



DIVERSITY, EQUITY, & INCLUSION



SCHOOL OF KINESIOLOGY

UNIVERSITY OF MICHIGAN

Strategic Plan Diversity, Equity, & Inclusion

(FY 2025)

kines-dei@umich.edu

Ketra L. Armstrong, PhD
Director of Diversity, Equity, & Inclusion

Preface

This Strategic Plan for Diversity, Equity, and Inclusion in Kinesiology is considered a living document. It will undergo continual revisions, it welcomes additional input, and it will be revised and adjusted accordingly (as new information is obtained, new ideas are generated, and different needs arise).



Kinesiology Diversity, Equity, & Inclusion Strategic Plan

Table of Contents

Introduction.....	4
Executive Summary: Highlights of the Kinesiology Diversity, Equity, & Inclusion (DEI) Strategic Plan.....	5
Diversity, Equity, & Inclusion Strategic Plan Overview	6
DEI Foresight and Forecast.....	8
Key Diversity, Equity, & Inclusion Constituents & Strategies	10
Implementation Highlights & Planning Process Used	11
Data Analysis: Key Findings	13
Strategic Objectives, Measures of Success, and Action Plans.....	18
PEOPLE: Recruit, Retain, and Develop a Diverse Community.....	18
PROCESS: Promoting an Equitable and Inclusive Community	23
PRODUCTS: Support Innovative and Inclusive Teaching, Research, and Service	25
Goal-Related Metrics Tracked Over Time	27
PEOPLE Action Planning Tables: Recruitment, Retention, and Development	30
PROCESS Action Planning Tables: Promoting an Equitable and Inclusive Community.....	34
PRODUCTS Action Planning Tables: Education, Scholarship, and Service.....	35
Plans for Supporting, Tracking, and Updating Strategic Plan	38



Introduction



As the executive leadership team at the University of Michigan has professed in no uncertain terms, U-M's dedication to academic excellence for the public good is inseparable from the commitment to diversity, equity, and inclusion. It is central to U-M's mission as an educational institution to ensure that each member of the community has full opportunity to thrive in the environment, on the premise that diversity, equity, and inclusion are imperative to individual flourishing, educational excellence, and the advancement of knowledge. Likewise, the U-M School of Kinesiology celebrates and is committed to achieving the ideals of diversity, equity, and inclusion. We believe that diversity, equity, and inclusion enrich the school's learning environment and enhance our instruction, learning, scholarship, service to humankind, and ability to address the world's most existential challenges with impact and innovation.

As such, we have developed a strategic Diversity, Equity, & Inclusion (DEI) plan that uniquely addresses the challenges and opportunities at the fore for U-M Kinesiology. Although our DEI Plan includes some specific (stand-alone) programs and initiatives, the overall essence of our plan is for us to organically weave, infuse, embed, and integrate a consciousness and sensitivity to elements of diversity, equity, and inclusion into our existing culture – our ways of doing (our policies, practices, procedures, and reward systems) and our ways of being (our teaching, learning, scholarship, and service). The strategic thrusts of our plan are to: (a) increase our demographic/compositional diversity, (b) promote inclusive excellence (in teaching/instruction, learning, scholarship, and service), and (c) create a fair, positive, engaging, and supportive environment for all of our faculty, staff, and students to thrive in the fullness of who they are and with a feeling of respect, justice, and a sense of belonging. Our DEI motto is: **KIN-ALL IN!**

The following page contains an Executive Summary of the Kinesiology DEI Plan. To access the full plan, please visit kines.umich.edu/DEI. The plan is a living document. It will undergo continual revisions, it welcomes additional input, and it will be revised and adjusted accordingly (as new ideas are generated, new information is obtained, and different needs arise). I encourage you to review the full plan, and I welcome your feedback. You may send your comments to kines-dei@umich.edu.

As you can imagine, achieving the ideals of diversity, equity, and inclusion will take a continual, systematic, and sustained TEAM effort. This process will span the next several years as we continue to plan, implement, evaluate, and revise our DEI efforts and initiatives. The participation and engagement of our faculty, staff, and students in this process is critical! We also value the involvement of our alumni and our educational and corporate partners. The collective feedback (thoughts, suggestions, and ideas) of our community of constituents is imperative as we seek to create an effective document ('game plan') to strategically guide our DEI efforts and to facilitate and sustain our success. Therefore, we encourage your active support, involvement, and participation in our DEI activities. In the true spirit of team...I hope you will be **ALL-IN** for diversity, equity, and inclusion in the U-M School of Kinesiology!

Sincerely,

Ketra L. Armstrong, PhD
Professor & Director, Diversity, Equity, & Inclusion



Executive Summary: Highlights of the Kinesiology Diversity, Equity, & Inclusion (DEI) Strategic Plan

- **Increase the diversity of Kinesiology students by:**
 - Engaging in intentional and targeted recruitment via print and electronic communications and participating in on and off-campus outreach and engagement activities with entities that serve broadly diverse students.
 - Adhering to an inclusive review process for undergraduate and graduate student admissions.
 - Offering financial support (Application Fee Waivers, Kinesiology Merit Fellowships), LINKS funding) to support the enrollment and success of, among others, underrepresented students.
- **Improve student inclusion, engagement, and belonging in Kinesiology**
 - Offering students inclusive instruction and engaging classroom experiences in Kinesiology courses.
 - Supporting diverse and collaborative community building/bonding endeavors for Kinesiology students.
 - Offering social and cultural support (Kinesiology LINKS Program, Kinesiology Diversity & Inclusion Network, etc.) to support the inclusion, engagement, and belonging of, among others, underrepresented students.
- **Increase the diversity of Kinesiology faculty & staff via inclusive application pools and review process by:**
 - Utilizing U-M approved HR documents to guide and support the principles, best practices, and procedures for all faculty and staff searches/hires.
 - Requiring DEI-related training for individuals involved in searches for all faculty and staff positions.
 - Requiring Search Committees to report their efforts, review, and assessment of applicant pools.
- **Improve faculty and staff inclusion, engagement, and belonging in Kinesiology**
 - Intentionality to using more inclusive language.
 - Offering community building/bonding opportunities, programs, activities, and practices for faculty and staff.
 - Identifying and addressing ways and means by which faculty and staff may be othered and marginalized.
- **Enhance Kinesiology faculty, staff, and student competence/ability to engage in diversity/inclusion by:**
 - Maintaining an online (e-portal) of resources related to diversity, equity, and/or inclusion.
 - Offering DEI-related trainings/professional development (workshops, seminars, programs, activities, etc.).
- **Encourage and support Kinesiology faculty, staff, and student engagement in diversity and inclusion by:**
 - Offering students grants to support DEI-related instruction, scholarship, and/or service.
 - Offering faculty grants to support DEI-related instruction, scholarship, and/or service.
 - Offering staff grants to support DEI-related initiatives.
- **Increase Kinesiology faculty, staff, and student accountability for diversity, equity, and inclusion by:**
 - Requiring faculty and staff to document their DEI contributions in their annual reviews/productivity reports.
 - Requiring Kinesiology funded student associations to engage in at least one program a year related to DEI.
- **Promote equity and transparency in Kinesiology by:**
 - Communicating Kinesiology processes and revising and making accessible Kinesiology 'governing' documents such as the Undergraduate Handbook, Graduate Bulletin, and the Faculty and Staff Handbook.
 - Using U-M pathways conflict resolutions process for faculty, staff, and students.
 - Requiring sexual harassment and misconduct prevention training for the Kinesiology community.



Diversity, Equity, & Inclusion Strategic Plan Overview

As the executive leadership team at the University of Michigan has professed in no uncertain terms, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity, equity, and inclusion are imperative to individual flourishing, educational excellence, and the advancement of knowledge. Likewise, the U-M School of Kinesiology celebrates and is committed to achieving the ideals of diversity, equity, and inclusion. We believe that diversity, equity, and inclusion enrich the school's learning environment and enhance our instruction, learning, scholarship, service to humankind, and ability to address the world's most existential challenges with impact and innovation.

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 School of Kinesiology]:

The underlying principles of DEI are fundamental to the mission and core values of the School of Kinesiology. Embracing, achieving, and celebrating DEI in the broadest sense and in the widest capacity is an organic endeavor that is endemic to our purpose.



School of Kinesiology Mission Statement

The University of Michigan School of Kinesiology strives to be an international leader in education and research related to physical activity, health and wellness, and sport management.

School of Kinesiology Core Values

Together, these values will help our school build a culture that is productive, engaging, and which fosters excellence, innovation, and growth.

- **Collaboration**
We value strong relationships and seek to connect and engage with others across our school, university, and beyond.
- **Creativity**
We value curiosity and intellectual growth. We seek to challenge existing knowledge and find innovative and creative solutions to support and advance our mission.
- **Inclusion**
We are committed to creating an environment where people feel a sense of belonging, acceptance, and community. We embrace and celebrate our diverse backgrounds.
- **Integrity**
Our actions are guided and aligned with a commitment to ethics, honesty, accountability, and principled behavior.
- **Respect**
We recognize that words and actions matter. We believe in treating each other with courtesy, empathy, and dignity. We encourage the civil and respectful expression of ideas and opinions.

In the spirit of *team* ... our motto is **KIN – ALL IN!** The graphic below represents Kinesiology's DEI logo/brand marker. It will be displayed on our DEI print and electronic materials, our products, and where possible, our premium items.



Inspiring Our Present...Empowering Our Future!

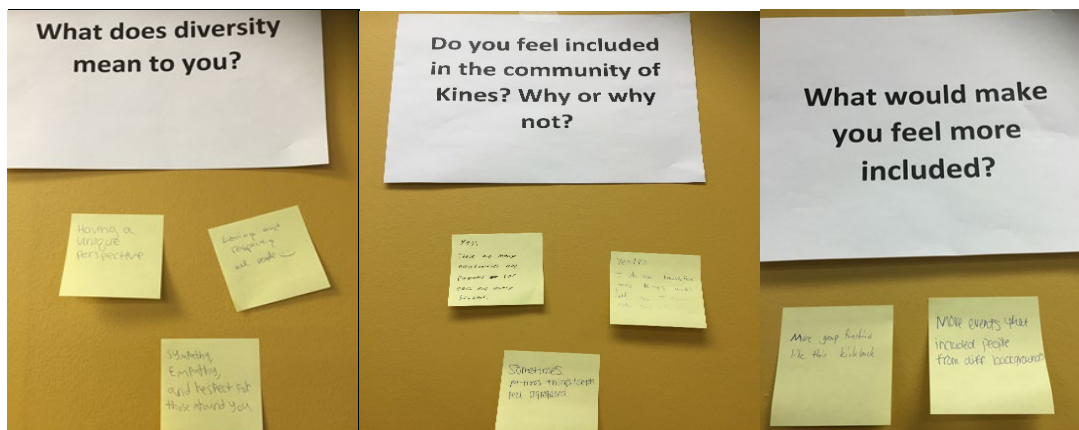


DEI Foresight and Forecast

The School of Kinesiology offers degree programs and is comprised of corresponding faculty (at various ranks and with varied responsibilities) in two different sub-disciplines related to: (a) STEM, biomedical, and allied health professions, and (b) social sciences and business management professions. More specifically, it offers content/programs in Athletic Training, Applied Exercise Science, Movement Science, and Sport Management. Kinesiology's disciplinary diversity represents unique challenges and opportunities relative to promoting compositional and ideological diversity, equity, and inclusion for our faculty, staff, and students.

In the coming years we hope to attain information that will equip us with the foresight and empower us with the ability to strategically forecast problems and realize possibilities relative to achieving the ideals and promises of diversity, equity, and inclusion. The questions/issues we hope to unearth via a combination of qualitative and quantitative methods and address in the coming years include but are not limited to the following:

- What factors are influencing and shaping the climate/pulse/'temperature' of the School of Kinesiology relative to diversity, equity, and inclusion?
- What factors/manifestations are creating the favorable and unfavorable perceptions and identities of Kinesiology (notably as *individualistic* and *competitive*) relative to diversity, equity, and inclusion?
- What factors (people, processes and/or products) in Kinesiology serve as sources of satisfaction and dissatisfaction for our faculty, staff, and students?
- What ways and means may Kinesiology faculty, staff, and students be 'othered' and marginalized?
- How can diversity, equity, and inclusion be better positioned in Kinesiology for faculty, staff, and students' acceptance, engagement, and/or support?
- What are some best practices for inclusive teaching/instruction/curriculum, advising, and mentorship?
- What are some defining moments of relationships with/for faculty, staff, and students relative to diversity, equity, and inclusion?
- What personal stories, histories, and experiences of Kinesiology faculty, staff, and students encourage or discourage their sense of belonging and/or full engagement in Kinesiology?
- What elements/dimensions of culture and climate foster meaningful engagement between and among Kinesiology faculty, staff, and students?
- What are the sociocognitive impacts of diversity, equity, and inclusion on the performance of Kinesiology faculty, staff, and students?



There are a number of imperatives for institutionalizing Kinesiology's DEI success:

- Securing the necessary personal, financial, informational, and physical resources to make the ideals of diversity, equity, and inclusion in Kinesiology a reality.
- Facilitating Kinesiology faculty's, staff's, and students' earnest and organic engagement and commitment to diversity, equity, and inclusion.
- Supporting Kinesiology faculty, staff, and students' responsibility and accountability for contributing to an environment that promotes diversity, equity, and inclusion.
- Encouraging Kinesiology faculty's, staff's, and students' courage and willingness to embrace their fears and welcome the unknowns to experience the benefits of diversity, equity, and inclusion.



While our main partner is our own community of Kinesiology faculty, staff, and students, the success of Kinesiology's DEI endeavors will depend on various partners such as:

- Current and potential internal U-M partners, i.e., Rackham, CRLT, U-M Office of Professional Development, Provost's Office, Office of Multicultural Affairs/Trotter House, U-M Health Sciences, Ross School of Business, U-M School of Social Work, U-M Athletics, and other academic partners.
- Current and potential external partners such as youth programs, high schools, Minority Serving Institutions (MSI) - Historically Black Colleges/Universities (HBCUs), Hispanic Serving Institutions (HSI), and Tribal Colleges (TC), and a number of other educational entities and institutions that service/enroll students from communities that are underrepresented at U-M in general and underrepresented in Kinesiology in particular. Additionally, we will continue to explore partnerships with corporate entities that share our mission and core values relative to the contributions of diversity, equity, and inclusion to our people (faculty, staff, and students) and our products (instruction, scholarship, and service).



Key Diversity, Equity, & Inclusion Constituents & Strategies *

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

The primary constituents addressed in this DEI strategic plan are all of Kinesiology faculty, staff, and students, regardless of their professional ranks (for faculty and staff) and academic majors or classifications (for undergraduate and graduate students). The strategic thrusts outlined in this plan are designed to address the following overarching goals and objectives:

- **Compositional Diversity** – Enhanced diversity via multiculturalism and cultural pluralism in the demographic representation among Kinesiology faculty, staff, and students.
- **Instructional & Intellectual Diversity** – Increased diversity in pedagogy and content in Kinesiology education (classroom instruction/teaching and learning) and in Kinesiology scholarly endeavors.
- **Cultural Competence** – Improved skills of Kinesiology faculty, staff, and students relative to diversity, equity, and inclusion.
- **Equity** – Fairness and transparency in the policies, practices, and procedures governing faculty and staff hiring, promotion, job responsibilities, and rewards.
- **Inclusion** – A collective sociocultural climate, community, and physical space that is welcoming and supportive of all Kinesiology faculty, staff and students.
- **Belonging** – A culture where all faculty, staff, and students may thrive in the fullness of their authentic selves with a feeling of respect and a sense of belonging.
- **Diversity Branding** – Branded salience, presence, and marketing of diversity, equity, and inclusion in Kinesiology print and electronic materials and program premiums.

Planning for Diversity, Equity, & Inclusion in Kinesiology

Creating a Sustainable Culture of Diversity, Equity, & Inclusion in Kinesiology

(Adaptation of Pless & Maak, 2004)

Awareness of Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Ongoing Dialogues • Discursive Learning; Challenging and Confronting Predominant Assumptions • Forthright Communication
Develop a Vision that Values Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Fostering a Sense of Belonging • Increasing Commitment • Unleashing Synergies of an Diverse & Inclusive Unit (Faculty, Staff, & Students)
Acceptance of Vision of Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Building Understanding <ul style="list-style-type: none"> *Standpoint Plurality *Personal Reflection • Trust & Integrity
Management to Actualize Vision of Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Observable and Measurable Outcomes • Policies, Practices, & Procedures • System of Accountability & Rewards • Allocation of Necessary Resources

Principles for Achieving Diversity, Equity, & Inclusion in Kinesiology

Fundamentals of Successful and Authentic Diversity, Equity, & Inclusion in Kinesiology

(Sonnechein, 1999)

- **Respect** – for others, for differences, for ourselves.
- **Tolerance** – for lack of familiarity and ambiguities in language, styles, and behaviors.
- **Flexibility**– in situations that are new, different, difficult, and/or challenging.
- **Empathy** – to feel what someone who is different from you might be feeling.
- **Patience** – for change that can be slow and difficult.
- **Humor** – because when we lose our sense of humor, we lose our perspective, and our sense of humanity.

We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion. —Max De Pree



Implementation Highlights & Planning Process Used

Planning Leads:

The following individuals are the DEI Planning Leaders in the School of Kinesiology:

- Dr. Ketra L. Armstrong, Director of DEI in Kinesiology
- Dr. Elena Simpkins, Manager for DEI in Kinesiology
- Ryleigh Angstman, Rackham-Kinesiology DEI Graduate Student Staff Assistant

Planning Team:

Kinesiology's planning team includes a team of DEI 'Action Force' Ambassadors. Since the implementation process is intended to be delivered in a manner that weaves matters of DEI throughout the culture of Kinesiology (i.e., 'baked into' the core of the culture rather than being a 'side order' to the culture), the Kinesiology DEI Leads work accordingly with representatives as 'point persons' of the different factions within the school (Program Chairs; the HR and Staff Development; Budget & Finance; Offices of Graduate and Undergraduate Student Affairs; Associate Deans; Director of Innovative Teaching and Learning; Executive Committee; Curriculum & Instruction Committee; Marketing & Communications Team; Development Team; Kinesiology Student Organization leaders; and others) to organically integrate DEI into their processes and procedures. We have made much progress in this regard but will need to formalize the DEI Ambassadors Team (identifying members and outlining obligations and expectations), and continue to mobilize engagement and secure the intensity of effort that will increase the mass of individuals in Kinesiology (faculty, staff, and students) who are dedicated to assisting with this work.

Implementation Highlights and Planning Process Summary:

Previous Year's Implementation, Learnings, and Key Takeaways

We made notable progress in the previous year implementing our DEI plan. Students were our primary strategic focus during the previous year, and we dedicated most of our efforts to this constituent group. In summary, our efforts to intentionally and strategically recruit, enroll, engage, and deliver a quality educational experience to all students, including students who have been traditionally/historically underrepresented in our graduate and undergraduate programs, were not in vain, based on the progress we made, the impact we have experienced, and the success we have witnessed. These accomplishments evidenced the effectiveness and potential impact of our strategic plan's initiatives and action items targeting our students. However, we still have significantly more work to do to: (a) increase the composition of underrepresented students, and (b) give all students, and particularly our underrepresented students, the type of holistic experience and support that we desire and that they deserve.

With the addition of a full-time DEI staff member during the previous year, we were able to make notable progress in improving the inventory, delivery, and capacity of our current student-focused DEI initiatives such as: (a) the launching of the IGNITE program to increase the interest of students, particularly those from underserved populations (in this instance Tribal Colleges), in attending UM-Kinesiology; (b) offering workshops, making presentations, and moderating panels for the leaders of our student organizations on student engagement, DEI, and inclusion in their application processes; (c) offering pre-immersion cultural competence training for students preparing for learning abroad; (d) implementing a process for students to apply for funds to support their DEI related service, community outreach and engagement, and professional development activities; and (e) the reinstatement of our student diversity network (KDIN) as a sponsored UM student organization. We also improved some of our current initiatives such as elevating our Bridge program supporting, among others, underrepresented students, and increasing DEI presence in undergraduate and graduate student orientations.



Focusing on our student diversity and offering our students a welcoming climate, supportive culture, and socially just and engaging educational experience has been a focus at the outset of our strategic planning process, and it continues to be a strategic Kinesiology priority in the next phase of our DEI planning.

We continued our intentional efforts, policies, and practices and sought new ways of recruiting, hiring, and retaining a more diverse composition of faculty and staff. We assisted our Kinesiology HR staff and search committees in ways to continue to obtain widely diverse applicant pools for faculty and staff hires. We also refined/improved our process of engaging with a cluster of HBCUs. We also continued to offer DEI-related programs and community-building endeavors for our faculty, staff, and students to foster and facilitate learning, understanding, and an appreciation for the values and contributions of diversity, equity, and inclusion to our faculty, staff, and students personally and professionally. A new event we offered for our faculty, staff, and students was a partnership with the Arts Initiative to create art/crafts celebrating the Lunar New Year. To enhance our faculty's ability to offer inclusive instruction, we made DEI presentations at our Faculty Orientations and worked with CRLT to offer an Equity Focused Teaching Workshop. To continue to engage our staff in DEI dialogue we continued to offer a Book club that had consistent attendance and more impactful conversations. {We are in the process of developing a book club website for faculty and staff to stimulate further/advanced discussions.} We also convened a 'working group' to explore inclusive (multicultural) designs to make our building more welcoming and inviting.

What we have learned from the previous years of engaging in this iterative planning process is that we need to continue our offerings of various DEI initiatives for our faculty, staff, and students. However, we also need to be mindful of the varied ways in which each constituent is impacted by unique nuances and work/time demands that affect the extent to which they are able to fully and actively engage in our DEI endeavors. Concurrently, we have realized the need to equip and empower our constituents with educational resources to help them better understand the fundamental principles that underlie and support our DEI goals and objectives. We also learned that while we offer DEI grants for our faculty, staff, and students, these have been under-utilized and we need to be more intentional and proactive in promoting them and encouraging our constituents to pursue them. Perhaps most insightful was feedback received from our students the previous years regarding the need to have dedicated and strategic student leaders to help with the planning and implementation of student-focused events. The need for equity in the experiential learning endeavors offered to our students was also realized. Lastly, we were reminded of the need to offer more impactful investment and engagement with our Kinesiology alums from underrepresented communities in particular. It is imperative that (at the very least) we have the resources to continue the endeavors that have proven impactful, and (at the very best) we seek to enhance and elevate their impact to a greater capacity.

Current Planning Process:

This current plan is focused on increasing the impact and capacity of engagement of our faculty, staff, and students in our existing DEI initiatives. This plan was devised, informed, and revised based on a number of data sources, among them were: (a) conversations and group discussions with Kinesiology faculty and students (both solicited and unsolicited); (b) data obtained from participants in our DEI programs and initiatives, particularly our Graduate LINKS (formerly Bridge) Program; (c) U-M institutional data (particularly the 2024 demographic metrics for Kinesiology); and (d) internal data from Kinesiology faculty and staff 2023 annual reviews.



The students' responses to whether the Bridge Program was beneficial in assisting with their transition to the Kinesiology Graduate Programs and/or U-M converged on three themes: meeting faculty; hearing from current graduate students; and ease stress during transition to graduate school. Some of the comments included the following:

- *“Absolutely! Getting to meet some professors was very helpful, as was getting to know the students. 4 of the Bridge participants (and now my closest friends) are in my classes everyday, so having them during the first week especially made it easy to feel comfortable!”*
- *“Yes, it helped me relax a little bit about entering grad school.”*
- *“Yes, it was beneficial. We got to learn about the resources available to us, as we are reflecting that we are utilizing at least one tool.”*
- *“Yes, it was beneficial for me because it was easier to make friends before class started.”*
- *“It was, the tour of the campus and the talk from current grad students was a really helpful perspective to have before starting.”*
- *“Yes, it helped with being able to make new friends which can be hard in grad school.”*
- *“Yes! It was really comforting to have made friends going into the school year. Additionally, being able to connect with professors in a smaller group before orientation was an incredible advantage to have more time to get to know who I was learning from and to see how supportive the faculty are up close.”*
- *“Yes, it’s hard transitioning from a small D3 school into a big university so talking to others really helped.”*

The participants also noted areas of improvement/additional enhances to the Bridge Program:

- Individual Advising Appointments
- Targeted Workshops
- More Team Building Activities
- Additional Networking Events
- Financial Literacy
- Study Sessions

Faculty and Staff Engagement in DEI

To gauge the breadth and density of our faculty and staff's contributions and engagement in DEI, we gathered information from the self-reported data included in their 2023 annual evaluations. The data revealed that their contributions to DEI in their instruction, scholarship, and service were notable and varied – with some being more actively engaged than others. Some of the activities included: (a) being actively engaged in recruiting a more broadly diverse base of students; (b) participating in outreach and engagement efforts that involve communities (based on geography or educational background/experience) that are underrepresented; (c) conducting research, producing scholarship, and offering or supporting events that focus on diverse populations and address issues that are prevalent in underrepresented communities; (d) engaging in inclusive instruction; (e) attending DEI events on and off campus (locally and nationally); and (f) mentoring and supporting our students, including those who are traditionally underrepresented in our programs. Additionally, part of each our student associations' (Sport Business Association, Sport Business Inclusion Committee, Michigan Women in Entertainment and Sport, Black Undergraduate Kinesiology Association, and others) agenda includes DEI. These data were favorable to our DEI planning process as they revealed the receptiveness and creativity of our faculty, staff, and student organizations' engagement in DEI. Their DEI involvement represented a marked increase since the inception of our DEI planning process and suggested the need for our plan to consider and explore ways (i.e., recognition, incentives, and events) to continue to support, encourage, highlight, and celebrate (in expressed and implied ways) the DEI work of our constituents.



Kinesiology Demographic Metrics

The 2024 institutional data, which included five years of data from 2019-2023, obtained from Kinesiology's demographic metrics revealed a number of trends. Notwithstanding some yearly ebbs and flows of increases and decreases among different groups of constituents, the data reveal a patterned lack of diversity among Kinesiology staff, faculty, and students who are from underrepresented/minority communities.

Staff Demographics: Staff Demographics have not changed dramatically over the past five years:

- Sex: The staff are a predominately female constituency (53 females compared to 16 males). Moreover, the number of females has increased (from 40 in 2019 to 53 in 2023) more substantially than the number of males (from 14 in 2019 to 16 in 2023).
- Race/Ethnicity: The staff are a predominately White constituency, and the numbers increased from 44 in 2019 to 55 in 2023. The number of staff who were Black or African American increased from a number that was too low to report in 2019 to 7 in 2023. The numbers of staff of Asian and Hispanic or Latino ancestry were too low to be presented.
- 'Minority' Status: Consequent to the racial demography of the staff, they are primarily a Non-Underrepresented Minority constituency. Additionally, Non-URM staff increased from 49 in 2019 to 59 in 2023; for URM staff the increase was from 5 in 2019 to 9 in 2023.
- Age: The staff vary in age, with the majority being middle-aged; however, a greater number of the younger staff are White females.

Faculty Demographics: Faculty demographics have not changed dramatically over the past five years:

- Tenured/Tenured Track Faculty: This group steadily increased from 30 in 2019 to 35 in 2023. It is a predominately White constituency with slightly more females. The number of White females increased from 9 in 2019 to 12 in 2023; the number of White males decreased from 11 in 2019 to 9 in 2023). The number of faculty who are of American or Alaska Native, Asian, Black or African American, Hispanic or Latino, or International ancestry are too low to be included in the data. The number of Non-URM female faculty increased from 12 in 2019 to 16 in 2023; the number of Non-URM male faculty decreased slightly from 12 in 2019 to 10 in 2023. The number of URM female faculty has remained constant (at 6) over the past three years (from 2021-2023), and the number of URM male faculty is too low to be included in the data.
- Lectures: The numbers in this group fluctuated from 12 in 2019, to 15 in 2021, and to 11 in 2023. It is a predominately White female constituency; the representations of all other demographics are too low to be included in the data. While the number of White female lecturers has remained constant (@7), there were 5 White male lecturers in 2021, yet none in 2023.
- Clinical Instructional Faculty: The numbers in this group increased from 8 in 2019 to 14 in 2023. It is a predominantly White constituency. The number of White females and males increased from a number too small to be reported in 2019 to 5 and 7, respectively in 2023. Representations of other demographics are too small to be included in the data.
- Race: The number of White faculty increased from 37 in 2019 to 46 in 2023, the number of Asian faculty increased from a number too small to be reported in 2019 to 5 in 2023, the number of other demographics are too small to be included in the data.
- Sex: The number of female faculty increased from 25 in 2019 to 37 in 2023, while the number of male faculty stayed constant (26 in 2019 and 27 in 2023).
- 'Minority Status:' The number of Non-Underrepresented Minority faculty increased from 43 in 2019 to 53 in 2023; whereas, the number of Underrepresented Minority faculty was fairly stable with 6 in 2019 and 8 in the past three years (2021-2023).



Student Demographics:

Over the past five years, we experienced some an increase in the diversity of our some of our students' demographics. Nonetheless, the racial composition of our students is a predominately White constituency. While our representation of Non-URM students increased significantly from 897 in 2019 to 1044 in 2023, the increase in our URM students from 147 in 2019 to 182 in 2023 was much smaller. More specifically:

- The composition of White students increased significantly from 764 in 2019 to 848 in 2023.
- The composition of Hispanic or Latino students increased significantly from 72 in 2019 to 104 in 2023.
- The composition of Asian students increased significantly from 77 in 2019 to 101 in 2023.
- The composition of Black students increased minimally from 46 in 2019 to 54 in 2023.
- The compositions of American Indian or Alaska Native and Native Hawaiian or other Pacific Island identities were too small to be included.

Our student composition continues to be fairly equally split by gender, but there have consistently been slightly more males than females enrolled (i.e., in 2019 we enrolled 550 females and 565 males and in 2023 we enrolled 649 females and 663 males). Regarding the intersection of race and gender, a few nuances were revealed:

- Black female undergraduate enrollment decreased from 23 in 2019 to 18 in 2023; whereas, Black male undergraduate enrollment increased from 18 in 2019 to 25 in 2023.
- Hispanic or Latino female enrollment increased significantly from 27 in 2019 to 53 in 2023; whereas, among males the enrollment increase was minimum – 33 in 2019 and 38 in 2023.

At the graduate level:

- Black female and male enrollment increased from a number too low to report in 2019 to 6 and 5, respectively in 2023.
- White female enrollment increased significantly from 15 in 2019 to 40 to 2023; whereas, White male enrollment decreased from 30 in 2019 to 20 in 2023.

Regarding our international students, at the undergraduate level the female population increased from 9 in 2019 to 16 in 2023; whereas, the male members of this demographic increased from 17 in 2019 to 27 in 2023. At the graduate level, the female demographic fluctuated throughout the years but was 16 in 2019 and 17 in 2023; similarly, the male demographic also fluctuated annually but was at 29 in 2019 and 26 in 2023.

Student Graduation Rates

4-Year Graduation: The limited and most recent data that are available for Kinesiology student graduation rates (from 2015 to 2019) paints a generally positive picture: (a) 90% of Asian males graduated in 4 years; (b) 100% of Hispanic males graduated in 4 years; (c) 88% of White females graduated in 4 years; and (d) 82% of White males graduated in 4 years.

6-Year Graduation: Regarding 6-year graduation rates, the limited data indicated that: (a) Asian females, Black females, and Hispanic females, and Hispanic males had 100% 6-year graduation during the period examined; and (b) White females' 6-year graduation rate (which peaked at 98%) were generally higher than those of White males (which peaked at 94%).

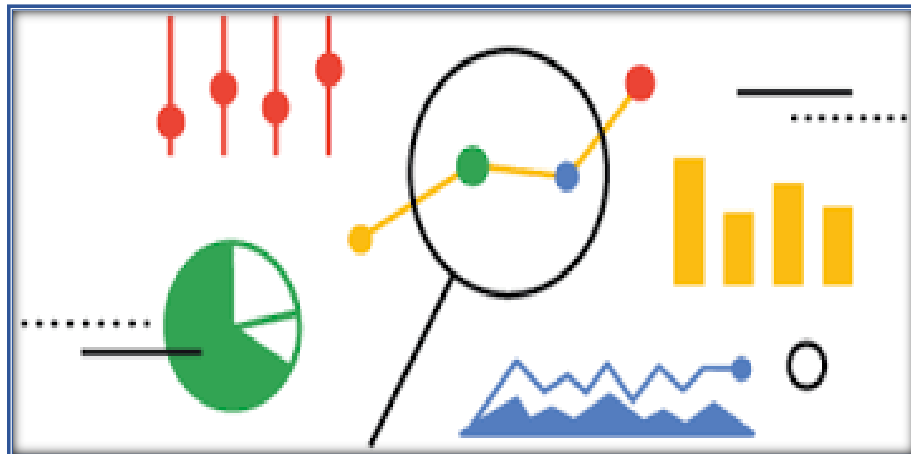


Key Findings, Themes, and Recommendations

The collective nature of the information obtained from our faculty, staff, and students supports the premises and informs the strategies contained in this iterative strategic plan. Be it in independent and/or interdependent ways, the data obtained by faculty, staff, and students (via various formal and informal data collection methods) have and continues to evidence the need for: (a) improving the demographic compositional diversity among Kinesiology faculty, staff, and students; (b) offering a support program for students from communities that are economically or educationally underrepresented in U-M Kinesiology; (c) continuing to support our faculty and staff's engagement in and contributions to DEI, and (d) improving the culture and climate, fostering a greater sense of belonging for faculty, staff and students.

Apart from the data presented here, we have some longstanding and continued challenges regarding our continual need to engage in efforts and activities to ensure: (a) equity and fairness in Kinesiology expectations and processes/evaluations of research/scholarship, service, workload distributions, etc.); (b) the inclusiveness of Kinesiology instruction/teaching and learning, and (c) and enhanced cultural competencies of Kinesiology faculty, staff, and students (notably as it pertains to how students with unique cultural identities are treated).

Notwithstanding the unique insight gleaned, more comprehensive information is needed. Given the growth/expansion among Kinesiology faculty and staff and the annual turnover of students, there is a need for additional data/more recent data in general and qualitative data in particular that is centered on the nuances and unique issues/challenges related to DEI in Kinesiology. As such, we will continue to review current U-M general data and Rackham data, and we have plans to also collect more systematic data directly from our stakeholders to obtain additional insight regarding issues that should be prioritized and the parameters by which they should be addressed and infused into this strategic plan. In the future, U-M entities such as CRLT, STRIDE, ADVANCE and others will be consulted to assist with ascertaining data from Kinesiology constituents to further inform this our DEI strategic plan and our DEI efforts.



Strategic Objectives, Measures of Success, and Action Plans*

Introduction

The School of Kinesiology DEI plan covers faculty, staff, and undergraduate and graduate student constituencies. 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) as 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, specific assignments, timelines, and accountabilities, see the Action Planning Table beginning on page 30.

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

PEOPLE: Recruit, Retain, and Develop a Diverse Community (Strategic Objectives, Measures of Success, and Action Items)*

**All strategic objectives and related actions will be pursued through legally compliant means.*

Constituency Targeted: Kinesiology Undergraduate Students

A) Student Recruitment

Strategic Objective 1: Continue our outreach and engagement (via on and off-campus activities) with entities and events that serve or enroll a broadly diverse population of students.

Measures of Success: Participation in outreach and engagement initiatives to access broadly diverse groups of potential students for Kinesiology undergraduate programs.

Actions: Visit at least five (5) local and three (3) regional 'pipeline' entities (high schools, programs, and events) that serve or enroll broadly diverse students.

Goal: Diversity

Strategic Objective 2: Increase the diversity of applications to Kinesiology undergraduate programs.

Measures of Success: An increase in the diversity of students who apply to Kinesiology undergraduate programs.

Actions: Involve current Kinesiology students from demographically diverse high schools in outreach recruitment and engagement initiatives.

Goal: Diversity

B) Student Enrollment

Strategic Objective 3: Increase the diversity of students who enroll in Kinesiology undergraduate programs.

Measures of Success: An increase in the diversity of students enrolled in Kinesiology undergraduate programs.

Actions:

- a. Create a 'Best Practices' document for inclusive and holistic application review process.
- b. Maintain a need-based application waiver program.
- c. Maintain offering of Undergraduate Kinesiology Merit Fellowship.

Goal: Diversity



C) Student Retention

Strategic Objective 4: Provide a supportive and welcoming learning environment for all students.

Measures of Success: Student satisfaction as revealed in anecdotal feedback and exit surveys.

Actions:

- a. Elevate the presence of KDIN at undergraduate student orientations.
- b. Establish a dedicated physical multicultural space for students.
- c. Offer at least one student-focused DEI program/activity per semester.
- d. Create an e-portal of DEI resources for students.
- e. Establish a support program for underrepresented undergraduate students.

Goals: Diversity & Inclusion

Constituency Targeted: Kinesiology Graduate Students

A) Student Recruitment

Strategic Objective 1: Continue our outreach and engagement (via on and off-campus activities) with entities and events that serve or enroll a broadly diverse population of students.

Measures of Success: Participation in outreach and engagement initiatives to access broadly diverse groups of potential students for Kinesiology graduate programs.

Actions:

- a. Compile email lists and send targeted recruitment emails to entities that serve or enroll high performing and broadly diverse students (McNair Scholars, MSI contacts, list serves, and associations) to send information about educational opportunities in Kinesiology.
- b. Offer an e-information session for students at broadly diverse colleges and universities (at least one per semester).
- c. Visit at least two events (such as recruitment or career fairs) that serve or enroll diverse students.

Goal: Diversity

Strategic Objective 2: Increase the diversity of applications to Kinesiology graduate programs.

Measures of Success: An increase in the diversity of students who apply to Kinesiology graduate programs.

Action: Involve current Kinesiology graduate students from diverse colleges/universities (notably MSIs) in at least one outreach recruitment and engagement activity per year at their home institution.

Goal: Diversity

B) Student Enrollment

Strategic Objective 3: Increase the diversity of students who enroll in Kinesiology graduate programs.

Measures of Success: An increase in the diversity of students enrolled in Kinesiology graduate programs.

Actions:

- a. Invite campus visits for students from our MSI partner institutions.
- b. Create a 'Best Practices' document for inclusive and holistic application review process.
- c. Maintain a need-based Graduate application waiver program.

Goal: Diversity



C) Student Retention

Strategic Objective 4: Provide a supportive and welcoming learning environment for all students.

Measures of Success: Student satisfaction with learning environment as revealed in anecdotal feedback and exit surveys.

Actions:

- a. Elevate the presence of KDIN at graduate student orientations.
- b. Establish a dedicated physical multicultural space for students.
- c. Offer at least one student-focused DEI program/activity per semester.
- d. Create an e-portal of DEI resources for students.
- e. Continue the support program for underrepresented graduate students.

Goals: Diversity & Inclusion

Constituency Targeted: Kinesiology Faculty

A) Faculty Recruitment

Strategic Objective 1: Ensure that search committees adhere to best practices to achieve broadly diverse applicant pools for all Kinesiology faculty hires.

Measure of Success: Diversity of applicants in the pools for Kinesiology faculty hires.

Actions:

- a. Compile a list of potential hiring, advertising, and job posting outlets with high reach and high return with broadly diverse faculty so that postings will reach a broader audience.
- b. Require Search Committees to document actions and practices taken to achieve a broadly diverse applicant pool.

Goal: Diversity

Strategic Objective 2: Ensure that search committees adhere to best practices in the applicant review and hiring processes for all Kinesiology faculty positions.

Measures of Success: Documentation of search committees' adherence to best practices in the review and assessment of Applicants for Kinesiology faculty positions.

Actions:

- a. Use U-M HR approved documents to guide and support principles, practices, and procedures for all faculty searches relative to DEI.
- b. Mandate STRIDE training for individuals serving on a search committee and/or interacting with candidates for faculty hires.
- c. Require search committees to report on the assessment criteria and actions and decisions taken regarding their review and evaluation of applicants.

Goal: Diversity & Equity

B) Faculty DEI Instructional Competence *'Who dares to teach, must never cease to learn'* (J.C. Dana)

Strategic Objective 3: Enhance faculty's instructional competence with DEI.

Measures of Success:

- a. Evidence of DEI in faculty course syllabi and course delivery.
- b. Evidence reported in Faculty Annual Review.



Actions:

- a. Support program area faculty workgroups for inclusive instruction to review the undergraduate and graduate curriculum and establish program area baseline metrics/content regarding DEI content and competency.
- b. Offer a Diversity Training/Inclusive Instruction (Teaching & Learning) Workshop for faculty.
- c. Maintain an online/e-portal of DEI related information and resources for faculty.

Goal: Inclusion (also impacts retention strategies for underrepresented students in particular)

C) Faculty DEI Engagement

Strategic Objective 4: Encourage faculty's engagement in DEI.

Measures of Success: Evidence of faculty's engagement in DEI.

Actions:

- a. Offer inclusive instruction grants for faculty course redesign.
- b. Encourage faculty to document their engagement/participation and contribution to DEI (i.e., inclusive mentoring, inclusive instruction, diversity outreach, etc.) in their annual evaluations.

Goal: Inclusion (also impacts retention strategies for underrepresented students in particular)

D) Faculty Career Advancement/Professional Development

Strategic Objective 5: Enhance faculty's skills for career advancement/professional development.

Measures of Success:

- a. Faculty's participation in career advancement/professional development programs and activities.
- b. Faculty's improved knowledge, skills, and strategies for career advancement/professional development.

Actions:

- a. Proactively communicate and advertise U-M career advancement/professional development programs and activities to faculty.
- b. Encourage and support faculty's participation in career advancement/professional development programs and activities.

Goals: Equity and Inclusion

Constituency Targeted: Kinesiology Staff

A) Staff Recruitment

Strategic Objective 1: Ensure that search committees adhere to best practices to achieve broadly diverse applicant pools for all Kinesiology staff hires.

Measure of Success: Diversity of applicants in the pools for Kinesiology staff hires.

Actions:

- a. Comprise a list of potential hiring, advertising, and job posting outlets with high reach and high return with broadly diverse staff so that postings will reach a broader audience.
- b. Require search committees to document the actions and practices taken to achieve a broadly diverse applicant pool.

Goal: Diversity



Strategic Objective 2: Ensure that search committees adhere to best practices in the applicant review and hiring processes for all Kinesiology staff hires.

Measures of Success: Documentation of search committees' adherence to best practices in the review and assessment of applicants.

Actions:

- a. Use U-M HR approved documents to guide and support principles, practices, and procedures for all staff searches relative to DEI.
- b. Mandate DEI training for individuals serving on a search committee and/or interacting with candidates for staff hires.
- c. Require search committees to report their assessment criteria and the actions and decisions taken regarding their review and evaluation of applicants.

Goal: Diversity & Equity

B) Staff DEI Skills Development

Strategic Objective 3: Enhance staff's development and competence with DEI.

Measures of Success: Improved skills, ability, and comfort with DEI via self-reflection survey.

Actions:

- a. Offer a Diversity and Inclusion Training Workshop for staff.
- b. Maintain an e-portal of DEI resources for staff.

Goal: Inclusion

C) Staff DEI Engagement

Strategic Objective 4: Encourage staff's engagement in DEI.

Measures of Success: Evidence of staff's engagement in DEI.

Actions:

- a. Ensure that DEI is a regular agenda item at all staff meetings.
- b. Offer staff grants for DEI-related programs and events.
- c. Encourage staff to document their engagement/participation and contributions to DEI (i.e., attendance at DEI related workshops, webinars, etc.) in their annual reviews.

Goal: Inclusion

D) Staff Career/Professional Development

Strategic Objective 5: Enhance staff's skills for career advancement.

Measures of Success:

- a. Staff's participation in professional development/career advancement activities.
- b. Staff's improved knowledge, skills, and strategies for professional development and career advancement.

Actions:

- a. Proactively communicate and advertise U-M career/professional development programs to staff.
- b. Encouraging and supporting staff's participation in career/professional development programs and activities.

Goals: Equity and Inclusion



PROCESS: Promoting an Equitable and Inclusive Community (Strategic Objectives, Measures of Success, and Action Items*)

* All strategic objectives and related actions will be pursued through legally compliant means.

Key Constituents: Kinesiology Faculty, Staff, and Students

A) Equity (and Transparency)

Strategic Objective 1: Transparency in Kinesiology 'governing' documents, policies, practices, and procedures.

Measures of Success: The posting and accessibility of current policies and procedures for faculty, staff, and students.

Actions:

- a. Review, revise/update, and post Undergraduate Student Handbook
- b. Review, revise/update, and post Graduate Bulletin
- c. Review, revise/update, and post Faculty and Staff Handbook

Goal: Equity

B) Equity (and Conflict Resolution)

Strategic Objective 2: Establish conflict resolution procedures.

Measures of Success: Established conflict resolution procedure

Actions:

- a. Consult Kinesiology HR officer, STRIDE, OGC, or other U-M offices on conflict resolution practices.
- b. Publicize existing university pathways for reporting concerns and to encourage students, faculty, and staff to report concerns for resolutions.

Goal: Equity

C) Inclusion (and Representation)

Strategic Objective 3: Increased presence of diversity, broadly defined, and inclusion in marketing materials.

Measures of Success: Culturally diverse and inclusive language, images, and narratives in Kinesiology materials/products.

Action: Review current Kinesiology print and electronic materials and premiums for DEI content and presence (narratives, images, brand markers, etc.).

Goal: Inclusion

D) Inclusion (and Community Building)

Strategic Objective 4: Facilitate community and sense of belonging in Kinesiology for faculty, staff, and students.

Measures of Success: Kinesiology faculty, staff, and students' participation in DEI activities to promote/facilitate community and sense of belonging.

Actions:

- a. Disseminate Kinesiology DEI Update (2024) highlighting DEI activities
- b. Offer at least one DEI program/activity each semester to promote/facilitate community and sense of belonging in Kinesiology for faculty, staff, and students.

Goal: Inclusion



E) Equity and Inclusion (Data and Information)

Strategic Objective 5: Continue to assess the 'pulse' of DEI in Kinesiology.

Measures of Success: Obtaining and analyzing primary and secondary data relevant to DEI in Kinesiology

Action: Continual review of data from Rackham, U-M ODEI, and Kinesiology on faculty, staff, and students

Goals: Equity & Inclusion

Strategic Objective 6: Establish a mechanism for DEI suggestions, feedback, and response.

Measure of Success: Participant feedback offered via established mechanism(s).

Action: In consultation with OIE, OGC, and other U-M entities, create an online 'suggestion box' for faculty, staff, and students to provide continual feedback and develop a corresponding response system/process.

Goals: Equity & Inclusion

Strategic Objective 7: Educate the Kinesiology community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.

Measure of Success: Full participation in sexual harassment training by faculty and staff.

Actions:

- a. Support central efforts to educate faculty, staff, and students on the University of Michigan Policy on Sexual and Gender Misconduct prevention ("umbrella policy").
- b. Develop and socialize unit-specific value statements that align and reinforce the university level values that promote culture and climate change consistent with both the Diversity, Equity, and Inclusion, and Sexual and Gender-Based Misconduct Prevent work that is already underway.

...Inclusion

*"I know there is strength in the differences between us. I know there is comfort, where we overlap."
(Ani DiFranco)*



PRODUCTS: Support Innovative and Inclusive Teaching, Research, and Service (Strategic Objectives, Measures of Success, and Action Items*)

* All strategic objectives and related actions will be pursued through legally compliant means.

Target Constituency: Kinesiology Faculty

A) Faculty Instructional Diversity

Strategic Objective 1: Ensure that all Kinesiology course materials are accessible to a broadly diverse group of learners.
Measure of Success: Ability/disability access to Kinesiology print and electronic course materials.
Action: Encourage faculty to attest in their syllabi that all print and electronic materials are accessible and ADA compliant.
Goal: Inclusion

Strategic Objective 2: Support Kinesiology faculty's ability to deliver diverse and inclusive instruction.
Measures of Success:
a) Faculty's post-event responses to DEI and Inclusive Instruction trainings.
b) Faculty's self-report of their ability and efforts (successes/failures) with inclusive instruction
c) Student feedback on the inclusiveness of faculty's instruction.
Action: Offer an Inclusive Instruction training/workshop for faculty.
Goal: Inclusion

B) Faculty Intellectual Diversity

Strategic Objective 3: Enhance Kinesiology faculty's embrace of DEI related/informed scholarship.
Measure of Success: Faculty applications for DEI-related research/scholarship grants.
Action: Offer grants to support faculty scholarship on matters related to DEI in Kinesiology.
Goals: Diversity and Inclusion

Target Constituency: Kinesiology Staff

A) Staff DEI Competence

Strategic Objective 1: Enhance staff's competence with DEI.
Measure of Success: Staff's post-event response to DEI training.
Action: Offer a DEI-related training/workshop for staff.
Goal: Inclusion

B) Staff Inclusive Service

Strategic Objective 2: Improve staff's ability to counsel and advise Kinesiology students.
Measure of Success: Staff's self-reported successes with counseling broadly diverse students.
Action: OUSA and OGSA staff meetings with U-M counseling services (CAPS and others) to learn best practices for counseling/advising broadly diverse students.
Goal: Inclusion



C) Inclusive Access

Strategic Objective 3: Ensure access to Kinesiology buildings and spaces.

Measure of Success: Visible and readily available ability/disability information and access to Kinesiology buildings/spaces.

Action: Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.

Goal: Inclusion

Strategic Objective 4: Ensure access to all Kinesiology materials.

Measure of Success: Ability/disability access to Kinesiology print and electronic materials.

Action: Review all print and electronic materials and website to ensure that they are ADA compliant and accessible to individuals with visual, hearing, and other impairments.

Goal: Inclusion

D) Diverse and Inclusive Development/External Partners

Strategic Objective 5: Ensure diverse and inclusive access to Kinesiology development activities by, among others, women and people of color.

Measure of Success: Diversity in Kinesiology database of current and potential donors and educational partners.

Action: Review and adjust the current and prospective lists of external partners, constituents, and stakeholders to promote broadly diverse and inclusive representation.

Goals: Diversity & Inclusion

E) DEI Engagement with Alumni

Strategic Objective: DEI Engagement with Kinesiology Alumni

Measure of Success: Establish communications and engagement with alumni, particularly those with backgrounds, perspectives, or experiences underrepresented in Kinesiology

Actions:

- a. Compile the contact information for Kinesiology Alumni with whom to engage.
- b. Participate in at least two meetings (one per semester with Kinesiology Alumni groups).

Goals: Diversity & Inclusion

F) DEI Fundraising for Diversity & Inclusion

Strategic Objective 6: Explore fundraising opportunities to support and grow our DEI efforts.

Measure of Success: The identification of funds to support and grow our DEI efforts.

Action: Biannual meetings with Kinesiology Chief Development Officer to discuss DEI funding needs and priorities.

Goals: Diversity & Inclusion

Target Constituency: Kinesiology Students

A) Student DEI Competence

Strategic Objective 1: Improve students' DEI competence.

Measure of Success: Student post-event response to DEI activities.

Action: Offer DEI-related events to inform and educate students.

Goal: Diversity



B) Student Intellectual Diversity/Scholarship

Strategic Objective 2: Enhance Kinesiology students' embrace of DEI research and scholarly activities.

Measure of Success: Student applications for student DEI research/scholarship grants.

Actions:

- 1) Offer grants to support student research/scholarly activities on matters related to DEI in Kinesiology.
- 2) Continue to support the Graduate Research Showcase to feature the intellectual diversity of Kinesiology student's scholarship.

Goals: Diversity and Inclusion

C) Student DEI Service

Strategic Objective 3: Encourage all recognized Kinesiology student organizations to engage in inclusive service.

Measure of Success: Kinesiology student organizations members' participation in service to diverse and/or underserved populations or communities.

Actions:

- 1) Encourage each Kinesiology sponsored student organization to participate in at least one event per year addressing the experiences of broadly diverse and/or underserved populations or communities.
- 2) Prioritize funding of voluntary student organization events that have a DEI theme.

Goal: Inclusion

Goal-Related Metrics Tracked Over Time*

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

Diversity: Increased demographic and compositional diversity among Kinesiology faculty, staff, and students based on the annual review of demographic data.

Equity: Fairness and transparency in the administering of faculty, staff, and student policies, practices, and procedures based on relevant documentation.

Inclusion: Evidence of an environment, climate, and culture that is welcoming and supportive of all Kinesiology faculty, staff, and students based on but not limited to the following:

- Increased presence and infusion of diversity, equity, and inclusion content and learning activities/assessments in graduate and undergraduate curriculum based on annual reviews of course syllabi, faculty productivity reviews, and other metrics.
- Improved climate and culture via periodic climate survey assessments.
- Increased cultural competence by faculty and staff via periodic reflections and assessments.

Goal-related Metrics – [School, College or Unit] Measures Tracked Over Time

School, College or Unit Metrics:

Undergraduate Students

Demographic Composition:

- *Headcount*
- *Race/ethnicity*
- *Sex*



Graduation Rates:

- 4-Year
- 6-Year

Enrollment:

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

Climate Survey Indicators (sample indicators listed below):

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

Graduate Students

Demographic Composition:

- *Headcount*
- *Race/ethnicity*
- *Sex*

Enrollment:

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

Climate Survey Indicators (sample indicators listed below):

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

Staff

Demographic Composition:

- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Age (generation cohort)*

Climate Survey Indicators (sample indicators listed below):

- *Satisfaction with unit climate/environment in work unit*
- *Assessment of semantic aspects of the general climate in work unit*
- *Assessment of semantic aspects of the DEI climate in work unit*
- *Feeling valued in work unit*
- *Feeling of belongingness in work unit*



- *Assessment of work unit commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success in work unit*
- *Feeling able to perform up to full potential in work unit*
- *Feelings of professional growth in work unit*
- *Feelings of discrimination in work unit*

Faculty

Demographic Composition:

- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Tenure status*

Climate Survey Indicators (sample indicators listed below):

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

Explanation of Abbreviations Used in Tables 1-8

- DEI: Diversity, Equity, & Inclusion
- Grad: Graduate
- Grad. Cord.: Graduate Coordinator
- Grad. Comm.: Graduate Committee
- HBCU: Historically Black College/University
- HSI: Hispanic Serving Institution
- IDI: Intercultural Development Inventory
- KIN: Kinesiology
- KDEI Dir.: Kinesiology Diversity, Equity, and Inclusion Director
- KDEI Mgr.: Kinesiology Diversity, Equity, and Inclusion Manager
- KDEI Amb: Kinesiology Diversity, Equity, & Inclusion Ambassadors
- KDEI GA: Kinesiology Diversity, Equity, & Inclusion Graduate Assistant
- KDIN: Kinesiology Diversity & Inclusion Network
- KIIC: Kinesiology Inclusive Instruction Committee
- MSI: Minority Serving Institutions (HBCU, HSI, Tribal Colleges)
- OUSA: Office of Undergraduate Student Affairs
- OGC: U-M Office of General Counsel
- OGSA: Office of Graduate Student Affairs
- OIE: U-M Office of Institutional Equity
- UG: Undergraduate
- URS: Underrepresented Students



ACTION PLANNING TABLES WITH DETAILS AND ACCOUNTABILITIES

PEOPLE Action Planning Tables: Recruitment, Retention, and Development*

**All the following strategic objectives and related actions will be pursued through legally compliant means.*

Table 1 PEOPLE: Targeted Constituency – Kinesiology Undergraduate Students

Strategic Objective	Measures of Success	Detailed Actions Planned F24-W25	Person(s) Accountable	Resources Needed
<p><u>Student Recruitment:</u> a) Continue outreach and engagement (via on and off-campus activities) with entities and events that serve or enroll a diverse population of students.</p>	<p>Participation in outreach and engagement initiatives to access a diverse group of potential students for Kinesiology UG Programs.</p>	<p>Visits to 5 local and 3 regional 'pipeline' entities (high schools, programs, and events) that serve or enroll diverse students.</p>	<p>OUSA, KIN Faculty, KDEI Amb., KDEI Dir., KDEI Mgr.,</p>	<p>Recruiting materials</p> <p>Finances for travel, lodging, and registration to designated locations</p>
<p><u>Student Recruitment:</u> Increase the diversity of applications to Kinesiology UG Programs.</p>	<p>An increase in the diversity of students who apply to the Kinesiology UG Programs.</p>	<p>Involve current Kinesiology students from demographically diverse high schools in outreach recruitment and engagement initiatives.</p>	<p>OUSA, KIN Faculty, KDEI Amb., KDEI Dir., KDEI Mgr.,</p>	<p>Finances for resources and materials for hosting on and off-campus student outreach activities.</p>
<p><u>Student Enrollment:</u> Increase the diversity of students who enroll in Kinesiology UG Programs.</p>	<p>An increase in the diversity of students enrolled in Kinesiology UG Programs.</p>	<p>Create a 'Best Practices' for inclusive and holistic application review process.</p> <p>Maintain a need-based application waiver program.</p> <p>Maintain offering of UG Kinesiology Merit Fellowship.</p>	<p>OUSA, KIN UG Admissions Committee, KDEI Dir., KDEI Mgr.</p>	<p>Finances for fee waiver</p> <p>Finances for Kinesiology Merit Fellowship</p> <p>Finances to offer need-based bridge support.</p>
<p><u>Student Retention:</u> Provide a supportive and welcoming learning environment for all students.</p>	<p>Student satisfaction with learning environment based on anecdotal feedback and exit surveys.</p>	<p>Elevate the presence of the KDIN at UG Orientation.</p> <p>Establish a dedicated physical multicultural space for students.</p> <p>Offer at least one student-focused DEI program/activity/event per semester.</p> <p>Create an e-portal of DEI resources for students.</p> <p>Establish an UG support Program for URM students</p>	<p>OUSA, KDEI Amb., KDEI Dir., KDEI Mgr.</p>	<p>Physical multicultural space for students.</p> <p>Resources and finances for Mentoring & Peer Support Meetings.</p> <p>Resources for DEI Programs.</p>

Table 2 PEOPLE: Targeted Constituency – Kinesiology Graduate Students

Strategic Objective	Measures of Success	Detailed Action Planned F24-W25	Person(s) Accountable	Resources Needed
<p><u>Student Recruitment:</u> Continue our outreach and engagement (via on and off-campus activities) with and entities that serve demographically diverse students.</p>	<p>Participation in outreach and engagement initiatives to access a diverse groups of potential students for Kinesiology graduate programs.</p>	<p>Compile emails lists and send targeted recruitment emails to entities that serve high performing diverse students (McNair Scholars, MSI contacts, list serves, and associations) to send information about educational opportunities in Kinesiology.</p> <p>Offer an e-Information session for students at demographically diverse colleges and universities (at least one per semester).</p> <p>Visits to at least 2 events (such as recruitment or career fairs) that serve/enroll demographically diverse students.</p>	<p>KDEI Dir., OGSA Staff, KIN Faculty, KDEI Amb., KDEI Mgr.</p>	<p>Recruiting Materials</p> <p>Finances for travel, lodging, and registration to designated locations</p> <p>Email contacts</p>
<p><u>Student Recruitment:</u> Increase the diversity of student applications to Kinesiology Graduate Programs.</p>	<p>An increase in the diversity of student applications to Kinesiology Graduate Programs.</p>	<p>Involve current Kinesiology students from diverse colleges/universities in at least one outreach recruitment and engagement activity at their home institution per year.</p>	<p>KDEI Dir., OGSA Staff, KIN Faculty, KDEI Amb., KDEI Mgr.</p>	<p>Finances for student outreach</p>
<p><u>Student Enrollment:</u> Increase the number of URM students enrolled in Kinesiology Graduate Programs.</p>	<p>An increase in the diversity of students who enroll in Kinesiology Graduate Programs.</p>	<p>Invite campus visits for students from our MSI partner institutions.</p> <p>Create Best Practices document for inclusive and holistic review process.</p> <p>Maintain a need-based Graduate application waiver program.</p>	<p>KDEI Dir., KIN Grad. Cord., KIN Graduate Committee, KDEI Mgr.</p>	<p>Finances to support MSI students' campus visits</p> <p>Kinesiology Merit Fellowship for Financial Support</p>
<p><u>Student Retention:</u> Provide a supportive and welcoming learning environment for all students.</p>	<p>Student satisfaction with learning environment based on anecdotal feedback and exit surveys.</p>	<p>Elevate the presence of the KDIN at Fall Graduate Student Orientation.</p> <p>Establish a dedicated physical multicultural space for students.</p> <p>Offer at least one student-focused DEI program/activity/event per semester.</p> <p>Create an e-portal of DEI resources for students.</p> <p>Continue the transition and support program for underrepresented graduate students.</p>	<p>KDEI Dir., KIN Grad. Cord., KDEI Amb. KDEI Mgr.</p>	<p>Physical multicultural space for students.</p> <p>Resources and Finances for Mentoring & Peer Support Meetings.</p> <p>Resources for DEI Programming.</p> <p>Information for Climate Survey</p>

Table 3 PEOPLE: Targeted Constituency – Kinesiology Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned F24-W25	Person(s) Accountable	Resources Needed
<p>Faculty Recruitment: Ensure that search committees adhere to best practices to achieve broadly diverse applicant pools for all Kinesiology faculty hires.</p>	<p>Diverse applicant pools for faculty hires.</p>	<p>Compile a list of hiring, advertising, and job posting outlets with high reach and high return with broadly diverse faculty so that postings will reach a broader audience.</p> <p>Require Search Committees to document the actions and practices taken to achieve a broadly diverse applicant pool.</p>	<p>KIN HR Officer, KDEI Dir., KIN Faculty, Chairs of KIN Search Committees</p>	<p>Information about possible Kinesiology and related sites, entities, and organizations that may serve as sources for accessing and identifying diverse faculty.</p>
<p>Faculty Recruitment: Ensure that search committees adhere to best practices in the applicant review and hiring processes for all Kinesiology faculty hires.</p>	<p>Documentation of search committees' adherence to best practices in the review and assessment of applications for all Kinesiology faculty positions.</p>	<p>Utilize U-M-HR approved documents to guide and support principles, practices, and procedures for faculty searches relative to DEI.</p> <p>Require Search Committees to report their assessment criteria and the actions and decisions regarding the review and assessment of applicants for all faculty positions.</p> <p>Mandating STRIDE training for Search Committees and individuals who interact with candidates for faculty hires.</p>	<p>KIN HR Officer, KDEI Dir., KDEI Mgr., KIN Search Committees</p>	<p>STRIDE Personnel OGC Consultation</p>
<p>Faculty DEI Instructional Competence: Enhance faculty's instructional competence with DEI.</p>	<p>Evidence of DEI in faculty course syllabi and course delivery.</p>	<p>Support Program Faculty Workgroups for Inclusive Instruction to review curriculum to establish baseline metrics for DEI content and competencies.</p> <p>Offer a Diversity Training & Inclusive Instruction (Teaching & Learning) Workshop for faculty.</p> <p>Maintain an online/e-portal of DEI information and resources for faculty.</p>	<p>KDEI Dir., KDEI Mgr., KIIC</p>	<p>Finances and resources to support Faculty workgroups</p> <p>DEI Training Personnel</p> <p>DEI Information and Training Resources</p>
<p>Faculty DEI Engagement: Encourage faculty's engagement in DEI.</p>	<p>Evidence of faculty's engagement in DEI.</p>	<p>Offer 'Inclusive Instruction' Grants for faculty course redesign</p> <p>Encourage faculty to document their engagement/participation and contribution to DEI in their annual evaluations.</p>	<p>KDEI Dir., KIIC, KIN Dean, KIN Exec. Committee</p>	<p>Resources to fund 'Inclusive Instruction' Grants</p>
<p>Faculty Career Advancement/ Professional Development: Enhance faculty's skills for career advancement/ professional development.</p>	<p>Faculty's participation in career advancement/ professional development programs and activities.</p> <p>Faculty's improved knowledge, skills, and strategies for career advancement/ professional development.</p>	<p>Proactively communicate and advertise U-M career advancement/professional development programs and activities to faculty.</p> <p>Encourage and support faculty's participation in career advancement/professional development programs and activities.</p>	<p>KDEI Dir., KIN Assoc. Dean for Faculty Affairs, KIN Marketing</p>	<p>Compilation of U-M Professional Dev. Activities and resources.</p> <p>Finances to support Faculty's participation in Professional Development.</p>

Table 4 PEOPLE: Targeted Constituency – Kinesiology Staff

Strategic Objective	Measures of Success	Detailed Actions Planned F24-W25	Person(s) Accountable	Resources Needed
Staff Recruitment: Ensure that Search Committees adhere to best practices to achieve a broadly diverse pool of applicants for all Kinesiology staff hires.	Diverse applicant pools for staff hires.	Compile a list of hiring, advertising, and job posting outlets with high reach and high return for a broadly diverse staff so that postings will reach a broader audience. Require Search Committees to document the actions and practices taken to achieve a broadly diverse applicant pool.	KIN HR Officer, KDEI Dir., KDEI Mgr., KIN Staff	Information about possible HR related sites, entities, and organizations that may serve as sources for accessing and identifying diverse staff.
Staff Recruitment: Ensure that Search Committees adhere to best practices to achieve broadly diverse pools for all Kinesiology staff hires.	Documentation of Search Committees' adherence to best practices in the review and assessment of all applicants for staff positions.	Utilize U-M-HR approved documents to guide and support principles, practices, and procedures for all staff searches relative to DEI. Mandate DEI training for individuals serving on search committees and/or interacting with candidates for staff hires. Require search committees to report their assessment criteria and the actions and decisions taken regarding their review and evaluation of applicants.	KIN HR Officer, KDEI Dir., KDEI Mgr., KIN Search Committees	STRIDE Personnel OGC Consultation
Staff DEI Skills Development: Enhance staff's development and competence with DEI.	Improved skills, ability, and comfort with DEI via self-reflection survey.	Offer a Diversity and Inclusion Training Workshop for staff. Maintain an e-portal of DEI resources for Staff.	KDEI Dir., KIIC , KIN Director of Budget & Admn., KDEI Mgr.	DEI Training Personnel and Training Resources
Staff DEI Engagement: Encourage staff's engagement in DEI.	Evidence of staff's engagement in DEI.	Ensure that DEI is an agenda item at all Staff Meetings. Offer Staff Grants for DEI-related programs, activities, and events. Encouraging staff to document their engagement/participation and contribution to DEI (i.e., attendance at workshops, webinars, etc.) in annual evaluations.	KDEI Dir., KDEI Mgr., KIIC, KIN Dir. of Budget & Admn., KIN HR Officer	Resources to fund Staff DEI initiatives
Staff Career Advancement/ Professional Development: Enhance staff's skills for career advancement/ Professional development.	Staff's participation in career advancement/ professional development programs and activities. Staff's improved knowledge, skills, and strategies for career advancement/professional development.	Proactively advertise U-M career advancement/professional development programs and activities. Encourage and support Staff's participation in career advancement/professional development programs and activities.	KDEI Dir., KIN Dir. of Budget & Admn., KIN HR Officer, KIN Marketing	Compilation of U-M Professional Dev. Activities and resources. Finances to support Staff's participation in Professional Development.

PROCESS Action Planning Tables: Promoting an Equitable and Inclusive Community*

*All the following strategic objectives and related actions will be pursued through legally compliant means.

Table 5 PROCESS: Key Constituents – Kinesiology Faculty, Staff, and Students

Strategic Objective	Measures of Success	Detailed Actions Planned F24-W25	Person(s) Accountable	Resources Needed
Equity: Transparency in Kinesiology 'governing' documents, policies, practices, and procedures.	The posting and accessibility of current policies and procedures for faculty, staff, and students.	Review, revise/update, and post UG Student Handbook. Review, revise/update, and post Graduate Bulletin. Review, revise/update, and post Faculty and Staff Handbook.	KIN Dean, OUSA, OGSA, KIN Exec. Comm., KDEI Dir., KDEI Mgr.	Current UG Policies and Procedures Current Graduate Bulletin Current Faculty and Staff Handbook
Equity: Establish conflict resolution procedures.	Established conflict resolution procedures.	Consult with Kines. HR officer, STRIDE, OIE, OGC, and other U-M offices for templates and best practices for conflict resolution. Publicize existing University pathways for reporting concerns and to encourage students, faculty, and staff to report concerns for resolutions.	KIN HR Officer KDEI Dir.	Resources on best practices for conflict resolution. Consultation with Stride, OIE, OGC, other U-M entities
Inclusion: Increased presence of diversity and inclusion, broadly defined, in marketing materials.	Culturally diverse and inclusive language, images, and narratives in Kinesiology materials/products.	Review current Kinesiology print and electronic materials, website, and premiums for DEI content and presence (images, narratives, brand markers, etc.).	KDEI Dir., KIN Marketing, KDEI Mgr.	Resources and services (personnel, electronic, financial, etc.) to revise Kinesiology materials to reflect DEI
Inclusion: Facilitate community and sense of belonging in Kinesiology for faculty, staff, and students.	Kinesiology faculty, staff, and students' participation in DEI activities promoting community/sense of belonging.	Disseminate a Kines DEI Update (2024) highlighting DEI activities. Offer at least one DEI program/activity each semester to promote/facilitate community and sense of belonging in Kinesiology for faculty, staff, and students.	KDEI Dir., KDEI Mgr., KDEI Amb. KIN Marketing	DEI Resources DEI Program Materials
Equity & Inclusion: Continue to assess the pulse of DEI in Kinesiology.	Obtaining and analyzing primary and secondary data relevant to DEI in Kines.	Encourage Kinesiology's participation in data collection activities/endeavors. Continual review of data from Rackham, U-M ODEI, and Kinesiology on faculty, staff, and students.	KDEI Dir., KIN Marketing, KDEI Mgr., KDEI Amb.	Personnel and resources for survey construction, dissemination, and analysis.
Equity & Inclusion: Establish a mechanism for DEI suggestions, feedback, & response.	Participant feedback offered via established mechanism(s).	In consultation with OIE, OGC, and other U-M entities, create an online 'Suggestion Box' for faculty, staff, and students to provide feedback a develop a corresponding response system/process.	KDEI Dir. KIN Marketing KIN Dean KDEI Mgr.	Skills to create an online feedback portal. OGC Consultation OIE Consultation
Equity & Inclusion: <u>Sexual Harassment</u> Educate the Kinesiology community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Full participation in sexual harassment training by faculty and staff.	Support central efforts to educate faculty, staff, and students on the University of Michigan Policy on Sexual and Gender-Based Misconduct prevention ("umbrella policy"). Develop and socialize unit-specific value statements that align and reinforce the university level values that promote culture and climate change consistent with both the Diversity, Equity, & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.	KIN Dean KIN HR Officer KDEI Dir., KDEI Amb.	Access to sexual harassment training and relevant policies.

PRODUCTS Action Planning Tables: Education, Scholarship, and Service*

*All the following strategic objectives and related actions will be pursued in through legally compliant means.

Table 6 PRODUCTS: Targeted Constituency – Kinesiology Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned F24-W25	Person(s) Accountable	Resources Needed
<p><u>Faculty Instructional Diversity</u> Ensure that all Kinesiology course materials are accessible to a broadly diverse group of learners.</p>	<p>Ability/disability access to Kinesiology print and electronic course materials.</p>	<p>Encourage faculty to attest in their syllabi that all print and electronic materials are accessible and ADA compliant.</p>	<p>KIIC, KDEI Dir., KDEI Mgr., KIN Amb.</p>	<p>Programs or specialty software to make materials accessible</p>
<p><u>Faculty Instructional Diversity:</u> Support Kinesiology faculty's ability to deliver diverse and inclusive instruction.</p>	<p>Faculty's post-event response to DEI Inclusive Instruction trainings.</p> <p>Faculty's self-report of their ability and efforts (successes/failures) with inclusive instruction.</p> <p>Student feedback on the inclusiveness of faculty's instruction.</p>	<p>Offer an Inclusive Instruction training/workshop for faculty.</p>	<p>KDEI Dir., KDEI Mgr., KIN Assoc. Dean for Faculty Affairs, KIN Dir. Innovative Teaching</p>	<p>U-M Office of Professional Development CRLT</p>
<p><u>Faculty Intellectual Diversity:</u> Enhance Kinesiology faculty's embrace of DEI-related/informed Scholarship.</p>	<p>Faculty applications for DEI-related Research/Scholarship Grants.</p>	<p>Offer grants to support faculty scholarship on matters related to DEI in Kinesiology.</p>	<p>KDEI Dir., KDEI Mgr., KIN Assoc. Dean for Research</p>	<p>Resources to fund Faculty DEI research grants. OGC Consultation</p>



Table 7 PRODUCTS: Targeted Constituency – Kinesiology Staff

Strategic Objective	Measures of Success	Detailed Actions Planned F24-W25	Person(s) Accountable	Resources Needed
Staff DEI Competence: Enhance staff's competence with DEI.	Staff's post-event response to DEI training.	Offer a DEI-related training/workshop for staff.	KDEI Dir., KDEI Mgr., Kinesiology Dir. of Budget & Admn., KIN HR Officer	U-M Office of Professional Development
Staff Inclusive Service Improve staff's ability to counsel and advise Kinesiology students.	Staff reported successes with counseling broadly diverse students.	OUSA and OGSA staff meetings with U-M Counseling services (CAPS and others) to learn best practices for counseling/advising broadly diverse students.	KDEI Dir., OUSA, OGSA	Counseling Services Assistance (Resources, Personnel)
Inclusive Access Ensure access to Kinesiology buildings and spaces.	Visible and readily available ability/disability information and access to Kinesiology buildings and spaces.	Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.	KIN Bldg. Management Team, KDEI Dir., KDEI Mgr.	Materials for building signage.
Inclusive Access Ensure access to all Kinesiology materials.	Ability/disability access to Kinesiology print and electronic materials.	Review all print and electronic materials and website to ensure that they are ADA compliant and accessible for individuals with visual, hearing, or other impairments.	KDEI Dir. KDEI Mgr. KIN Marketing	ADA compliance regulations
Diverse and Inclusive Development/Partners Ensure diverse and inclusive access to Kinesiology Development activities by among others, women and People of Color.	Diversity in Kinesiology database of current and potential donors and educational partners.	Review and adjust the current and prospective lists of external partners, constituents, and stakeholders to promote broadly diverse and inclusive representation.	KIN Development Team, KDEI Dir., KDEI Mgr.	Lists of current and potential donors and partners.
DEI Engagement with Alumni DEI Engagement with Kinesiology Alumni	Established communication and engagement with Kinesiology Alumni, particularly those with backgrounds, perspectives, and experiences underrepresented in Kinesiology.	Compile the contact information for Kinesiology Alumni with whom to engage. Participate in at least two meetings (one per semester with Kinesiology Alumni groups).	KDEI Dir. KDEI Mgr. Pres. Alumni Association Kines. Alumni Liaison	Contact Information for of Kinesiology Alumni Association Pres. Schedule of Kinesiology Alumni Association Meetings
DEI Fundraising for Diversity & Inclusion Explore fundraising opportunities to support and grow our DEI efforts.	The identification of funds to support and grow our DEI efforts.	Biannual meetings with Kinesiology Chief Development Officer to discuss DEI funding needs and priorities.	KDEI Dir., KDEI Mgr., KIN Development Team and Chief Development Officer	List of Kinesiology DEI needs and priorities.



Table 8 PRODUCTS: Target Constituency – Kinesiology Students

Strategic Objective	Measures of Success	Detailed Actions Planned F24-W25	Person(s) Accountable	Resources Needed
Student DEI Competence: Improve students' DEI competence.	Students' post-event responses to DEI activities.	Offer events to inform and educate students about DEI.	KIN Faculty, KDEI Dir., KDEI Mgr. KIN Marketing	IDI instrument and others
Student Intellectual Diversity: Enhance students' embrace of DEI Research & Scholarly Activities.	Student applications for DEI Research/Scholarship Grants.	Offer grants to support student research/scholarly activities on matters related to DEI in Kinesiology. Continue to support the Kinesiology Graduate Research Showcase to feature the intellectual diversity in student's scholarship.	KDEI Dir. KIN. Assoc. Dean for Research, KDEI Mgr.	Research to fund Student DEI research grants. OGC Consultation
Student DEI Service Encourage all recognized Kinesiology student organizations to engage in inclusive service.	Kinesiology student organizations' actual engagement in service to a broadly diverse and/or underserved populations or communities.	Encourage each Kinesiology sponsored student organizations to participate in at least one event per year addressing the experiences of diverse and/or underserved populations or communities. Prioritize funding of voluntary student organization events that have a DEI theme.	KDEI Dir., KDEI Mgr., Faculty Advisors to KIN Student Associations	Resources currently in place to support Kinesiology Student Association Events.



Plans for Supporting, Tracking, and Updating Strategic Plan

Following is an overview of the personnel plan for implementing and evaluating Kinesiology's DEI plan:

- Ketra Armstrong, Ph.D. (Kinesiology Professor & Director of Director of Diversity, Equity, and Inclusion) will be the key contact for the stewardship, management, tracking, and supporting the implementation of Kinesiology's FY 2025 DEI Strategic Plan.
- Elena Simpkins, Ph.D. (Kinesiology Manager of DEI) will be a secondary point of contact for stewarding, managing, tracking, and supporting the implementation of Kinesiology's FY 2025 DEI Strategic Plan.
- A Kinesiology Diversity, Equity, and Inclusion (KDEI) Ambassador (Action Force) will be convened consisting of Kinesiology leadership, faculty, and staff (i.e., program area chairs, associate deans, and representatives from/for graduate and undergraduate student affairs, marketing, staff, budget, human resources, etc.) to assist with tracking and supporting the implementation of the Plan.
- A Kinesiology Inclusive Instruction (KII) subcommittee will be formed with specific responsibilities for promoting inclusive teaching and learning.
- A DEI Graduate Student Assistant (Ryleigh Angstman) has been secured to assist primarily with the Graduate student-focused elements of our DEI plan. Additionally, we are also hoping to offer financial support to an Undergraduate Student DEI Assistant to the extent possible to primarily assist with our undergraduate student DEI initiatives.

A midyear status report on the progress of the DEI Plan's implementation will be presented to the Kinesiology Leadership Group (Associate Deans Group and Executive Committee) in January 2025. A final evaluation of the plan's success measures, accomplishments, challenges, and suggested modifications will be presented to the Kinesiology Leadership Group and DEI Ambassadors in May 2025, along with recommendations. Additionally, a summary of the DEI accomplishments for 2024-25 will be published in the Kinesiology Movement Magazine to share with our faculty, staff, students, alumni, and other external constituents. The iterative nature of the Plan will allow the Kinesiology Director of Diversity, Equity, and Inclusion to make necessary adjustments on an on-going basis (between the benchmark mid-year and year-end evaluation periods).

