

UPDATED SEPTEMBER 23, 2024

## Penny W Stamps School of Art & Design

Diversity, Equity and Inclusion Strategic Plan | FY 2025

### Strategic Plan Overview

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#### **Charge:**

The Penny W. Stamps School of Art & Design Diversity, Equity and Inclusion Strategic Plan is inspired by the overarching charge given to the Schools, Colleges, Departments and units of the University. Guidance from the University indicates that “At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.”

#### **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:**

The mission of the Stamps School is “to be an internationally recognized leader in interdisciplinary art and design education, grounded in research, practice, creative excellence and community engagement – to prepare the next generation of globally competent creative professionals who are capable of responsibly engaging and collaborating with professionals in a wide variety of fields and cultural contexts to address the challenges of the present times.”

Diversity, equity, and inclusion are core institutional values at Stamps. How can we as makers and scholars produce creative work and solutions for diverse cultures if we ourselves do not embrace differences or have the cultural competencies needed to be productive global citizens? This planning process will push us as a community to have higher aspirations as we consider extending U-M’s and the Stamps School’s legacies and to identify and implement concrete, measurable solutions.

The 2024 academic year was one of developing and rebuilding the school. After widespread leadership transitions in the prior two academic years, we took good care to restructure and reimagine the operation of Stamps and hired new Associate Deans as well as a full-time dedicated DEI & Organizational Culture Manager to steward this plan and our wider DEI goals and interventions. This plan comes at a time of school-wide reflection, assessment, and rebuilding both in terms of people and positions as well as processes and systems.

One of our goals in rebuilding is to become the most diverse and selective school at the University of Michigan and the most premier art & design school in the country. We hope to become an example of diversity and excellence, showing that the two are not mutually exclusive, but rather inextricably linked.

Furthermore, with the goal of increasing diversity across faculty, students, and staff, we also hold a greater responsibility to care for these community members; foster a culture and environment that is inclusive and supportive of their experiences, values their perspectives, and prepares them for their future aspirations.

Essential to achieving this goal will be continuing to invest heavily in diversity, equity, and inclusion in the school. It will also be important to foster more robust collaborations between departments at Stamps and across the University and to more meaningfully engaging our community in reflecting, visioning, and strategizing on diversity, equity, and inclusion at the school.

**Key Strategies & Constituencies\*:**

Stamps faculty, staff, and students are the main constituencies of this plan. Our DEI & Organizational Culture Manager, supported by senior leadership, have identified a limited number of strategic objectives to further university-wide goals for DEI. These have been aggregated into the three distal objectives determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single- and, in some cases, multiple-year actions Stamps will take to accomplish those objectives.

*\*All strategic objectives and related actions will be pursued in accordance with the law and*

*University policy.*

## Planning Process Used

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### **Planning Lead(s):**

Jessica St George, DEI & Organizational Culture Manager

### **Planning Team:**

More clearly establishing and articulating a DEI infrastructure that includes input from across all constituencies continues to be one of our goals in the coming year and relates to our strategic objective to invest in and solidify the DEI infrastructure of the school. In this time of continued building, the DEI & Organizational Culture Manager primarily consulted senior leadership across the school for input. This included the following individuals:

Dylan Miner, Senior Associate Dean for Research, Creative Practice, and Graduate Education

Rebecca Irvine, Assistant Dean for Research, Creative Practice, and Graduate Education

Rebecca Strzelec, Associate Dean for Academic Programs & Planning

Veronica Vergoth, Assistant Dean for Undergraduate Admissions & Student Services

Jen Hogan, Director of Marketing & Communications

Nan Pozios, Director of Development and External Relations

Sarah Weiss, Facilities Director

Matthew Pritchard, Lead Studio Coordinator

Caitlin Walton, Chief Financial Officer

Janice Drake-Austin, Executive Assistant to the Dean

Scott Creech, HR Director

Matt Bierl, Chief of Staff

Carlos Jackson, Dean & Professor

### **Implementation Highlights and Planning Process Summary:**

The Penny W. Stamps School of Art & Design has made slow, but significant strides toward advancing DEI through year one of the DEI 2.0 Strategic Plan. Most notably, we have hired a dedicated DEI & Organizational Culture Manager to steward this plan, more intentionally and holistically foster an inclusive, equitable, and diverse environment, and support all community members in their personal and professional development and ability to thrive.

A core intervention in year one was to focus on the culture and building a foundation of trust and understanding, starting with school leadership. Thanks in part to the DEI 2.0 funding we received in year one, we were able to hire a facilitator to engage our staff leadership and tenure-track faculty in a number of strategic retreats. These focused both on rebuilding relationships and trust, establishing ground rules and shared commitments, and diving deeper into the question of how we work together to most effectively support our students, each other, and the community at large.

Although far from over, this work has been critical as a first step in rebuilding and setting a solid foundation upon which our community can stand and grow together. We will be continuing this work and thinking of ways to expand it in the coming year.

Entering Year Two of DEI 2.0, we will continue to dive deep into community engagement and assessment activities. Our colleagues in Student Life have facilitated focus groups where all interested individuals can discuss the needs and experiences of black students, and we hope to expand upon these efforts to include additional student, faculty, and staff experiences in the coming year. Paired with institutional data, surveys, and other engagement methods, we hope to utilize this data to continually build upon and clarify the strategic objectives and actions that best meet the needs of our community.

To inform this plan, the DEI & Organizational Culture Manager consulted the Stamps leadership team and faculty council at their standing meetings. The strategic objectives and actions listed below represent items that were identified by these groups as areas of growth they have witnessed or encountered in their work.

More conversation and collaboration still needs to happen to develop strategies and actions specific to the student and faculty experiences. We anticipate adding these strategies in as we have more data and insights to inform them.

## Data and Analysis: Key Findings

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### Summary of Data:

The majority of our data collection and analysis in Year One was anecdotal and gathered during our strategic retreats and reflections at standing team meetings. We have plans to conduct more formal climate surveys and engage the broader community more deeply in Year Two.

### Key Findings, Themes and Recommendations:

The main theme and recommendation in preparing this plan was that, while we have taken the critical first step of hiring a dedicated DEI & Organizational Culture Manager, there is still work to be done to clarify and solidify the strategy and direction of DEI at Stamps. Intentional and thoughtful leadership will continue to be essential as we develop a more robust and sustainable infrastructure of support.

Our second key finding is that we need more data. In the midst of our school's many transitions, we did not engage the community and the available data resources as deeply or meaningfully as we had hoped. In year one, we prioritized the critical culture and trust-building work that was primarily focused on faculty and staff leadership. With most data and input coming from a small subset of the community, a top priority in the coming year is to more meaningfully incorporate everyone's voices in order to make this plan inclusive of their various needs.

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

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### Introduction:

The Penny W. Stamps School of Art & Design plan covers Stamps faculty, staff, and students. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.

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

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

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Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

### **FACULTY**

#### **Strategic Objective 1:**

Increase recruitment, retention, and advancement of faculty from broadly diverse backgrounds.

**Constituencies:** Faculty

#### **Metrics:**

- Demographic composition of faculty candidates across applicant and interview pools
- Yield of candidates from underrepresented backgrounds in the faculty hiring process
- Demographic composition of Stamps faculty at all ranks
- Years at rank for all faculty, including faculty of underrepresented backgrounds

#### **Actions:**

1. Require all faculty & AHR staff to complete STRIDE training and track participation.
2. Collect and assess data regarding applicant pools, interview pools, and yield for all faculty positions annually and share with Executive Committee and academic leadership.
3. Increase active sourcing methods to include social networks, professional affinity organizations, HBCU and HSIs, and resource groups.
4. Continue to build and adjust standard guides and templates for faculty hiring, informed by ADVANCE best practices and lessons learned.
5. Streamline and widely disseminate standard guides and templates for faculty promotions.
6. Continue to refine the administrative infrastructure for faculty support and advancement.
7. Expand the faculty mentoring program to be more consistent and robust across ranks.
8. Conduct annual faculty salary equity assessment and make adjustments as needed.

**Primary DEI Goal:** Diversity

### **STAFF**

#### **Strategic Objective 2:**

Increase recruitment of broadly diverse applicants for all staff positions

#### **Metrics:**

- Demographic composition of applicant pools for all staff positions.

#### **Actions:**

1. Require all HR team members and hiring managers to review the “Recruiting for Staff Diversity” resources.
2. Collect and assess data regarding applicant pools, interview pools, and yield for all staff positions annually and share with Stamps leadership.
3. Standardize the process for requesting new positions or position-refills across the school. This process will include salary equity considerations.
4. Utilize datapeople for all staff job postings to help ensure the most effective and inclusive

posting language.

5. Expand active sourcing for all staff positions, including social networks, professional affinity organizations, HBCU and HSIs, and resource groups.
6. Pilot info sessions for staff positions to give candidates an opportunity to learn more about the position and the team and gain confidence before applying.

**Primary DEI Goal:** Diversity

**Strategic Objective 3:**

Increase the hiring yield of broadly diverse candidates for staff positions.

**Metrics:**

- Demographic composition of candidates, including candidates of underrepresented backgrounds, present in interview pools for all staff positions
- Demographic composition of candidates, including candidates of underrepresented backgrounds, yielded in the hiring process for all staff positions

**Actions:**

1. Develop and share an inclusive hiring guide & template materials for all hiring managers to ensure consistent practices across the school.
2. Require training on bias in hiring for all hiring managers and interview committee members
3. Provide training to all hiring managers and interview committee members on behavioral-based interviewing practices

**Primary DEI Goal:** Diversity

**Strategic Objective 4:**

Increase retention and advancement of broadly diverse staff.

**Metrics:**

- Turnover and retention rates of staff across demographic categories.
- Demographic composition of staff across the school, including staff of underrepresented backgrounds.
- Demographic composition of staff in leadership positions, including staff of underrepresented backgrounds.

**Actions:**

1. Require leadership, coaching, and DEI trainings for all supervisors
2. Develop a mentoring program for new staff and new leaders across the school
3. Incorporate DEI values into the staff annual review process
4. Develop clear models for advancement across all staff positions
5. Adjust staff professional development funding to a more equitable distribution model
6. Conduct staff salary equity assessment and make adjustments as needed

**Primary DEI Goal:** Diversity & Equity

**STUDENTS**

**Strategic Objective 5:**

Increase recruitment of broadly diverse students

**Constituencies:** Students

**Metrics:**

- Number and percentage of outreach & recruitment efforts in schools and communities that have been historically underrepresented at Stamps
- Number and percentage of student applicants from backgrounds historically underrepresented at Stamps.

**Actions:**

1. Expand pre-college programs throughout the calendar year to reach more students
2. Expand recruitment efforts for pre-college programs and undergraduate and graduate admissions, focusing on in-state students and schools/communities that have historically been underrepresented in Stamps.

**Primary DEI Goal:** Diversity

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

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

### **ALL CONSTITUENCIES**

**Strategic Objective 1:**

Deepen engagement of all constituencies with regard to developing, evaluating, and prioritizing actions and strategies for how to improve diversity, equity and inclusion at Stamps

**Metrics:**

- Participation in engagement activities (survey response rates, focus group participation, event attendance, etc.) across constituencies
- Reported awareness of the school’s DEI strategies and actions across constituencies.
- Reported feelings of inclusion in the planning process across constituencies.

**Actions:**

1. Develop and conduct a robust community engagement and DEI assessment plan to better understand the history and current state of DEI at the school, as well as the strengths, gaps, and opportunities we are working with.
2. Report the assessment findings to all constituencies and socialize the findings.
3. Hold discussions for community members to discuss the assessment findings, ask questions, and share feedback and ideas
4. Draft plan adjustments that meaningfully incorporate the assessment feedback and findings
5. Share the adjusted plan with all constituencies.
6. Hold multiple discussions of the proposed objectives and action items across constituencies
7. Seek input from all constituencies on updates and revisions for Year Three.

**Primary DEI Goal:** Inclusion

**Strategic Objective 2:**

Ensure that all faculty, staff, and students understand and feel free to report conflicts and concerns within Stamps.

**Metrics:**

- Number of conflicts and concerns reported



- Reported awareness and understanding of conflict management infrastructure & process

**Actions:**

1. Benchmark and develop an administrative infrastructure for conflict reporting and management within Stamps that addresses faculty, staff, and student concerns & processes.
2. Hold discussions to share the developed structure, roles, and processes across constituencies and provide opportunities for questions and feedback.
3. Document all components of the structure and process and publish it in an easily accessible online location.
4. Publicize existing University pathways for reporting concerns in our school documentation and in the online resource.
5. Encourage students, faculty, and staff to report concerns for resolution through management and/or the appropriate University pathways.
6. Explore best practices for incorporating links to the process and structure in regular communications, such as: newsletters, semester memos, regular one-on-ones, etc.
7. Benchmark an Inappropriate Interaction Management Protocol for interactions and potential conflicts with external constituents.

**Primary DEI Goal:** Inclusion

**Strategic Objective 3:**

Fundraise private support for DEI priorities within the Stamps School of Art & Design.

**Metrics:**

- Funds identified and reported
- Support garnered (dollar amount, number of donors, etc.)
- Impact of gifts, as measured by stewardship reports, recipient testimonials, etc.

**Actions:**

1. Work in partnership with the Stamps Director of Development & External Relations to identify DEI fundraising priorities.
2. Once priorities are identified, report on the priority gift fund name, fundraising goal, and potential impact of securing this funding.
3. Dean, Director of Development, and DEI & Organizational Culture Manager meet bi-annually to discuss progress toward garnering support for DEI fundraising priorities
4. Stamps leadership team meets bi-annually to discuss DEI funding needs, priorities, and progress

**Primary DEI Goal:** Diversity, Equity, Inclusion

**Strategic Objective 4:**

Build Structures and Support for DEI at Stamps

**Metrics:**

- Implementation of a DEI committee or collaborative structure

**Actions:**

1. Analyze and assess different models for a collaborative DEI leadership structure
2. Develop and socialize the chosen DEI leadership structure & engagement plan
3. Develop succession and contingency plans to ensure sustainability of DEI leadership structure

**Primary DEI Goal:** Diversity, Equity, Inclusion

**Strategic Objective 5:**

Develop a shared language and understanding around diversity, equity, and inclusion at Stamps.

**Metrics:**

- Reports of confidence and competence regarding DEI language, terminology, and practices
- Attendance numbers and rates at DEI programming and trainings.

**Actions:**

1. Host conversations to clarify our definitions of diversity, equity, and inclusion and how we think about them at Stamps.
2. Offer a regular cadence of programs & trainings for faculty and staff to increase their DEI learning, in collaboration with other University units and community partners
3. Incorporate DEI as a priority for professional development, through specific funding or other incentives
4. Encourage group participation in campus and community DEI events and trainings and offer opportunities for attendees to debrief and reflect on questions, takeaways, etc.

**Primary DEI Goal:** Inclusion

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

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Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

### **ALL CONSTITUENCIES**

**Strategic Objective 1:**

Improve the inclusivity and accessibility of our building and physical spaces to align with Universal Design Principles and community standards to serve constituencies of diverse abilities and identities

**Metrics:**

- Number of accessibility features (ADA compliance, powered entries, etc.)
- Number of accessible & inclusive spaces (gender-neutral restrooms, changing tables, prayer or meditation spaces, etc.)
- Decreased complaints regarding space inaccessibility
- Reports of feeling welcomed in our spaces

**Actions:**

1. Engage consultants to evaluate our shared and public spaces.
2. Allocate budget resources for infrastructure improvements.
3. Engage community with completed projects

**Primary DEI Goal:** Inclusion

**Strategic Objective 2:**

Improve accessibility of digital resources across the school

**Metrics:**

- Percentage of images with ALT text across all digital resources

- Percentage of videos with captioning across all digital resources

**Actions:**

1. Work closely with the IT Accessibility team to ensure we are implementing changes and updates that accommodate people of all abilities
2. Implement ALT Text standards across the website and Digital Asset Management System
3. Include captioning on every video produced for the website and social media

**Primary DEI Goal:** Inclusion

**FACULTY**

**Strategic Objective 3:**

Increase knowledge and utilization of equitable teaching practices across Stamps faculty.

**Metrics:**

- Number of equitable teaching trainings and professional development opportunities offered to Stamps faculty
- Percentage of faculty participating in trainings and professional development sessions
- Percentage of instructors utilizing CRLT and/or facilitators for midterm student feedback, course observations, and consultative services
- Improved or consistently strong student feedback regarding classroom experiences and inclusiveness of instruction, as indicated in course evaluations

**Actions:**

1. Work with Stamps leadership to promote and offer trainings and workshops on equitable teaching at least once per semester
2. Appoint a Liaison for Equitable Teaching from among the Stamps faculty
3. Collaborate with the Liaison(s) for Equitable Teaching and CRLT to implement consistent opportunities to share and discuss best practices on equitable teaching
4. Offer an annual training regarding student accommodations and sharing best practices for adapting accommodations for studio course environments
5. Update course evaluations to include questions that measure student perceptions of inclusive teaching practices

**Primary DEI Goal:** Inclusion

**Goal-related Metrics – Penny W Stamps School of Art & Design Measures Tracked Over Time**

**Penny W Stamps School of Art & Design 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

## Action Planning Tables with Details and Accountabilities

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*Fill in the tables with additional details about actions, including deliverables and assignments.*

### PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Faculty	Increase recruitment, retention, and advancement of faculty from diverse backgrounds.	<ol style="list-style-type: none"> <li>1. Demographic composition of faculty candidates across applicant and interview pools</li> <li>2. Yield of candidates from underrepresented backgrounds in the faculty hiring process</li> <li>3. Demographic composition of Stamps faculty at all ranks</li> <li>4. Years at rank for all faculty, including faculty of underrepresented backgrounds</li> </ol>	<ul style="list-style-type: none"> <li>● Require all faculty &amp; AHR staff to complete STRIDE training.</li> <li>● Collect and assess data regarding applicant pools, interview pools, and yield for all faculty positions annually and share with Executive Committee and Academic leadership.</li> <li>● Increase active sourcing methods to include social networks, professional affinity organizations, HBCU and HSIs, and resource groups.</li> <li>● Continue to build and adjust standard guides and templates for faculty hiring, informed by ADVANCE best practices and lessons learned</li> <li>● Streamline and widely disseminate standard guides and templates for faculty promotions</li> <li>● Continue to refine the administrative infrastructure for faculty support and advancement</li> <li>● Expand the faculty mentoring program to be more consistent and robust across ranks.</li> <li>● Conduct annual faculty salary equity assessment and make adjustments as needed</li> </ul>	HR Director, HR Faculty Specialist, and Chief of Staff with support from DEI & Organizational Culture Manager
staff	increase recruitment of broadly diverse applicants for	Demographic composition of applicant pools for all staff positions.	<ul style="list-style-type: none"> <li>● Require all HR team members and hiring managers review the “Recruiting for Staff Diversity” resources.</li> </ul>	HR Director, HR Staff Specialist, and Chief of Staff with support from DEI &

	all staff positions		<ul style="list-style-type: none"> <li>● Collect and assess data regarding applicant pools, interview pools, and yield for all staff positions annually and share with Stamps Leadership</li> <li>● Standardize the process for requesting new positions or position-refills across the school. This process will include salary equity considerations</li> <li>● Utilize datapeople for all staff job postings to help ensure the most effective and inclusive posting language</li> <li>● Expand active sourcing for all staff positions, including social networks, professional affinity organizations, HBCU and HSIs, and resource groups.</li> <li>● Pilot info sessions for staff positions to give candidates an opportunity to learn more about the position and the team and gain confidence before applying.</li> </ul>	Organizational Culture Manager
staff	Increase the hiring yield of broadly diverse candidates for staff positions.	<ul style="list-style-type: none"> <li>● Demographic composition of candidates, including candidates of underrepresented backgrounds, present in interview pools for all staff positions</li> <li>● Demographic composition of candidates, including candidates of</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and share an inclusive hiring guide &amp; template materials for all hiring managers to ensure consistent practice across the school.</li> <li>● Require training on bias in hiring for all hiring managers and interview committee members</li> <li>● Provide training to all hiring managers and interview committee members on behavioral-</li> </ul>	HR Director, HR Staff Specialist, and Chief of Staff with support from DEI & Organizational Culture Manager

		underrepresented backgrounds, yielded in the hiring process for all staff positions	based interviewing practices	
staff	Increase retention and advancement of broadly diverse staff.	<ul style="list-style-type: none"> <li>• Turnover and retention rates of staff across demographic categories.</li> <li>• Demographic composition of staff across the school, including staff of underrepresented backgrounds.</li> <li>• Demographic composition of staff in leadership positions, including staff of underrepresented backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Require leadership, coaching, and DEI trainings for all supervisors</li> <li>• Develop a mentoring program for new staff and new leaders across the school</li> <li>• Incorporate DEI values into the staff annual review process</li> <li>• Develop clear models for advancement across all staff positions</li> <li>• Adjust staff professional development funding to a more equitable distribution model</li> <li>• Conduct staff salary equity assessment and make adjustments as needed</li> </ul>	HR Director, HR Staff Specialist, and Chief of Staff with support from DEI & Organizational Culture Manager
Students	Increase recruitment of broadly diverse students	<ul style="list-style-type: none"> <li>• Number and percentage of outreach &amp; recruitment efforts in schools and communities that have been historically underrepresented at Stamps</li> <li>• Number and percentage of student applicants from backgrounds historically underrepresented at Stamps.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand pre-college programs throughout the calendar year to reach more students</li> <li>• Expand recruitment efforts for pre-college programs and undergraduate and graduate admissions, focusing on in-state students and schools/communities that have historically been underrepresented in Stamps.</li> </ul>	Assistant Dean for Admissions & Student Services and Assistant Dean for Research, Creative Practice, and Graduate Education, in partnership with undergraduate admissions and program management staff and Graduate Program Manager and in consultation with the DEI & Organizational



				Culture Manager
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**PROCESS** *(Promoting an Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
all (faculty, staff, students)	Deepen engagement of all constituencies with regard to developing, evaluating, and prioritizing actions and strategies for how to improve diversity, equity and inclusion at Stamps	<ul style="list-style-type: none"> <li>• Participation in engagement activities (survey response rates, focus group participation, event attendance, etc) across constituencies</li> <li>• Reported awareness of the school's DEI strategies and actions across constituencies</li> <li>• Reported feelings of inclusion in the planning process across constituencies</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and conduct a robust community engagement and DEI assessment plan to better understand the history and current state of DEI at the school, and the strengths, gaps, and opportunities we are working with.</li> <li>• Report the assessment findings to all constituencies and socialize the findings.</li> <li>• Hold discussions for community members to discuss the assessment findings, ask questions, and share feedback and ideas</li> <li>• Draft plan adjustments that meaningfully incorporate the assessment feedback and findings</li> <li>• Share the adjusted plan with all constituencies.</li> <li>• Hold multiple discussions of the proposed objectives and action items across constituencies</li> <li>• Seek input from all constituencies on updates and revisions for Year Two.</li> </ul>	DEI & Organizational Culture Manager with support of broader DEI leadership (once established) and Dean's Office
all (faculty, staff, students)	Ensure that all faculty, staff, and students understand and feel free to report conflicts	<ul style="list-style-type: none"> <li>• Number of conflicts and concerns reported</li> <li>• Reported awareness and understanding of conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark and develop an administrative infrastructure for conflict reporting and management within Stamps that addresses faculty, staff, and student concerns &amp; processes.</li> <li>• Hold discussions to share the developed structure, roles, and processes across</li> </ul>	Chief of Staff with support of leadership team

	and concerns within Stamps.	infrastructure & process	<p>constituencies and provide opportunities for questions and feedback.</p> <ul style="list-style-type: none"> <li>• Document all components of the structure and process and publish it in an easily accessible online location.</li> <li>• Publicize existing University pathways for reporting concerns in our school documentation and in the online resource.</li> <li>• Encourage students, faculty, and staff to report concerns for resolution through management and/or the appropriate University pathways.</li> <li>• Explore best practices for incorporating links to the process and structure in regular communications, such as: newsletters, semester memos, regular one-on-ones, etc.</li> <li>• Benchmark an Inappropriate Interaction Management Protocol for interactions and potential conflicts with external constituents.</li> </ul>	
all (faculty, staff, students)	Fundraise private support for DEI priorities within the Stamps School of Art & Design.	<ul style="list-style-type: none"> <li>• Funds identified and reported</li> <li>• Support garnered (dollar amount, number of donors, etc.)</li> <li>• Impact of gifts, as measured by stewardship reports, recipient testimonials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in partnership with the Stamps Director of Development &amp; Alumni Relations to identify DEI fundraising priorities.</li> <li>• Once priorities are identified, report on the priority gift fund name, fundraising goal, and potential impact of securing this funding.</li> <li>• Dean, Director of Development, and DEI Lead(s) meet bi-annually to discuss progress toward garnering support for DEI fundraising priorities</li> <li>• Stamps leadership team meets bi-annually DEI funding needs, priorities, and progress</li> </ul>	Development team in collaboration and consultation with Dean, DEI & Organizational Culture Manager, and leadership team

all (faculty, staff, and students)	Build Structures and Support for DEI at Stamps	<ul style="list-style-type: none"> <li>• Implementation of a DEI committee or collaborative structure</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and Assess different models for a collaborative DEI leadership structure</li> <li>• Develop and socialize the chosen DEI leadership structure &amp; engagement plan</li> <li>• Develop succession and contingency plans to ensure sustainability of DEI leadership structure</li> </ul>	DEI & Organizational Culture Manager in collaboration with Chief of Staff & Dean
Staff	Develop a shared language and understanding around diversity, equity, and inclusion at Stamps.	<ul style="list-style-type: none"> <li>• Reports of confidence and competence regarding DEI language, terminology, and practices</li> <li>• Attendance numbers and rates at DEI programming and trainings.</li> </ul>	<ul style="list-style-type: none"> <li>• Host conversations to clarify our definitions of diversity, equity, and inclusion and how we think about them at Stamps.</li> <li>• Offer a regular cadence of programs &amp; trainings for faculty and staff to increase their DEI learning, in collaboration with other University units and community partners</li> <li>• Incorporate DEI as a priority for professional development, through specific funding or other incentives</li> <li>• Encourage group participation in campus and community DEI events and trainings and offer opportunities for attendees to debrief and reflect on questions, takeaways, etc.</li> </ul>	DEI & Organizational Culture Manager, with support from the Dean's office and leadership team

### PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
all (faculty, staff, students)	Improve the inclusivity and accessibility of our building and physical spaces to align with	<ul style="list-style-type: none"> <li>• Number of accessibility features (ADA compliance, powered entries, etc.)</li> <li>• Number of accessible &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Engage consultants to evaluate our shared and public spaces.</li> <li>• Allocate budget resources for infrastructure improvements.</li> <li>• Engage community with completed projects</li> </ul>	Facilities and budget/finance teams with support from studio coordinators, DEI & Organizational Culture

	Universal Design Principles and community standards to serve constituencies of diverse abilities and identities	<p>inclusive spaces (gender-neutral restrooms, changing tables, prayer or meditation spaces, etc)</p> <ul style="list-style-type: none"> <li>• Decreased complaints regarding space inaccessibility</li> <li>• Reports of feeling welcomed in our spaces</li> </ul>		Manager, and Chief of Staff
all (faculty, staff, students)	Improve accessibility of our digital resources across the school	<ul style="list-style-type: none"> <li>• Percentage of images with ALT text across all digital resources</li> <li>• Percentage of videos with captioning across all digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• Work closely with the IT Accessibility team to ensure we are implementing changes and updates that accommodate people of all abilities</li> <li>• Implement ALT Text standards across the website and Digital Asset Management System</li> <li>• Include captioning on every video produced for the website and social media</li> </ul>	Marketing & Communications in consultation with ITS and with support from DEI & Organizational Culture Manager
faculty	Increase knowledge and utilization of equitable teaching practices across Stamps faculty.	<ul style="list-style-type: none"> <li>• Number of equitable teaching trainings and professional development opportunities offered to Stamps faculty</li> <li>• Percentage of faculty participating in trainings and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Stamps leadership to promote and offer trainings and workshops on equitable teaching at least once per semester</li> <li>• Appoint a Liaison for Equitable Teaching from among the Stamps faculty</li> <li>• Collaborate with the Liaison(s) for Equitable Teaching and CRLT to implement consistent opportunities to share and discuss best practices on equitable teaching</li> <li>• Offer an annual training regarding student accommodations and sharing</li> </ul>	DEI & Organizational Culture Manager in partnership with the Associate Dean for Academic Programs, Senior Associate Dean for Research, Creative Practice, and Graduate Education, HR

		<ul style="list-style-type: none"> <li>sessions</li> <li>Percentage of instructors utilizing CRLT and/or facilitators for midterm student feedback, course observations, and consultative services</li> <li>Improved or consistently strong student feedback regarding classroom experiences and inclusiveness of instruction, as indicated in course evaluations</li> </ul>	<ul style="list-style-type: none"> <li>best practices for adapting accommodations for studio course environments</li> <li>Update course evaluations to include questions that measure student perceptions of inclusive teaching practices</li> </ul>	Director, and HR Faculty Specialist
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## Plans for Supporting, Tracking and Updating the Strategic Plan

The Penny W. Stamps School of Art & Design DEI & Organizational Culture Manager is the key contact for stewardship of the plan. They will be assisted by the Stamps School Leadership team and a DEI committee (or other collaborative body, to be determined) in tracking and supporting the plan implementation.

These groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to the Stamps School faculty, staff, and students in January and a final evaluation of metrics and accomplishments against the plan, as well as recommendations, will be presented to the Stamps School faculty, staff, and students beginning in April.