community combine their talents to achieve institutional and scientific excellence.

Key Strategies & Constituencies*:
The Life Sciences Institute community of faculty, staff, and trainees (i.e., postdoctoral research fellows, graduate students, and undergraduate students) are the main constituency of this plan. The LSI is also home to research cores that support LSI researchers, U-M researchers, and the research community outside of U-M. To that end, we have included goals that involve our public-facing work products. We also have program participants, e.g., high school students participating in the Aspirnaut Summer Research Internship Program. Unless otherwise noted, program participants will not be included in "All Constituents."

Our current DEI leads, supported by senior leadership, have identified an initial set of strategic objectives for DEI 2.0 to further university-wide goals for DEI. These initial goals are extensions of the work that the LSI has done in DEI 1.0 and will be supplemented with data collected in the March 2023 work climate survey to identify additional goals, objectives, and metrics, as appropriate.

The initial goals have been aggregated into the 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 actions the LSI will take to 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

Planning Lead(s):
Anna Schork, Managing Director, Life Sciences Institute
Savannah Williams, Director of LSI Outreach and Community Engagement

Planning Team:
Many of our DEI goals are founded on the work and feedback of our initial Diversity Strategic Planning Team, a volunteer-based group of LSI community members representing all classifications (i.e., faculty, staff, trainees). The new Director of LSI Outreach and Community Engagement will assemble a new planning committee. Subcommittees may be formed to focus on particular goals and/or objectives.

Implementation Highlights and Planning Process Summary:

In DEI Year 1, the lobby artwork at LSI was redesigned to feature more diverse representations of the community, replacing abstract scientific images with art that includes scientific visuals from the labs and

portraits of individuals from various demographic backgrounds, ranks, and scientific fields. This update aimed to create a more welcoming, modern, and inclusive entrance that better reflects the innovative science and broadly diverse scientific community at LSI. The new installation has received positive feedback from both LSI constituents and visitors.

LSI sponsored and a member of the community help coordinate the "Beautiful Minds: Neurodiversity, Equity, and Inclusion Conference," a symposium dedicated to advancing understanding and support for neurodiversity within our community. This event engaged all constituencies, fostering dialogue and awareness around equity and inclusion for individuals with diverse neurological conditions.

In DEI Year 1, we celebrated significant events like Halloween, Winter Celebration, Lunar New Year, and Spring Recess, culminating in a memorable 20th Anniversary gathering. This milestone event brought together current and past faculty, trainees, alumni, staff, and campus collaborators to highlight the impactful science and scientists that have emerged from the LSI's first 20 years. The two-day symposium showcased innovative research currently unfolding in LSI labs and welcomed back former LSI faculty to discuss the ongoing impact of their work on various life sciences disciplines. The celebration also featured an evening gala with remarks from university and institute leaders, and we honored recipients of the outreach and staff excellence awards, recognizing their outstanding contributions over the years. These actions reflect our commitment to embracing diversity and promoting equity within our institution.

1. The LSI conducted its third work climate survey of faculty, staff (administrative and lab), postdoctoral fellows, and Ph.D. students in March 2023. We will use this data in the following ways: Compare data with previous work climate survey findings to identify areas that have improved over time, areas that have remained unchanged, and areas that have not seen improvement over time.
2. For areas that remain unchanged or need improvement, we will conduct focus groups with the LSI work classifications (postdoc, faculty, staff, etc.) to learn more about what the specific concerns are and to identify possible solutions.
3. For areas that have improved over time, we will examine what actions the LSI is taking in support of these areas and identify best practices that could be applied in other areas.

We have data from DEI 1.0 from various sources (e.g., ad hoc surveys, town halls, work climate survey reports, Diversity Strategic Planning Team) that we will use to inform actions for DEI 2.0.

Data and Analysis: Key Findings

Summary of Data:
The LSI is focused on advancing fundamental discoveries in the biosciences that result in improved societal human health. In meeting this objective, the training of the next generation of scientific leaders is vital. The LSI has several programs that support the development and mentorship of students and postdoctoral fellows.

a. Students

The Program in Chemical Biology (PCB) was reviewed by Rackham Graduate School as a part of the periodic review of all graduate programs under Rackham. PCB was commended for excellent diversity relative to the Rackham defined categories which includes low-income students as well as underrepresented minorities in the STEM fields (largely as a result of pipeline partnerships with minority serving institutes including San Jose State and the University of Puerto Rico). PCB was also acknowledged as having strong completion rates in the doctoral program. We would like to apply relevant practices that have been successful in PCB's recruiting efforts in other areas.

We have seen successful outcomes from our high school Aspirnaut Summer Research Internship program, which we launched in 2017. This program provides a six-week, hands-on laboratory experience for 8-10 rising high school seniors, who live on campus and receive exposure to campus life, a success coach, SAT prep and additional support resources.

For overall program metrics from 2017-2023, we have trained a total of 54 participants.

MATRICULATION STATISTICS (2018-2022)
% of those that applied to U-M = 92%
% of U-M applicants accepted = 75%
% of U-M applicants matriculated = 50%

From the most recent Aspirnaut program evaluation report from February 2024, which reports on 2023 participants, students had a new perspectives on STEM, developed interest in STEM majors and careers, and developed STEM confidence. Students had high aspirations for attending college, and many of them had plans to apply to U-M. Students reported changes in their STEM skills and self-efficacy. Many saw their research skills improve after conducting research independently. Students became more confident about leaving home, living in a college campus, working in a lab setting, and discussing scientific subjects. Regarding U-M, students agreed that it would be a good fit for them after the program. Given these desirable outcomes from the Aspirnaut program, we are keen to continue to involve new U-M partners in support of these program participants.

The LSI has approximately 75 undergraduate students working in its labs at any given time. These students obtain skills and knowledge to propel their future goals and their presence provides mentorship opportunities for graduate students and fellows working alongside the undergraduate. To ensure the creation of a cohort community, appropriate responsible conduct of research oversight, and skill development, in 2019 the LSI created the Undergraduate Research Forum. Monthly meetings of undergraduates have been under the direction of an LSI faculty member, with a focus on learning pathways for continued access and success within the lab environment. Based on the participation and feedback of undergraduates, this forum was moved under our Manager of LSI Trainee Development. All undergraduate students in LSI labs are invited to participate in a summer symposium with our Perrigo program participants.

The LSI Perrigo Undergraduate Summer Fellowship program launched in 2004 as a partnership between LSI and the Perrigo Company, to encourage highly talented undergraduate students from across Michigan to pursue careers in the life sciences. The fellowship expands access to the rich scientific resources and cutting-edge technology within the LSI to all undergraduates currently enrolled in any Michigan college or university. Fellows work full-time in their assigned labs for 10 weeks and engage in opportunities for science communication and chalk talks, mentor lunches, and activities to build a network with other fellows, current students and postdoctoral researchers, Perrigo alumni, and the campus life sciences community. Since inception, the Perrigo program has trained over 140 undergraduate students from 20 colleges and universities within Michigan, including a recent partnership for the inclusion of students from the University of Detroit Mercy.

b. Faculty and Staff
Findings from the 2019 work climate survey informed plans for DEI 2.0 objectives.

For faculty, few agreed that they can navigate the unwritten rules about how to conduct oneself as a faculty member and less than one-quarter of respondents agreed that they have a voice in the decision-making that affects the direction of the LSI. Among tenure-track faculty respondents, the majority reported some level of stress related to managing the personnel or finances of a research grant or group. Similarly, the majority of research-track respondents reported stress related to managing a research group, grant, or center.

While administrative staff noted a strong sense of working in a collaborative environment and expressed appreciation for work freedom and independence, many noted stress regarding workloads, working while on vacation, and insufficient opportunities for career advancement.

We have been successful in increasing the number of URM tenure-track and tenured faculty, as well as administrative staff members, since the launch of DEI 1.0. We continue to strive toward a more diverse group of faculty and staff, so our recruiting efforts will continue in DEI 2.0.

c. Data applicable to all constituencies

We have implemented several measures to improve knowledge of the LSI's inclusive spaces (i.e., personal rooms, lactation room, gender-inclusive restrooms), including improved signage and information sharing via regular communication channels. Despite these efforts, and owing to the frequency of new members joining the LSI, we continue to hear anecdotal evidence that community members are not aware of the inclusive spaces in the LSI. This feedback allows us to identify new ways to share information to improve overall awareness of inclusive spaces.

Forthcoming data from the March 2023 work climate survey will provide us with a current snapshot of the experiences of LSI community members. The final overall response rate from the March 2023 work climate survey was 74%, with group response rates noted below:
- Postdocs: 63%
- Research Faculty: 74%
- Tenure-track Faculty: 78%
- Research Staff: 72%

- Admin Staff: 89%
- PhD Students: 66%

Given the high completion rates for each group, we feel confident that the forthcoming reports from ADVANCE for each group surveyed will provide us with representative data for each group.

Key Findings, Themes and Recommendations:
As a part of the planning process to draft DEI 2.0 goals and objectives, our DEI leads reviewed plans for Years 1-5 of DEI 1.0. Common to the plans was a tendency to focus on a larger quantity of shorter-term goals inspired by data points available at that time. For DEI 2.0, we are focusing on codifying current practices to ensure long-term compliance with best practices developed over time, and creating goals and objectives that directly tie to longer-term goals developed and shared with the LSI's leadership and advisory groups. The result is a smaller set of goals that may take longer than one fiscal year to achieve. We will continue to pursue shorter-term actions as needs arise, but we will look to our plan to guide broader actions and directions for the LSI.

Strategic Objectives, Measures of Success and Action Plans*

Introduction:
The Life Sciences Institute's plan covers faculty, staff, and trainees (i.e., postdocs and graduate and undergraduate students). The strategic objectives needed to further the university-wide DEI goals have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics tracked over time and descriptions of single and multiple year actions to accomplish those objectives. For additional details 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.

ALL CONSTITUENTS

Strategic Objective 1:
Increase proportion of underrepresented racial/ethnic and sex groups within each rank (i.e., faculty, staff, postdoctoral research fellows)
Metrics:
Percentage of underrepresented groups within each rank
Actions:
1. *Review and update standard operating procedures for faculty recruitment and hiring*
2. *Formalize faculty sabbatical program to expose potential faculty to the LSI and its resources*

3. *Formalize internal processes for administrative staff and research staff hiring*
4. *Encourage posting of postdoctoral research fellows positions on web resources and social media platforms*
5. *Apply best practices from Program in Chemical Biology recruiting efforts to other ranks, as relevant and appropriate*

Primary DEI Goal: *Diversity*

Strategic Objective 2:
Offer resources for all LSI community members to clarify expectations and opportunities for professional advancement
Metrics:
Percentage of members who indicate that they have received and reviewed the new resources, as included in annual performance evaluations
Actions:
1. *Create LSI-specific faculty performance standards for promotion*
2. *Share details with tenure-track and tenured faculty members for feedback and assurance of understanding and application to all faculty based on rank*
3. *Incorporate LSI standards into existing faculty review policy*
4. *Ensure staff annual performance review includes discussion of current position and potential, if any, for promotion*
5. *Create timeslot for staff to seek HR assistance or other resources for career navigation review*

Primary DEI Goal: *Equity*

Strategic Objective 3:
Promote organizational initiatives and expand mechanisms to better understand and meet the needs of the internal neurodivergent workforce.
Metrics:
Percentage of employees who have completed neurodiversity training programs.
Attendance at awareness events such as workshops, webinars, and panel discussions.
Employee feedback and satisfaction ratings of these events.
Actions:
1. *Develop and implement training programs, workshops, panel discussions, and webinars for all employees on neurodiversity, including understanding different neurodivergent conditions (e.g., autism, ADHD, dyslexia).*
2. *Develop comprehensive guides, infographics, and videos explaining neurodiversity, common challenges, and support mechanisms.*

Primary DEI Goal: *Inclusion*

FACULTY

Strategic Objective 4:
Ensure access to resources to all faculty to support their success in managing an independent lab
Metrics:
The self-reported satisfaction by faculty with available resources

Actions:
1. *Identify topics necessary to successfully manage a lab (e.g., how to manage personnel issues, long-term budget planning)*
2. *Prepare new material(s) and presentation(s), as needed, to share information on the identified topics*
3. *Share resources with all faculty*
4. *Assess faculty satisfaction with resource provision*

Primary DEI Goal: *Equity*

Strategic Objective 5:
Support faculty nominations and applications to national academics, prestige awards, HHMI, etc.
Metrics:
Number of faculty nominations and applications submitted in FY25
Number of successful nominations and applications from recent submissions
Actions:
1. *Identify appropriate awards and funding opportunities for LSI faculty at various career stages*
2. *Coordinate with faculty tenure homes for nominations and applications*
3. *Regularly convene the LSI faculty awards committee to ensure follow through with submissions*

Primary DEI Goal: *Equity*

PROGRAM PARTICIPANTS

Strategic Objective 6:
Expand the reach of LSI-administered pipeline programs (i.e., Aspirnaut Summer Research Internship Program, Perrigo Undergraduate Summer Fellowship, and the Michigan Pioneer Fellows program)
Metrics:
Number of program participants
Number of partnering units
Number of education sites from which program participants come
Actions:
1. *Share program successes with potential U-M partnering units to encourage broader unit participation*
2. *Explore cost-savings measures in the programs to allow for more participants*

Primary DEI Goal: *Inclusion*

PROCESS (Create an Equitable and Inclusive Campus Climate)

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

ALL CONSTITUENCIES

Strategic Objective 7:
Apply anti-racist best practices when reviewing, updating, or drafting LSI policies and procedures
Metrics:
Number of policies and procedures reviewed, updated, or drafted using the best practices
Actions:
1. *Identify a list of questions to be considered when reviewing, updating, and drafting LSI policies*
2. *Seek review of the final draft of a policy with multiple constituent groups, as appropriate and relevant to the topic of the policy*
3. *Track review and application of best practices in a shared document*
4. *Track number of policies implemented and/or updated based on newly formalized practices*

Primary DEI Goal: *Equity*

Strategic Objective 8:
Using unit-wide data from the LSI community tracking system (Cobalt), review relevant information including classification, lab affiliation, time in rank, trainings taken, core user affiliation, and visiting scientist status, to obtain actionable insights for informed decision making on community work demographics.
Metrics:
Based on Cobalt reports, determine if goals, activities, initiatives, are aligned with community needs as based participation, attendance, survey feedback, etc. .
Actions:
1. *Utilize the Cobalt reporting capability, where appropriate, to develop and foster inclusive and engaged unit-level offerings and activities based on community work demographics.*

Primary DEI Goal: *Diversity*

Strategic Objective 9:
Implement a monthly DEI learning initiative to release a new educational topic each month, fostering continuous learning and deepening the organization's collective understanding of diversity, equity, and inclusion.
Metrics:
Utilize feedback and participation metrics to continuously refine and improve the DEI learning program, ensuring it remains relevant and impactful.
Actions:
1. *Create a 12-month content calendar outlining diverse DEI topics.*
2. *Utilize feedback and participation metrics to continuously refine and improve the DEI learning program, ensuring it remains relevant and impactful.*
3. *Collect employee input on DEI topics of interest and necessity.*
4. *Collaborate with DEI professionals to develop high-quality content.*
5. *Announce the monthly topic through emails, intranet, newsletters, and meetings.*
6. *Review communication approaches and language utilized in print and media advertisements to ensure that a broad range of the population can relate to the advertisement*

Primary DEI Goal: *Inclusion*

Strategic Objective 10:
Use climate survey data to inform the year over year DEI 2.0 planning process
Metrics:
Number of current objectives supported by March 2023 climate survey findings
Number of new objectives suggested by climate survey findings
Actions:
1. *Review climate survey data and catalog which findings relate to current objectives*
2. *Identify new areas of focus suggested by findings*
3. *Create new goal(s) and objective(s) for the LSI DEI plan, as warranted*

Primary DEI Goal: *Inclusion*

Strategic Objective 11:
Renew LSI community compliance with attestation to the LSI's Statement of Community Values (SOCV)
Metrics:
Percent of current LSI members (not including tenure-track and tenured faculty) who have renewed their attestation to the SOCV by the end of FY25
Actions:
1. *Host an event to renew awareness of SOCV, which includes information about pathways to report conflict and concerns within the LSI*
2. *Continue the requirement for all new community members to read and attest to the SOCV as part of onboarding*
3. *Identify checkpoints along the tenure-track faculty life cycle to attest to the SOCV*
4. *Contact all other LSI members who are more than one year post-attestation to request review and attestation to SOCV and highlight that the SOCV includes information about pathways to report conflicts and concerns within the LSI*

Primary DEI Goal: *Inclusion*

Strategic Objective 12:
Offer opportunities for the LSI community to interact, both professionally and socially
Metrics:
Number of activities hosted by the LSI and affiliated groups (e.g., LSI Trainees Committee)
Actions:
1. *Identify which events and activities will be offered on a regular basis*
2. *Document activities offered for the fiscal year*

Primary DEI Goal: *Inclusion*

Strategic Objective 13:
Build DEI competencies and skills of LSI community members
Metrics:
Number of participants
Post-event evaluation data
Actions:
1. *Offer at least one competency or skill-focused training (e.g., bystander intervention) to the LSI community in FY25*

Primary DEI Goal: *Inclusion*

Strategic Objective 14:
Formalize practices for how diversity, equity, and inclusion as principles are incorporated and how DEI work at the LSI is highlighted in internal and external communication efforts
Metrics:
Distribution of document of practices to LSI leadership and unit directors
Actions:
1. *Create a document that outlines current practices*
2. *Conduct a fiscal year-end review of the document for updates*

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.

LSI & U-M RESEARCHERS & THE BROADER RESEARCH COMMUNITY

Strategic Objective 15:
Improve communication about LSI research support resources and opportunities (e.g., conference funding support, funding programs, summer research programs, cores)
Metrics:
Number of applications for David and Michelle Kroin Family Scholarship Fund
Number of applicants for LSI-administered funding programs
Number of applicants for LSI-administered summer research programs
Number of new users in each core
Actions:
1. *Review web content on LSI research support resources to ensure accuracy of content*
2. *Draft a communication plan to share electronic and printed resources relating to LSI research support resources with relevant constituencies*
3. *Track the number of new users in each core by the end of FY25*
4. *Track number of applicants for LSI-administered programs*

Primary DEI Goal: *Inclusion*

Strategic Objective 16:
Analyze current LSI gift fund accounts to determine prior use for DEI priorities, donor allowance for use to support DEI priorities, and specific DEI priorities needing funding
Metrics:
Number of gift funds supporting DEI priorities
Number of gift funds used for DEI priorities
Amount of gift funds used for DEI priorities

Actions:
1. *Review gift fund accounts for identification of funds available for DEI priorities*
2. *Inventory current DEI activities in need of funding*
3. *Create suggested uses of gift funds for DEI activities*
4. *Plan for Managing Director to present funding opportunities to Director for input and action*

Primary DEI Goal: *Inclusion*

Strategic Objective 17*:*
Work in partnership with to-be-hired new Director of LSI Development to provide history of DEI efforts relative to LSI fundraising and diversifying the perspectives and viewpoints present on external advisory boards. Address new Development Director's past work experience and outcomes relative to DEI responsibilities

Metrics:
Number of new suggested opportunities for fundraising for DEI priorities
Number of donors interested in funding DEI priorities
Number of potential donors to approach for funding DEI priorities

Actions:
1. *Include DEI items on the agenda for onboarding the new Development Director and regular monthly meetings of the Managing Director and the Development Director*
2. *Hold initial onboarding and quarterly meetings of the Managing Director, Development Director and Director of LSI Outreach and Community Engagement to discuss opportunities for fundraising in support of DEI focused programs and initiatives*

Primary DEI Goal: *Inclusion*

Strategic Objective 18*:*
Coordinate with LSI development unit to identify DEI fundraising priorities. Report on the priority gift fund purpose, fundraising goal, and potential impact of securing this funding. Identify specific DEI development goals to be coordinated and prioritized within the next U-M fundraising campaign

Metrics:
Number of donors to DEI focused gift accounts
Amount of gift funds secured/pledged for DEI focused priorities

Actions:
1. *Hold a bi-annual meetings with the Director, Managing Director, Development Director, and Director of LSI Outreach and Community Engagement to discuss LSI DEI funding needs and priorities*
2. *Ensure focused discussion of DEI gift accounts balance, actual and potential use and plans for further fundraising during quarterly gift fund review meeting of the Managing Director, development and finance staff*
3. *Provide details on a regular basis to the Director regarding DEI gift accounts including use and plans for further fund generation and next steps to accomplish objectives*

Primary DEI Goal: *Inclusion*

ALL CONSTITUENCIES

Strategic Objective 19:

Continue to be responsive to feedback on the accessibility and usability of the LSI website
Metrics:
Number of inquiries and associated solutions offered regarding the LSI website
Actions:
1. *Log interactions related to the LSI website accessibility and usability*
2. *Research solutions to suggested changes*
3. *Implement changes as financially and/or logistically feasible, using accessibility as a lens*

Primary DEI Goal: *Inclusion*

Strategic Objective 20:
Identify a common set of inclusion principles and practices for LSI programs and resources
Metrics:
Number of events that implement the inclusion principles and practices
Percentage of events that implement the inclusion principles and practices
Actions:
1. *Review current practices among various LSI program offerings (e.g., colloquium, symposium, seminar series, faculty recruitment process)*
2. *Draft a common set of inclusion principles and practices that can be applied to program offerings, i.e., internal versus external*
3. *Meet with LSI leads on various LSI program offerings to review the principles and practices*

Primary DEI Goal: *Inclusion*

Strategic Objective 21:
Review wayfinding and information sharing about inclusive spaces (i.e., personal rooms, lactation room, gender-inclusive restrooms) at the LSI
Metrics:
Number of signs that include information about inclusive spaces
Number of regular communications that inform the community about inclusive spaces
Website (external and internal audience) and internal (internal audience) mentions of inclusive spaces
Actions:
1. *Note locations of building signs that reference inclusive spaces*
2. *Review references to inclusive spaces in communications in FY25*
3. *Search information about inclusive spaces on public website and internal intranet*

Primary DEI Goal: *Inclusion*

Goal-related Metrics – Life Sciences Institute Measures Tracked Over Time

School, College or Unit Metrics:
The following data metrics have been endorsed by senior university leadership and provided to the LSI by central U-M administration. These metrics are tracked annually by central administration. The following climate survey indicators are also tracked and provided to the LSI by central administration.

Staff
Demographic Composition:
- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Age (Generation cohort)*
- *Underrepresented Minority (URM)*

Climate Survey Indicators (sample indicators listed below):
- *Feelings of professional growth in work unit*
- *Feelings of discrimination in work unit*

Faculty
Demographic Composition:
- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Underrepresented Minority (URM)*

Climate Survey Indicators (sample indicators listed below):
- *Satisfaction with climate/environment in department of School/College*
- *Assessment of semantic aspects of the general climate in department of School/College*
- *Assessment of semantic aspects of the DEI climate in department of School/College*
- *Feeling valued in department of School/College*
- *Feeling of belongingness in department of School/College*
- *Assessment of department in School/College commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success in department of School/College*
- *Feeling able to perform up to full potential in department of School/College*
- *Feelings of academic growth in department of School/College*
- *Feelings of discrimination in department of School/College*

Action Planning Tables with Details and Accountabilities

PEOPLE *(Recruitment, Retention & Development)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All constituents	*Increase proportion of underrepresented racial/ethnic and sex groups within each rank (i.e., faculty, staff, postdoctoral research fellows)*	*Percentage of underrepresented groups within each rank*	1. *Review and update standard operating procedures for faculty recruitment and hiring* 2. *Formalize faculty sabbatical program to expose potential faculty to the LSI and its resources* 3. *Formalize internal processes for administrative staff and research staff hiring* 4. *Encourage posting of postdoctoral research fellows positions on web resources and social media platforms* 5. *Apply best practices from Program in Chemical Biology recruiting efforts to other ranks, as relevant and appropriate*	*DEI Unit Leads, hiring managers, PCB leadership*

All constituents	Offer resources for all LSI community members to clarify expectations and opportunities for professional advancement	Percentage of members who indicate that they have received and reviewed the new resources, as included in annual performance evaluations	1. Create LSI-specific faculty performance standards for promotion 2. Share details with tenure-track and tenured faculty members for feedback and assurance of understanding and application to all faculty based on rank 3. Incorporate LSI standards into existing faculty review policy 4. Ensure staff annual performance review includes discussion of current position and potential, if any, for promotion 5. Create timeslot for staff to seek HR assistance or other resources for career navigation review	LSI Director and Associate Director, DEI Unit Leads
All constituents	Promote organizational initiatives and expand mechanisms to better understand and meet the needs of the internal neurodivergent workforce.	Metrics: Percentage of employees who have completed neurodiversity training programs. Attendance at awareness events such as workshops, webinars, and panel discussions. Employee feedback and satisfaction ratings of these events.	1. Develop and implement training programs, workshops, panel discussions, and webinars for all employees on neurodiversity, including understanding different neurodivergent conditions (e.g., autism, ADHD, dyslexia). 2. Develop comprehensive guides, infographics, and videos explaining neurodiversity, common challenges, and support mechanisms.	DEI Unit Leads

Faculty	Ensure access to resources to all faculty to support their success in managing an independent lab	The self-reported satisfaction by faculty with available resources	1. Identify topics necessary to successfully manage a lab (e.g., how to manage personnel issues, long-term budget planning) 2. Prepare new material(s) and presentation(s), as needed, to share information on the identified topics 3. Share resources with all faculty 4. Assess faculty satisfaction with resource provision	LSI Director and Associate Director, Director's Office staff, faculty mentors of junior faculty
Faculty	Support faculty nominations and applications to national academics, prestige awards, HHMI, etc.	Number of faculty nominations and applications submitted in FY25; Number of successful nominations and applications from recent submissions	1. Identify appropriate awards and funding opportunities for LSI faculty at various career stages 2. Coordinate with faculty tenure homes for nominations and applications 3. Regularly convene the LSI faculty awards committee to ensure follow through with submissions	LSI Director and Associate Director, LSI Faculty Awards Committee, Director's Office staff, faculty mentors of junior faculty

Program participants	Expand the reach of LSI-administered pipeline programs (i.e., Aspirnaut Summer Research Internship Program, Perrigo Undergraduate Summer Fellowship, and the Michigan Pioneer Fellows program)	Number of program participants; Number of partnering units; Number of education sites from which program participants come	1. Share program successes with potential U-M partnering units to encourage broader unit participation 2. Explore cost-savings measures in the programs to allow for more participants	LSI Director, DEI Unit Leads, Staff leads and support staff of pipeline programs

PROCESS *(Promoting & Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All constituents	Apply anti-racist best practices when reviewing, updating, or drafting LSI policies and procedures	Number of policies and procedures reviewed, updated, or drafted using the best practices	1. Identify a list of questions to be considered when reviewing, updating, and drafting LSI policies 2. Seek review of the final draft of a policy with multiple constituent groups, as appropriate and relevant to the topic of the policy 3. Track review and application of best practices in a shared document 4. Track number of policies implemented and/or updated based on newly formalized practices	LSI Director and Associate Director, DEI Unit Leads, LSI Unit Managers (Admin Staff)

All constituents	Using unit-wide data from the LSI community tracking system (Cobalt), review relevant information including classification, lab affiliation, time in rank, trainings taken, core user affiliation, and visiting scientist status, to obtain actionable insights for informed decision making on community work demographics.	Based on Cobalt reports, determine if goals, activities, initiatives, are aligned with community needs as based participation, attendance, survey feedback, etc. .	1. Utilize the Cobalt reporting capability, where appropriate, to develop and foster inclusive and engaged unit-level offerings and activities based on community work demographics.	DEI Unit Leads, hiring managers
All constituents	Implement a monthly DEI learning initiative to release a new educational topic each month, fostering continuous learning and deepening the organization's collective understanding of diversity, equity, and inclusion.	Utilize feedback and participation metrics to continuously refine and improve the DEI learning program, ensuring it remains relevant and impactful.	1. Create a 12-month content calendar outlining diverse DEI topics. 2. Utilize feedback and participation metrics to continuously refine and improve the DEI learning program, ensuring it remains relevant and impactful. 3. Collect employee input on DEI topics of interest and necessity. 4. Collaborate with DEI professionals to develop high-quality content. 5. Announce the monthly topic through emails, intranet, newsletters, and meetings.	DEI Unit Leads, Director of LSI Marketing and Communications

			6. *Review communication approaches and language utilized in print and media advertisements to ensure that a broad range of the population can relate to the advertisement*	
All constituents	*Use climate survey data to inform the year over year DEI 2.0 planning process*	*Number of current objectives supported by March 2023 climate survey findings; Number of new objectives suggested by climate survey findings*	1. *Review climate survey data and catalog which findings relate to current objectives* 2. *Identify new areas of focus suggested by findings* 3. *Create new goal(s) and objective(s) for the LSI DEI plan, as warranted*	*DEI Unit Leads*
All constituents	*Renew LSI community compliance with attestation to the LSI's Statement of Community Values (SOCV)*	*Percent of current LSI members (not including tenure-track and tenured faculty) who have renewed their attestation to the SOCV by the end of FY25*	1. *Host an event to renew awareness of SOCV, which includes information about pathways to report conflict and concerns within the LSI* 2. *Continue requirement for all new community members to read and attest to the SOCV as part of onboarding* 3. *Identify checkpoints along the tenure-track faculty life cycle to attest to the SOCV* 4. *Contact all other LSI members who are more than one year post-attestation to request review and attestation to SOCV and highlight that the SOCV includes information about pathways to report conflicts and concerns within the LSI*	*LSI Director and Associate Director, DEI Unit Leads, HR team*

All constituents	*Offer opportunities for the LSI community to interact, both professionally and socially*	*Number of activities hosted by the LSI and affiliated groups (e.g., LSI Trainees Committee)*	1. *Identify which events and activities will be offered on a regular basis* 2. *Document activities offered for the fiscal year*	*DEI Unit Leads, Director's Office staff, LSI Trainees Committee*
All constituents	*Build DEI competencies and skills of LSI community members*	*Number of participants; Post-event evaluation data*	1. *Offer at least one competency or skill-focused training (e.g., bystander intervention) to the LSI community in FY25*	*DEI Unit Leads*
All constituents	*Formalize practices for how diversity, equity, and inclusion as principles are incorporated and how DEI work at the LSI is highlighted in internal and external communication efforts*	*Distribution of document of practices to LSI leadership and unit directors*	1. *Create a document that outlines current practices* 2. *Conduct a fiscal year-end review of the document for updates*	*DEI Unit Leads, Director of LSI Marketing and Communications*

PRODUCTS *(Education, Scholarship & Service)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
LSI & U-M Researchers & the Broader Research Community	*Improve communication about LSI research support resources and opportunities (e.g., conference funding support, funding programs, summer research programs, cores)*	*Number of applications for David and Michelle Kroin Family Scholarship Fund; Number of applicants for LSI-administered funding programs; Number of applicants for LSI-administered summer research programs* *Number of new users in each core*	1. *Review web content on LSI research support resources to ensure accuracy of content* 2. *Draft a communication plan to share electronic and printed resources relating to LSI research support resources with relevant constituencies* 3. *Track the number of new users in each core by the end of FY25* 4. *Track number of applicants for LSI-administered programs*	*Core directors and core administrative staff, Program leads and support staff, Director of Marketing and Communications, DEI Unit Leads*
LSI & U-M Researchers & the Broader Research Community	*Analyze current LSI gift fund accounts to determine prior use for DEI priorities, donor allowance for use to support DEI priorities, and specific DEI priorities needing funding*	*Number of gift funds supporting DEI priorities; Number of gift funds used for DEI priorities; Amount of gift funds used for DEI priorities*	1. *Review gift fund accounts for identification of funds available for DEI priorities* 2. *Inventory current DEI activities in need of funding* 3. *Create suggested uses of gift funds for DEI activities* 5. *Plan for Managing Director to present funding opportunities to Director for input and action*	*Development unit, Managing Director and Director*

LSI & U-M Researchers & the Broader Research Community	*Work in partnership with to-be-hired new Director of LSI Development to provide history of DEI efforts relative to LSI fundraising and diversifying the perspectives and viewpoints present on external advisory boards; Address new Development Director's past work experience and outcomes relative to DEI responsibilities*	*Number of new suggested opportunities for fundraising for DEI priorities; Number of donors interested in funding DEI priorities; Number of potential donors to approach for funding DEI priorities*	1. *Include DEI items on the agenda for onboarding the new Development Director and regular monthly meetings of the Managing Director and the Development Director* 6. *Hold initial onboarding and quarterly meetings of the Managing Director, Development Director and Director of LSI Outreach and Community Engagement to discuss opportunities for fundraising in support of DEI focused programs and initiatives*	*Managing Director, Development Director, Director Outreach and Community Engagement*
LSI & U-M Researchers & the Broader Research Community	*Coordinate with LSI development unit to identify DEI fundraising priorities. Report on the priority gift fund purpose, fundraising goal, and potential impact of securing this funding.* *Identify specific DEI development goals to be coordinated and prioritized within the next U-M fundraising campaign*	*Number of donors to DEI focused gift accounts* *Amount of gift funds secured/pledged for DEI focused priorities*	1. *Hold a bi-annual meetings with the Director, Managing Director, Development Director, and Director of LSI Outreach and Community Engagement to discuss LSI DEI funding needs and priorities* 2. *Ensure focused discussion of DEI gift accounts balance, actual and potential use and plans for further fundraising during quarterly gift fund review meeting of the Managing Director, development and finance staff* 7. *Provide details on a regular basis to the*	*Managing Director, Development Director, Director Outreach and Community Engagement, finance staff*

			Director regarding DEI gift accounts including use and plans for further fund generation and next steps to accomplish objectives	
All constituents	*Continue to be responsive to feedback on the accessibility and usability of the LSI website*	*Number of inquiries and associated solutions offered regarding the LSI website*	1. *Log interactions related to the LSI website accessibility and usability* 2. *Research solutions to suggested changes* 8. *Implement changes as financially and/or logistically feasible, using accessibility as a lens*	*Director of Marketing and Communications*
All constituents	*Identify a common set of inclusion principles and practices for LSI programs and resources*	*Number of events that implement the inclusion principles and practices; Percentage of events that implement the inclusion principles and practices*	1. *Review current practices among various LSI program offerings (e.g., colloquium, symposium, seminar series, faculty recruitment process)* 2. *Draft a common set of inclusion principles and practices that can be applied to applicable program offerings, i.e., internal versus external* 9. *Meet with LSI leads on various LSI program offerings to review the principles and practices*	*DEI Unit Leads, Event and program leads and support staff*

All constituents	Review wayfinding and information sharing about inclusive spaces (i.e., personal rooms, lactation room, gender-inclusive restrooms) at the LSI	Number of signs that include information about inclusive spaces; Number of regular communications that inform the community about inclusive spaces; Website (external and internal audience) and intranet (internal audience) mentions of inclusive spaces	1. Note locations of building signs that reference inclusive spaces 2. Review references to inclusive spaces in communications in FY25 2. Search information about inclusive spaces on public website and internal intranet	DEI Unit Leads, Director of Operations, Director of Marketing and Communications

Plans for Supporting, Tracking and Updating the Strategic Plan

The LSI two DEI leads and Community Engagement staff member, will be the key contacts for stewardship of the plan in FY25. This team will be assisted by relevant directors of functional areas (e.g., Human Resources, Communications) in tracking and supporting the plan implementation. LSI community members will be invited to provide additional feedback and input in a variety of forms.

The DEI unit leads team will gather feedback and additional ideas to be implemented throughout the academic year. A report that includes an evaluation of metrics, accomplishments, and recommendations will be presented to the LSI leadership in April 2025.