Taubman College
Diversity, Equity and Inclusion Strategic Plan | FY 2025

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Why do we have a DEI Strategic Plan?

*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.*

Taubman College embraces the concept of Inclusive Excellence - the recognition that an institution's success is dependent on how well it values, engages, and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. Our aim is not just to acknowledge and participate in the fundamental principles and actions of DEI, but to integrate them into our core operations

We seek to compose a diverse group at all levels of the college – students, faculty, staff, and administrators – including persons of different race and ethnicity, national origin, gender and gender expression, socioeconomic status, sexual orientation, religious commitment, age, and disability status.

We recognize that the design and planning professions have historically been spaces of exclusion and elitism, reflected in the startlingly low rates of participation of underrepresented populations and the continued male domination in both academic and professional contexts.

Lastly, we recognize the decades of work that has been done in the pursuit of equity and justice for all, and a diverse pluralistic community. We acknowledge these efforts, the sacrifices that have been made, and the grit and fortitude of our ancestors to overcome centuries of oppression and bring us to this moment. We build on their foundation and legacies.

How is this Document Organized?

This document is organized into 7 different sections:
- An overview of our values and how we define DEI
- A description of the process we used to co-create this plan
- A summary of our data and the key findings and takeaways that inform the plan
- An overview of our strategic action items to be implemented and how we measure our success
- An alignment between Taubman's metrics and the metrics of the University of Michigan
- A visual display that aligns our action items with our success metrics and leaders who will oversee implementation
- The personnel and processes responsible for tracking and supporting the plan's success

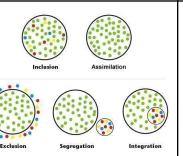### What is the Taubman College Values Statement?

Taubman College is a respectful, supportive, and positive community where individuals can build meaningful and lasting connections, guided by our shared values and commitment to equitable design and planning. We are at our very best when we acknowledge that we all have something valuable to contribute and work together towards common goals as equal partners.

How does Taubman College define DEI?
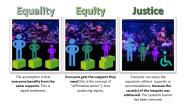
	Diversity: Mix of Difference Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.
	Inclusion: Making the Mix Work 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.
	Equity: Everyone Has Access Equity is giving everyone what they need to be successful. Equity is the assurance of non-discrimination and equal opportunity for all persons in our community. Race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status are irrelevant to each individual's right to equitable access and standing.

Anti-Racist Focus

2020 marked a year of extraordinary changes. It began with the COVID-19 pandemic, which laid bare the inequities of who was being most impacted medically and economically. It forced us to think about who has access to resources, who is most vulnerable, and who lacks access in our college. In addition, we saw wide support for the Movement for Black Lives in response to the murder of George Floyd by the police and many other African Americans nationwide. Students, faculty, staff, and alumni called the college to make an explicit commitment to racial equity. Advancing racial equity requires attention to the norms and culture of a group, how resources are distributed, who makes decisions and on what basis, to whom the group holds itself accountable, and other issues of power and advantage. As a result, we developed a racial equity framework.

Through the Diversity, Equity, and Inclusion Initiative, the University of Michigan and Taubman College are working to create an institution where all its members (students, faculty, and staff) can achieve their full potential regardless of their social identities (based on race, gender, sexual orientation, ability, etc.) This acknowledges that not everyone has equal access to excel in our society as well as that forms of oppression including racism, sexism, heterosexism, ableism, and many others are at the root of the inequities our community members may have encountered.

Why lead with race?
1. **Disparities are greatest by race.** Across all indicators, including health, housing, income, graduation rates, incarceration, death, etc., people of color, especially Black people, have disproportionate

negative outcomes. By leading with race, we are able to focus our resources on the root cause of many of the problems we are trying to solve, internally (through culture and climate) and externally as we prepare the architects and planners of the future.

2. **Our students, faculty, and staff are asking us to do so. So is university leadership.** They are organizing, leading, and demanding that we lead with race and racial equity. The Office of DEI is asking to embed racial equity/anti-racism in our DEI plans. The president is also calling for this.

3. **We need to focus.** We recognize that all forms of oppression are important and work towards having an equitable institution and society. While we lead with racial equity, we incorporate all work, tools, and strategies into an intersectional approach that also addresses sexism, heterosexism, ableism, and other systems of oppression. Other areas of disparity will follow if we start with race.

What about our DEI plan? How do we focus on everyone?
We can still accomplish our DEI goals while centering racial equity. Leading with race doesn't mean that we don't work toward addressing other systems of oppression and historically disadvantaged people (people with disabilities, low-income people, LGBTQ+ people, and people of color). It means that we do this work intersectionally, because our community may hold multiple oppressed identities at once. Centering on race allows us to make sure that people of color, particularly Black people, don't fall through the cracks and are missed. This also means that we can use tools based on race to understand and address all kinds of systemic oppression, leading to equity for all.

The following graphic outlines our framework and key questions to ask when making decisions at all levels of the organization.

WHO IS REPRESENTED IN DECISION-MAKING? ARE THE RIGHT PEOPLE IN THE ROOM?

When making decisions, there can be tension between acting quickly and acting equitably. The misconception is that equity-based decisions take time to implement. However, decisions can be made quickly and prioritize people of color, especially Black and Indigenous People of Color (BOPIC), if they are in the decision-making table.

HOW ARE WE LEVERAGING RACIAL EQUITY TRAINING TO BUILD TOWARDS A JUST AND SUSTAINABLE FUTURE?

Racial equity training is critical to developing a racial equity lens. Educating on topics such as racial history, unconscious bias, language access, white privilege, inclusive engagement, and teaching, and racial equity tools are all vital. This improves outcomes for all, including people of color, especially BIPOC.

Key Questions:
- Am I uplifting people of color, experiences, knowledge, contributions, in this decision? How so?
- Am I involving people affected by this decision in the decision-making process? How so?
- If I don't know how I can embed racial equity into this decision, am I reaching to someone who can help me? Who?
- Am I learning about racial equity and how embedding it could change this decision? How so?
- Am I investing time and/or resources into this decision? If not, how would doing so change my decision change?

If the answer to any of these questions is **NO**, go back to the drawing board until you are able to say **YES**

Embedding racial equity is doing your work <u>with</u> people of color <u>for</u> people of color.

HOW DO WE INCREASE COMMUNITY ENGAGEMENT AND TRANSPARENCY?

Knowledge is power. Transparency and genuine community engagement allow for people to be in control of their life. An organization should share how process work and how outcomes are identified to advance racial equity. This should be done in partnership with people of color, particularly BIPOC and anti-racists. People who are affected by a decision should have access and a meaningful part of the decision making process.

HOW ARE WE INVESTING IN RACIAL EQUITY?

To advance racial equity, resources must be invested. This could be time or funding, or both. Time needs to be allocated to develop new ways of teaching, working, and learning. Funding must be invested in scholarships, accessible ways of teaching, materials, etc. In addition, time and funding must be allocated to develop new policies, creating a new culture that dismantles white supremacy to advances racial equity and benefits people of color, particularly BIPOC.

Implementation Highlights and Planning Process

Who is on the Taubman College DEI Team?

Taubman College has a DEI team of three, including two Implementation Leads. Anya Sirota is the Associate Dean of Academic Initiatives. Her office oversees all diversity, equity, and inclusion efforts at Taubman College. Nyanatee Bailey is the Director of Diversity, Equity, and Inclusion. He works specifically on strategic planning, partnerships, and implementing the Taubman College DEI strategic plan and efforts. Zain AbuSeir is the DEI Faculty Lead. She assists in the implementation of the strategic plan and serves as a liaison to the Faculty for DEI efforts.

Implementation Highlights

This academic year provided valuable insight into our process of implementation and the strengths of our unit in activating our DEI 2.0 plan. Our implementation process has been highlighted by the following initiatives and events:

Taubman College Pathways
The Taubman College Pathways program continued to thrive, with a 60% increase in participation from underrepresented minorities (URMs) in particular. Additionally, we piloted the inclusion of prospective international students, further extending the program's reach and impact.

Taubman College Partnership with the African Studies Center
In collaboration with Academic Initiatives, Taubman College DEI has co-sponsored a partnership with the African Studies Center to engage with the University of Michigan African Presidential Scholars (UMAPS) program. This partnership will facilitate interaction with scholars from Africa, promoting cross-cultural exchange and collaboration. These scholars are expected to contribute through lectures, exhibitions, and workshops across Taubman College.

International Intern Collective
This academic year marked the launch of the International Intern Collective, a collaborative initiative between Career Services, Student Affairs, and DEI. The collective aims to provide international students with opportunities to work with Taubman College support units, while also advocating for improvements to enhance the educational experience of our international student community.

Future Planning Scholars Program
Scheduled to begin in Fall 2024, the Future Planning Scholars Program is an extension of our Pathways program, open without regard to race or ethnicity but specifically designed to increase domestic underrepresented minority (URM) enrollment in our Urban and Regional Planning (URP) PhD program. This initiative aims to attract and support talented URM students, among others, pursuing doctoral degrees in planning.

MLK Symposium
Winter 2024 saw the revival of the Taubman College MLK Symposium, an essential event that celebrates the life and legacy of Dr. Martin Luther King Jr. through the lens of the built environment and the Taubman College community. The symposium serves as a platform for discussions on social justice, equity, and inclusion, providing valuable educational and community-building opportunities. Additionally, it offers leadership and program development experience for our student-managed MLK Symposium Committee.

MLK North Campus Deans' Spirit Awards
Taubman College continues to play an active role in the financial support, planning, selection, and facilitation of the MLK North Campus Deans' Spirit Awards, hosted by the consortium of North Campus DEI officials. This event recognizes members of the North Campus community for their outstanding contributions to diversity, social justice, racial equity, and inclusive service.

Re-establishment of the National Organization of Minority Architecture Students (NOMAS)
Taubman College led the re-chartering and re-organizing of the Ann Arbor NOMAS chapter, including registration with the Center for Campus Involvement, financial support for general body meetings, and fostering connections with other NOMAS chapters in Southeast Michigan. We also co-sponsored a NOMAS-curated session of the Building Cultures Lecture Series and recruited a new faculty advisor to support the chapter's growth.

Extra-Curricular Advancement Fund (ECAF)
The Extra-Curricular Advancement Fund (ECAF) initiative was established to provide additional resources and support for faculty-led extracurricular activities that enhance the educational experience of our students. This fund encourages innovative projects and initiatives that complement the existing curriculum and contribute to the overall growth and development of our students.

Ramadan Informational + Iftar
This event served as a vibrant social mixer aimed at bridging cultural gaps and fostering community understanding through a focus on Ramadan. The info session featured interactive workshops and activities that offered insights into the significance and practices of Ramadan, encouraging dialogue and connection-building among students, faculty, and administrators. The campus community also gathered for an Iftar, fostering empathy and understanding within the Taubman College community.

Key Takeways

This process has yielded several key takeaways that we will continue to keep in mind as we continue our implementation process over the life of the plan.

Positionality on the Administrative Committee
The DEI Director holds a vital role in the monthly leadership meetings alongside the executive college leadership. This strategic positioning enables the integration of an equity lens into discussions and decision-making processes, ensuring that DEI remains a core principle within our ethos and planning.

Resources
Taubman College has consistently demonstrated a strong financial commitment to supporting DEI initiatives. The college has actively sustained the DEI budget, recognizing the importance of this work. It is crucial to maintain this financial support and continue investing in innovative and strategic initiatives that drive DEI efforts forward.

Alignment with Student-Facing Departments
The DEI office at Taubman College collaborates closely with student-facing departments such as Career Services and Student Affairs. This partnership fosters greater opportunities for collaboration, empowering and developing our student body through a shared commitment to DEI principles.

Faculty Embedded in the DEI Unit

Appointing a DEI faculty lead within the unit enhances the implementation of DEI initiatives by providing valuable insights into the faculty's perspectives, experiences, and needs related to DEI. This approach also strengthens the alignment between DEI efforts and the college's curriculum and pedagogy.

Planning Process Summary

Taubman College continued the spirit of the community-engaged planning process used to develop its DEI 2.0 Year 1 plan in constructing the Year 2 plan, with a few procedural changes. Through Appreciative Inquiry (AI) principles, the college explored what is life-giving in the organization in the extraordinary, ordinary, and adverse, using it as a catalyst for sustainable and transformational change.

While the DEI Committee served as the DEI Core Leadership Group in previous planning, the committee's role was phased into a more consultative process on implementation, rather than data collection. Data collection was led by the DEI Director.

The DEI Director facilitated several events where members of the community had the opportunity to share what they valued about the college in relation to DEI and their wishes for the future:

- **DEI 2.0 Launch: Moving our Vision Forward**
    - To mark the official launch of our DEI 2.0 Strategic Plan, we organized and facilitated a special DEI 2.0 Launch event. This event provided a platform to engage with the full college community, raise awareness about our DEI initiatives, and emphasize the importance of diversity, equity, and inclusion in shaping the future of Taubman College. From this event, we gathered synchronous and asynchronous feedback around our strategic objectives, action items, and plans for measurement and implementation. This feedback guided not only our implementation efforts, but uncovered many areas for additional action items in the coming years.
- **Transparency Meeting: Student Voice at Taubman College**
    - This event was a collaboration between the DEI and Student Affairs teams designed to serve multiple purposes. The first was to bring the campus community together to address issues of accountability and feelings around a lack of transparency that students had brought to the attention of the DEI office.The second half of the meeting was an extension of the DEI 2.0 Launch event (held 6 months prior), as students were allowed to provide synchronous and asynchronous feedback about the implementation of DEI 2.0. This meeting was a success and we agreed to make this a regular monthly meeting going forward in the 24-25 Academic Year.
- **Faculty Meetings**
    - The DEI Director presented updates to both the Architecture and Urban and Regional Planning Faculty once per semester at their monthly meetings. These meetings were designed to provide curated updates on the DEI implementation process, as well as gain direct insight on DEI from the perspective of faculty, fellows and instructors at the college.
- **International Student Focus Group**
    - This focus group session was the culmination of a collaboration between Career Services, Student Affairs, and DEI called the International Intern Collective.This collective brought together three international students who conducted several community-facing and information-gathering events throughout the academic year, culminating in this event, and prepared a report with their findings and recommendations. The collective's target group was the International Student population at Taubman (32.7% of our student population) which has tended to be an underrepresented voice in our college's decision-making and strategic planning.

The plan was also informed by the [DEI 1.0 Evaluation (5-Year Report)](#), the DEI 2.0 Year 1 plan, the Taubman College DEI Framework guide (developed during the DEI 2.0 planning process), a review and evaluation of unit policies and practices, a review and evaluation of unit DEI efforts and impact, unit DEI Plans Reports and measures of success (years 1-5), the DEI Plan Reporting Dashboard (years 1-5), and DEI Plan Progress Update (years 3-5).

Lastly, the leadership team provided recommendations of areas they wanted to build on their previous DEI efforts. The recommendations were compiled through leadership team meetings and one-on-one meetings.

Data and Analysis: Key Findings

Summary of Data

The DEI team synthesized data from a variety of sources, including synchronous and asynchronous engagement opportunities, the DEI 2.0 Year 1 Plan, and leadership team recommendations, to shape the DEI 2.0 Year 2 plan. This comprehensive data analysis informed the development of goals, action items, and measures of success that align with the college's capacity and priorities. Additionally, a matrix was created to outline recommended actions and success measures for the next five years.The following are the recommendations distilled from this data:

Recruitment + Retention

- Enhance accessibility and affordability of education.
- Provide additional resources for international students.
- Continue improving onboarding processes and career support.
- Increase hiring of faculty with non-traditional research agendas and broadly diversify applicant pools, especially for faculty with marginalized identities.
- Implement a holistic review process for faculty hiring.
- Encourage faculty to integrate a DEI perspective into their existing work, rather than treating it as a separate obligation.
- Promote participation in DEI-related events.
- Holistic Admissions
  - Re-evaluate admissions criteria to incorporate a broader range of indicators.
  - Expand outreach to underserved communities and non-traditional students.
  - Increase transparency in the admissions process.
  - Address and mitigate implicit biases.

Teaching + Learning

- Address affordability challenges for international education.
- Foster stronger connections between programs, particularly urban planning and architecture.
- Build on ongoing curricular reform efforts.
- Provide more technical and historical resources, particularly for international students.
- Embed DEI practices into the curriculum.
- Ensure equitable access to resources, support, and instruction.
- Allocate additional funding to DEI-related research.
- Prioritize diversity (in terms of research topic or pedagogical approach) in research agendas.

Organizational Culture

- Foster transparent and inclusive decision-making processes.
- Increase student engagement in decision-making and strategic planning.
- Improve internal communication regarding the college's DEI progress and achievements.
- Reduce hierarchies and any inequities across disciplines and levels.
- Explore deeper involvement of alumni in recruitment and retention efforts

Key Findings and Recommendations

In this section, we present the key findings from our comprehensive review of the current DEI landscape at Taubman College, as well as actionable recommendations aimed at advancing our strategic objectives. Our findings are derived from a detailed analysis of existing data, stakeholder feedback, and benchmarking against best practices in higher education. This analysis provides a clear picture of our current strengths, areas for improvement, and the opportunities available for enhancing our commitment to diversity, equity, and inclusion.

The key findings reflect the progress we have made, the challenges we face, and the gaps that need to be addressed. Based on these findings, the recommendations are designed to build on our successes, address areas of concern, and ensure that our DEI initiatives are effectively integrated into all aspects of the college's operations and culture.

Our approach is guided by the following principles:

Evidence-Based Decision Making: Recommendations are grounded in empirical data and analysis to ensure they are both relevant and impactful.

Inclusivity and Equity: We prioritize actions that foster a more inclusive and equitable environment for all members of the Taubman College community.

Sustainability and Accountability: Recommendations are designed to create sustainable changes and include mechanisms for monitoring progress and holding ourselves accountable.

Through the implementation of these recommendations, Taubman College aims to strengthen its DEI initiatives, enhance the campus climate, and advance our strategic goals. This section provides a roadmap for achieving these objectives and underscores our commitment to fostering a diverse, equitable, and inclusive academic community.

Diversity

Student Diversity: Increasing the demographic and socioeconomic diversity of students through holistic admissions, partnerships with minority-serving institutions, and innovative tuition models.

Faculty Diversity: Increasing racial diversity among faculty through structured hiring practices and support systems applicable to all.

Global Engagement: Promoting international exposure and access to global experiences for students to enrich their educational journey.

Equity

Equitable Policies and Practices: Implementing fair and inclusive hiring practices, transparent policies, and support systems for all employees and students.

Financial Transparency and Support: Ensuring clear communication about financial aspects, such as tuition costs and fundraising, while providing financial support for DEI-related initiatives and research.

Community and Campus Climate: Fostering an equitable environment through transparent communication, recognition of DEI efforts, and supportive structures for both students and staff.

Inclusion

Campus Climate: Enhancing the sense of belonging and community through co-curricular engagement, cultural competency training, and inclusive support systems.

Recognition and Visibility: Highlighting and celebrating DEI contributions and successes across the college community, ensuring that DEI initiatives are well-publicized and integrated into the campus culture.

Training and Development: Providing ongoing DEI training and creating inclusive curricula that reflect broadly diverse perspectives and promote equity in teaching and learning.

Accountability and Measurement

Tracking Progress: Using metrics to measure progress on DEI objectives, including with respect to diversity of faculty, students, and programming, as well as the effectiveness of policies and initiatives.

Transparency: Regularly reporting on DEI efforts, financial aspects, and community feedback to ensure accountability and continuous improvement.

Community Engagement

Partnerships and Outreach: Developing relationships with external organizations and institutions to enhance DEI efforts and create reciprocal opportunities for students and faculty.

Engagement in Research: Supporting DEI-focused research and integrating community engagement into academic and research activities to address social justice and equity issues.

These themes highlight a comprehensive approach to fostering a diverse, equitable, and inclusive environment at Taubman College, with a focus on systematic change, accountability, and community involvement.

Pathways for Conflict Resolution

Taubman College is dedicated to ensuring that all members of the community are valued and supported. Our approach to resolving conflicts is in harmony with the policies established for staff in the University Standard Practice Guide. Each component of our community (staff, faculty, students) has a designated conflict resolution liaison. In the event of a conflict, we encourage initial communication with the liaison or, if they prefer, the DEI Director. If necessary, the DEI director will escalate the matter to University Human Resources and/or the Office of Institutional Equity, as the situation requires.

Staff
Taubman College staff utilize the university-wide grievance policies and process as described in the University Human Resource (UHR) Procedures [201.08 Grievances and Dispute Resolution](). Staff also have access to university-wide resources (also available for faculty) from the Office of Institutional Equity, including:
- [Discrimination and Harassment Resolution Process]()
- [Mediation Resources and Education]()
- [How to Get Help]()

Students

All new students receive the [Taubman College Academic and Professional Student Conduct Policy](#) (this can also be found on our [website](#)), which addresses Allegations of Student Misconduct on page 7-14. Students also have access to university-wide conflict resolutions resources, including:

- [Office of Student Conflict Resolution (OSCR)](#)
  - "OSCR offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, community owned, and restorative in nature, which are adaptable to meet the needs of individuals experiencing conflict."
- [Office of the Student Ombuds](#)
  - The Office of the Ombuds at U-Michigan is a place where all students are welcome to come and talk informally and confidentially about any campus issue, concern, problem, or dispute to an impartial and independent party.

Taubman College hosts Rackham Graduate School programs, such as the Master of Urban and Regional Planning and the Master of Science in Digital and Material Technologies.

If there is a conflict involving a student from one of these programs, Taubman College will inform and consult with the Rackham Resolution Officer when a Taubman student is found responsible for misconduct before assessing a sanction. Conversely, the Rackham Resolution Officer will inform the Taubman College when misconduct involving a Taubman College student in a Rackham program is alleged in a course that has its primary academic home in another school or college.

Decisions adjudicated under the Taubman College Academic and Professional Student Conduct Policy may not be appealed to Rackham the Graduate School.

Faculty

The [Taubman College Rules](#) describe the conflict resolution pathways for faculty members. Any question of interpretation regarding these Rules shall be brought to the attention of the Governing Faculty for resolution (item 10.13, pg 16).

Informal Instructional Staff Grievance Procedures are found on page 18. Two informal procedures are described including the role of the Faculty Ombuds (Harold J. Borkin) and the role of the Consultation and Conciliation Services (Mediation Services).

Faculty Grievance Procedures, following a peer-based procedural model ensures the prompt, effective, and fair resolution of faculty members' grievances and can be found on pages 18-32.

What are our Strategic Objectives, Measures of Success and Action Items?

The Taubman College plan covers faculty, staff, graduate students, undergraduate students and post-doctorates, alumni, and employers. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into domains determined by the University and adjusted to meet the unique needs of the College. Each of these strategic objectives is accompanied by success measures 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 Section VI.

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

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community.

DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

STUDENTS

Strategic Objective 1:
Increase the demographic and socioeconomic diversity of students at Taubman College.

Metrics:
1. Increased domestic URM student enrollment year over year.
2. Annual tuition model institutionalized into the final year of the Architecture program.

Actions:
1. Development of holistic admissions guide for undergraduate Architecture admissions.
2. Establish a mobile admissions tutoring center in partnership with the Arc Prep program.
3. Development of Skill-Up Workshops for Design Materials Technology and Master's of Urban Design programs for 2025-2026 Admissions Cycle.
4. Develop mutually beneficial relationships with HBCUs, MSIs, and HSIs that establish reciprocal pathways opportunities.

Primary DEI Goal: Diversity

FACULTY

Strategic Objective 2:
Increase demographic diversity of college faculty.

Metrics:
1. Increased URM faculty representation year over year.
2. Taubman Africa Alliance fellows host 1-2 lectures, symposium, workshops or exhibitions during 2024-2025 AY.

Actions:
1. Institutionalize a more streamlined and consistent faculty search approach that utilizes ADVANCE best practices, includes bias training, and encourages search completion in the early winter semester.
2. Institutionalize a framework for inclusive evaluation of non-traditional scholarship production for both internal and external reviewers.
3. Utilize UMAPS program and TV Lab Fellowship to create "Taubman Africa Alliance"

Primary DEI Goal: Diversity

Strategic Objective 3:
Increased retention of faculty, particularly those from URM groups.

Metrics:
1. Increased URM faculty representation year over year.

Actions:
1. Assess faculty buddy system.

2. Expectations for mentors/mentee relationships are institutionalized across the college
3. Faculty mentees identify faculty mentors they would like to be supported by

4. Host Invisible Service Workshop for Taubman College Faculty

Primary DEI Goal: Diversity

ALL CONSTITUENCIES

Strategic Objective 4:
Align and improve architecture and urban planning outreach pathways for K-12 and graduate programs to align with DEI values.

Metrics:
1. Feasibility plan on tracking prospective students across multiple pathways programs and points of contact developed
2. Funding for ArcPrep is part of the overall college fundraising strategy
3. Implement one partnership opportunity with one or more MSIs
4. 4 studio reviewers are faculty at consortium (ECAC) member institutions
5. Feasibility plan for shared faculty research
6. Students and faculty partners serve as reviewers for ArcPrep
7. Feasibility plan on developing shared pedagogy through an equity lens, particularly in distributed teaching settings
8. 15 prospective graduates participate annually as part of the TC Pathways Program.
9. 10 prospective URP PhD students participate annually as part of the Future Planning Scholars Program

Actions:
1. Integrate college access pathways programs to work in synchrony and be more accessible.
2. Pathways programs are sustainable
3. Continue to institutionalize connections with Minority Serving Institutions (MSI) through Equity in Architectural Education Consortium for the long-term sustainability of ArcPrep
4. Continue implementation of the college-wide Taubman College Pathways Program
5. Pilot Future Planning Scholars Program

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.

STUDENTS

Strategic Objective 1:

Enhance campus climate and culture of belonging through increased co-curricular student engagement

Metrics:
1. Incentive strategy for student engagement developed.

Actions:
1. Develop student compensation framework for engaging in decision-making.
2. Develop action plan to embed student engagement in curriculum.

Primary DEI Goal: Inclusion

Strategic Objective 2:
1. Strengthen support systems for all students, including URM and international students, among others

Metrics:
1. New student orientation includes cultural competency training, emphasizes community building through networking and professional development.
2. Urban Planning and Architecture continue to have a joint orientation.
3. Create a current student intranet with a university-wide resources section is created.
4. Faculty and staff are trained on college and university student support resources.
5. 100% of student affairs staff complete the new Non-Traditional Student Learning Module.
6. 5 events hosted per calendar year.
7. ELI adds new US Culture section to its curriculum.
8. DEI hosts workshops for international students about the history of race and ethnicity in the US.
9. A CAPS counselor is embedded at Taubman College.
10. Mental health workshops are part of student programming through the "Engage Series".
11. Pilot yearly student engagement and satisfaction survey through Taubman College Student Council.
12. Pilot Radical Empathy year-long series.

Actions:
1. Implement changes to new student orientation goals and practices, including cultural competency training, and community building, and professional development.
2. Connect students to university-wide resources.
3. Continue to host social activities with emphasis on cultural exchanges.
4. Provide US cultural context programming for international students.
5. Continue to expand mental health support.
6. Develop long-term student engagement and satisfaction measurement mechanism.

Primary DEI Goal: Inclusion

STAFF

Strategic Objective 3:

1. Create transparent and inclusive policies and practices for new and current employees.

Metrics:
1. Test policy with non-paid professional development opportunities.
2. 5 digital and/or physical informational materials are accessible to constituents.

Actions:
1. Prototype staff development opportunities policy.
2. Create mechanisms to gauge staff career advancement needs.
3. Make conflict resolution pathways more visible to all constituencies.

Primary DEI Goal: Equity

ALL CONSTITUENCIES

Strategic Objective 4:
1. Enhance campus climate in the areas of transparency and accountability.

Metrics:
1. 100% of students who attend orientation receive DEI orientation as part of general orientation.
2. 100% of new faculty and staff are part of DEI onboarding.
3. Monthly transparency meetings.
4. Monthly DEI newsletter.
5. DEI report for community distribution is created and socialized.
6. Monthly social media "DEI spotlights" posts.
7. The demographics dashboard is developed.
8. Diversity numbers are publically released with an outline of how we plan to increase diversity.
9. Organizational chart is posted on the intranet.

Actions:
1. Continue to hold DEI orientation as part of student, faculty, and staff professional development.
2. Continue to hold Transparency Meetings.
3. Continue to distribute DEI Newsletter.
4. Expand DEI socialization.
5. Increase community awareness of diversity representation at the college.
6. Continue to distribute organizational/decision-making and staffing chart.

Primary DEI Goal: Equity

Strategic Objective 5:
1. Enhance campus climate in the areas of collegiality and collaboration.

Metrics:
1. Institutionalize one joint URP-ARCH course.
2. User-friendly staff directory including explanation of duties are developed.
3. Faculty/staff orientation on the role of staff and how they can work collaboratively with faculty.
4. Continue sharing information about staff roles and faculty research through the DEI Newsletter.

Actions:
1. Increase faculty and staff partnerships and collegiality.

2. Clarify staff roles and ways to partner with faculty to advance teaching, learning, and research.

Primary DEI Goal: Equity

Strategic Objective 6:
1. Recognition of students, faculty, staff, and alumni who are working towards advancing DEI

Metrics:
1. Data is collected on recognition preferences.
2. A report is issued with recommendations on recognition for advancing DEI.
3. 5 students, faculty, and staff were highlighted monthly for their DEI contributions to Taubman College.
4. Increase the campaign's virtual presence.
5. Support the North Campus Deans MLK Spirit Awards Celebration financially.
6. MLK event participation/outreach campaign.

Actions:
1. Evaluate ways community members want to be recognized.
2. Continue participation in the North Campus Deans MLK Spirit Awards Celebration and target nomination and participation process.

Primary DEI Goal: Inclusion

Strategic Objective 7:
1. Identify DEI 2.0 private fundraising priorities within Taubman College.

Metrics:
1. Fundraising priorities identified for DEI 2.0.
2. 100% of current and potential donors are presented with opportunities to create scholarships that support DEI efforts.
3. Increase giving participation in the annual fund by 2%.
4. Increase the number of endowed scholarships by 1%.
5. Donors are presented with the opportunity to support the college financially through planned giving as appropriate.

Actions:
1. Dean, Assistant Dean of Advancement and DEI Director meet bi-annually to discuss DEI funding needs and priorities.
2. Continue to present donors with the opportunity to create scholarships that support DEI efforts.

Primary DEI Goal: Equity

Strategic Objective 8:
1. Implement Cultural Training Strategies for Students, Faculty and Staff

Metrics:
1. Continue implementing the "Identity Workshops" curriculum
2. College-wide community conversations on racial justice is embedded in curriculum and non-academic activities
3. Racial Justice working group is institutionalized
4. Clear policies that allocate staff time to engaging and learning about anti-racism are developed and implemented
5. No meetings policy for MLK and Juneteenth to allow for celebrations and learning is developed and implemented

Actions:
1. Ongoing anti-racism and cultural intelligence training

Primary DEI Goal: Equity

Strategic Objective 9:
1. Increase financial transparency.

Metrics:
1. Estimated out-of-pocket costs are listed on the website and included in financial aid packages.
2. The college budget is presented with an opportunity for feedback.
3. Funds are distributed in partnership with Student Affairs.
4. An equity rubric is developed, emphasizing recognized student organizations that are advancing equity, particularly racial equity.

Actions:
1. Students understand the total costs of attending Taubman College, including out-of-pocket costs.
2. Continue to present the college budget to the college community.
3. Create a student organization funding distribution process.

Primary DEI Goal: Equity

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

Strategies and action items for Outcomes/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.

STUDENTS

Strategic Objective 1:
1. Increase access and participation in global experiences.

Metrics:
1. Successful completion of 4 Spring Travel[1] courses in 2025.
2. College-wide study abroad student orientation takes place during the second part of the academic year.

Actions:
1. Identify UM international scholarship opportunities.
2. Develop visibility campaign for international travel support.
3. Sign MOUs with strategic international partners to develop logistical infrastructure for international academic programming.
4. Develop emergency funding for international travel.
5. Develop college-wide study abroad student orientation.

Primary DEI Goal: Inclusion

FACULTY

Strategic Objective 2:
1. Faculty and GSI increase skills and confidence in equity-focused teaching.

Metrics:
1. DEI Pedagogy Resource Reading Group initiative launched.

Actions:
1. Creation of a DEI Pedagogy Resource and Reading Group.

Strategic Objective 3:
1. Provide financial and administrative support for DEI-related research.

Metrics:
1. Research projects are located throughout Southeast Michigan.
2. Lecturers are eligible to apply and receive research incentive funding as part of projects led by tenure track faculty to get training and mentorship.
3. 25% of dissemination and seed funding projects are related to DEI research, based on dollar amount.
4. Waive the 56% indirect cost requirement for research projects that align with DEI for grant awards from private foundations and small grants to align with funder policy.

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[1] Three-credit spring travel courses are available to undergraduate and graduate architecture students during the spring or summer half-term. These travel courses are an essential part of Taubman College's course offerings, allowing students to visit other countries and cities while gaining access to facilities, groups, and individuals that might otherwise be inaccessible to them.

5. Course buyout for DEI-related research is reduced.

Actions:
1. Continue to expand DEI Detroit-based research with emphasis on Southeast Michigan.
2. Continue to provide DEI research incentive funding.
3. Continue to provide faculty dissemination and seed funding for DEI-related research.
4. Continue to provide indirect cost incentives to support DEI-related research.
5. Continue to reduce course buyouts for DEI-related research.

Primary DEI Goal: Equity

Strategic Objective 4:
Align research projects with DEI efforts.

Metrics:
1. Taubman College representative is part of the Urban Collaboratory leadership.
2. Taubman College representative in the Poverty Solutions research initiative.
3. Applications for seed and dissemination funding opportunities include questions and guidance on how their research advances vulnerable communities.

Actions:
1. Continue to participate and provide leadership to the Urban Collaboratory.
2. Continue to participate in the Poverty Solutions research initiative.
3. Embed equity in seed and dissemination funding opportunities.

Primary DEI Goal: Equity

STUDENTS

Strategic Objective 5:
1. Career and Professional Development practices have a DEI lens.

Metrics:
1. Develop a workshop on the inclusion of personal identity in career strategy and engagement.
2. Develop programming specific to undergraduate students' developmental needs.
3. Develop programming to support first-generation and international students, focused on communication skills and cultural expectations.
4. Survey employers about their practices and their hiring interests.
5. Develop talking points around hiring broadly diverse talent/benefits of engaging in meaningful conversation around culture.
6. Focus outreach on firms of interest for underrepresented students, among others.
7. Ensure that panels and other programming reflect different voices, titles, and outlooks.
8. Hold at least 1 alternative career panel.

Actions:
1. Develop programming specific to population needs.
2. Intentional engagement with Employers about diversity, equity and inclusion efforts.
3. Continue expanding and diversifying career panel programming.
4. Engage in UM and other DEI efforts for continued professional development.

Primary DEI Goal: Equity

FACULTY AND STUDENTS

Strategic Objective 6:
1. Embed community engagement in teaching and learning

Metrics:
1. UM Public Design Corps[2] is allotted a budget line item.
2. 40 students are part of PDC program.
3. 6 community partners are part of PDC program.
4. Community partner selection embedded into URP capstone curricular planning.
5. DEI Team allocates $6000 in ECAF Funding.

Actions:
1. Institutionalize UM Public Design Corps program.
2. Engagement with underserved communities institutionalized as part of URP capstone.
3. DEI Team allocates Engaging Community Action Fund (ECAF).

Primary DEI Goal: Equity

Strategic Objective 7:
1. Integrate "equity centered teaching" in curricula..

Metrics:
1. Increased use of literature from URM scholars in faculty syllabi.
2. 25% of lectures in college lecture series are related to topics that affect underrepresented minorities.
3. An annual symposium focused on racial equity is held.
4. Increase diversity of external jurors.

Actions:
1. Continue to diversify topics and lecturers in the college lecture series.
2. Continue to invite intellectually diverse external jurors for all design studio, thesis courses, and capstone, with emphasis on URM and organizations that promote and work for design and social justice.
3. Support Taubman Africa Alliance fellows program financially and programmatically.

Primary DEI Goal: Equity

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[2] Public Design Corps is a program that offers students the opportunity to engage in socially-driven design and develop projects guided by principles of equity and inclusion in collaboration with under-resourced community partners.

What are our Goal-Related Metrics?

Taubman College believes that data will help us be accountable for meeting the goals and objectives we have set forth in this plan. Below are some of the measures we will track over time to measure our success.

DIVERSITY
1. Composition of faculty, jurors, and guest lecturers
2. Composition of DEI training offering participants
3. Composition of college-wide public programming
4. Composition of college-wide committees

EQUITY
1. Demographics of incoming, current, and graduated students
2. Enrollment and graduation rates for students
3. Student class level
4. Demographics of DEI recognition campaigns participants
5. Scholarship/financial support dissemination
6. Demographics of faculty on tenure track and that receive tenure
7. Demographics of staff
8. Types of research projects supported and funded by Taubman College
9. Types of community engagement opportunities
10. Demographics of job applicants

INCLUSION
1. Number of students participating in outreach programs
2. Climate survey results
3. Number of mentorship program participants
4. FAR results
5. Number of DEI training opportunities
6. Number of staff participating in college-wide committees

University-wide Metrics
With regard to the three goals of the Strategic Plan, the university will track and publish overall metrics relating to the three goals. Items under discussion for these university-wide, goal-related 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

Goal 1: Recruitment + Retention (People)
We are a welcoming space for students, faculty, and staff and create equitable and inclusive policies and practices that attract and retain diverse community members.

STRATEGIC OBJECTIVES	METRICS *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
1. Increase the demographic and socioeconomic diversity of students at Taubman College.	1. Increased domestic URM student enrollment year over year 2. Annual tuition model institutionalized into the final year of the Architecture program.	1. Development of holistic admissions guide for undergraduate Architecture admissions. 2. Establish a mobile admissions tutoring center in partnership with the Arc Prep program. 3. Development of Skill-Up Workshops for Design Materials Technology and Master's of Urban Design programs for 2025-2026 Admissions Cycle 4. Develop mutually beneficial relationships with HBCUs, MSIs, and HSIs that establish reciprocal pathways opportunities.	Students	**Zain AbuSeir** DEI Faculty Lead **Christopher Tremblay** ED of Enrollment Management and Student Affairs **Anca Trandafirescu** ARCH Undergrad Director **Anya Sirota** Associate Dean of Academic Initiatives
2. Increase demographic diversity of college faculty.	1. Increased URM faculty representation year over year 2. Taubman Africa Alliance fellows host 1-2 lectures, symposium, workshops or exhibitions during 2024-2025 AY.	1. Institutionalize a more streamlined and consistent faculty search approach that utilizes ADVANCE best practices, includes bias training, and encourages search completion in the early winter semester 2. Institutionalize framework for inclusive evaluation of non-traditional scholarship production for both internal and external reviewers 3. Utilize UMAPS program and TV Lab Fellowship to create "Taubman Africa Alliance"	Faculty	**Jonathan Massey** Dean **Ann Luke** Chief of Staff **Anya Sirota** Associate Dean of Academic Initiatives **Antje Steinmuller** ARCH Chair **Robert Goodspeed** URP Chair

STRATEGIC OBJECTIVES	METRICS How will we know we are successful? How will we measure this?	ACTION ITEMS What are we doing to bring this goal into reality?	KEY CONSTITUENCY Who is most affected?	RESPONSIBILITY Who is directly responsible for making this item a reality?
3. Increased retention of faculty, particularly those from URM groups.	1. Increased URM faculty representation year over year.	1. Assess faculty buddy system. 2. Expectations for mentors/mentee relationships are institutionalized across the college. 3. Faculty mentees identify faculty mentors they would like to be supported by.	Faculty	**Kathy Velikov** Associate Dean for Research and Creative Practice **Anya Sirota** Associate Dean of Academic Initiatives **Antje Steinmuller** ARCH Chair **Robert Goodspeed** URP Chair **Ann Luke** Chief of Staff
4. Align and improve architecture and urban planning outreach pathways for K-12 and graduate programs to align with DEI values	1. Feasibility plan on tracking prospective students across multiple pathways programs and points of contact developed. 2. Funding for ArcPrep is part of the overall college fundraising strategy. 3. Implement one partnership opportunity with one or more MSIs. 4. 4 studio reviewers are faculty at consortium (ECAC) member institutions. 5. Feasibility plan for shared faculty research. 6. Students and faculty partners serve as reviewers for ArcPrep. 7. Feasibility plan on developing shared	1. Integrate college access pathways programs to work in synchrony and be more accessible. 2. Pathways programs are sustainable. 3. Continue to institutionalize connections with Minority Serving Institutions (MSI) through Equity in Architectural Education Consortium for the long-term sustainability of ArcPrep. 4. Continue implementation of the college-wide Taubman College Pathways Program. 5. Pilot Future Planning Scholars Program**.**	All	**Anya Sirota** Associate Dean of Academic Initiatives **Irene Hwang** Director of ECAC **Nyanatee Bailey** Director of DEI **Zain AbuSeir** DEI Faculty Lead **Lesli Hoey** Director of Future Planning Scholars **Cynthia Radecki** Associate Dean of Advancement

STRATEGIC OBJECTIVES	METRICS *How will we know we are successful?* *How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
	pedagogy through an equity lens, particularly in distributed teaching settings. 8. 15 prospective graduates participate annually as part of the TC Pathways Program. 9. 10 prospective URP PhD students participate annually as part of the Future Planning Scholars Program.			

Goal 2: Organizational Culture (Process)

Our culture is grounded in transparent and inclusive decision-making, collective reflection, and restorative actions.

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
1. Enhance campus climate and culture of belonging through increased co-curricular student engagement.	1. Incentive strategy for student engagement developed.	1. Develop student compensation framework for engaging in decision-making. 2. Develop action plan to embed student engagement in curriculum.	Students	**Kristin McDonough** Associate Director of Student Affairs **Nyanatee Bailey** Director of DEI
2. Strengthen support systems for all students, with particular emphasis on URM and international students.	1. New student orientation includes cultural competency training, emphasizes community building through networking and professional development. 2. Urban Planning and Architecture continue to have a joint orientation. 3. Create a current student intranet with a university-wide resources section is created. 4. Faculty and staff are trained on college and university student support resources. 5. 100% of student affairs staff complete the new Non-Traditional Student Learning Module. 6. 5 events hosted per calendar year. 7. ELI adds new US Culture section to its curriculum. 8. DEI hosts workshops for international students about the history of race and ethnicity in the US. 9. A CAPS counselor is embedded at Taubman College.	1. Implement changes to new student orientation goals and practices, including cultural competency. training, community building, and professional development. 2. Connect students to university-wide resources. 3. Continue to host social activities with emphasis on cultural exchanges. 4. Provide US cultural context programming for international students. 5. Continue to expand mental health support. 6. Develop long-term student engagement and satisfaction measurement mechanism.	Students	**Kristin McDonough** Associate Director of Student Affairs **Nyanatee Bailey** Director of DEI **Lou Ecken Kidd** Director of Career Services and Professional Development

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
	10. Mental health workshops are part of student programming through the "Engage Series". 11. Pilot yearly student engagement and satisfaction survey through Taubman College Student Council. 12. Pilot Radical Empathy year-long series.			
3. Create transparent and inclusive policies and practices for new and current employees.	1. Test policy with non-paid professional development opportunities. 2. 5 digital and/or physical informational materials are accessible to constituents.	1. Prototype staff development opportunities policy. 2. Create mechanisms to gauge staff career advancement needs. 3. Make conflict resolution pathways more visible to all constituencies.	Staff	**Nyanatee Bailey** Director of DEI **Ann Luke** Chief of Staff
4. Enhance campus climate in the areas of transparency and accountability.	1. 100% of students who attend orientation receive DEI orientation as part of general orientation. 2. 100% of new faculty and staff are part of DEI onboarding. 3. Monthly transparency meetings. 4. Monthly DEI newsletter. 5. DEI report for community distribution is created and socialized. 6. Monthly social media "DEI spotlights" posts. 7. The demographics dashboard is developed. 8. Diversity numbers are publically released with an outline of how we plan to increase diversity.	1. Continue to hold DEI orientation as part of student, faculty, and staff professional development. 2. Continue to hold Transparency Meetings. 3. Continue to distribute DEI Newsletter. 4. Expand DEI socialization. 5. Increase community awareness of diversity representation at the college. 6. Continue to distribute organizational/decision-making and staffing chart.	All	**Nyanatee Bailey** Director of DEI **Ann Luke** Chief of Staff

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
	9. Organizational chart is posted on the intranet			
5. Enhance campus climate in the areas of collegiality and collaboration.	1. Institutionalize one joint URP-ARCH course. 2. User-friendly staff directory including explanation of duties are developed. 3. Faculty/staff orientation on the role of staff and how they can work. collaboratively with faculty. 4. Continue sharing information about staff roles and faculty research through the DEI Newsletter.	1. Increase faculty and staff partnerships and collegiality. 2. Clarify staff roles and ways to partner with faculty to advance teaching, learning, and research.	All	**Nyanatee Bailey** Director of DEI **Zain AbuSeir** DEI Faculty Lead **Ann Luke** Chief of Staff **Robert Goodspeed** URP Chair **Antje Steinmuller** ARCH Chair
6. Recognition of students, faculty, staff, and alumni who are working towards advancing DEI.	1. Data is collected on recognition preferences. 2. A report is issued with recommendations on recognition for advancing DEI. 3. 5 students, faculty, and staff were highlighted monthly for their DEI contributions to Taubman College 4. Increase the campaign's virtual presence. 5. Support the North Campus Deans MLK Spirit Awards Celebration financially. 6. MLK event participation/outreach campaign.	1. Evaluate ways community members want to be recognized. 2. Continue participation in the North Campus Deans MLK Spirit Awards Celebration and target nomination and participation process.	All	**Nyanatee Bailey** Director of DEI **Zain AbuSeir** DEI Faculty Lead
7. Identify DEI 2.0 private fundraising	1. Fundraising priorities identified for DEI 2.0.	1. Dean, Assistant Dean of Advancement and DEI Director meet bi-annually to discuss DEI	All	**Cynthia Radecki** Assistant Dean of Advancement

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
priorities within Taubman College.	2. 100% of current and potential donors are presented with opportunities to create scholarships that support DEI efforts. 3. Increase giving participation in the annual fund by 2%. 4. Increase the number of endowed scholarships by 1%. 5. Donors are presented with the opportunity to support the college financially through planned giving as appropriate.	funding needs and priorities. 2. Continue to present donors with the opportunity to create scholarships that support DEI efforts.		**Nyanatee Bailey** Director of DEI **Jonathan Massey** Dean
8. Implement Cultural Training Strategies for Students, Faculty and Staff.	1. Continue implementing the "Identity Workshops" curriculum. 2. College-wide community conversations on racial justice is embedded in curriculum and non-academic activities. 3. Racial Justice working group is institutionalized. 4. Clear policies that allocate staff time to engaging and learning about anti-racism are developed and implemented. 5. No meetings policy for MLK and Juneteenth to allow for celebrations and learning is developed and implemented.	1. Ongoing anti-racism and cultural intelligence training.	All	**Nyanatee Bailey** Director of DEI
9. Increase financial transparency.	1. Estimated out-of-pocket costs are listed on the website and included in financial aid packages.	1. Students understand the total costs of attending Taubman College, including out-of-pocket costs. 2. Continue to present the college budget to the college community.	All	**Earl Bell** Chief Financial Officer **Kristin McDonough** Associate Director of

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
	2. The college budget is presented with an opportunity for feedback. 3. Funds are distributed in partnership with Student Affairs. 4. An equity rubric is developed, emphasizing student organizations that are advancing equity, particularly racial equity.	3. Create a student organization funding distribution process.		Student Affairs **Nyanatee Bailey** Director of DEI

Goal 3: Teaching + Learning (Outcomes/Products)

Teaching at Taubman College is rooted in global literacy, is accessible to all, and motivates just action.

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
1. Increase access and participation in global experiences.	1. Successful completion of 4 Spring Travel Courses in 2025. 2. College-wide study abroad student orientation takes place during the second part of the academic year.	1. Identify UM international scholarship opportunities. 2. Develop visibility campaign for international travel support. 3. Sign MOUs with strategic international partners to develop logistical infrastructure for international academic programming. 4. Develop emergency funding for international travel. 5. Develop college-wide study abroad student orientation	Students	**Earl Bell** Chief Financial Officer **Jacob Comerci** Academic Innovation Project Manager
2. Faculty and GSI increase skills and confidence in equity-focused teaching.	1. DEI Pedagogy Resource Reading Group initiative launched.	1. Creation of a DEI Pedagogy Resource and Reading Group.	Faculty	**Antje Steinmuller** ARCH Chair **Robert Goodspeed** URP Chair **Jacob Comerci** Academic Innovation Project Manager **Zain AbuSeir** DEI Faculty Lead
3. Provide financial and administrative support for DEI-related research.	1. Research projects are located throughout Southeast Michigan. 2. Lecturers are eligible to apply and receive research incentive funding as	1. Continue to expand DEI Detroit-based research with emphasis on Southeast Michigan.	Faculty	**Kathy Velikov** Associate Dean for Research and Creative Practice **Zain AbuSeir**

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
	part of projects led by tenure track faculty to get training and mentorship. 3. 25% of dissemination and seed funding projects are related to DEI research, based on dollar amount. 4. Waive the 56% indirect cost requirement for research projects that align with DEI for grant awards from private foundations and small grants to align with funder policy. 5. Course buyout for DEI-related research is reduced.	2. Continue to provide DEI research incentive funding. 3. Continue to provide faculty dissemination and seed funding for DEI-related research. 4. Continue to provide indirect cost incentives to support DEI-related research. 5. Continue to reduce course buyouts for DEI-related research.		DEI Faculty Lead
4. Align research projects with DEI efforts.	1. Taubman College representative is part of the Urban Collaboratory leadership. 2. Taubman College representative in the Poverty Solutions research initiative. 3. Applications for seed and dissemination funding opportunities include questions and guidance on how their research advances vulnerable communities.	1. Continue to participate and provide leadership to the Urban Collaboratory. 2. Continue to participate in the Poverty Solutions research initiative. 3. Embed equity in seed and dissemination funding opportunities.	Faculty	**Kathy Velikov** Associate Dean for Research and Creative Practice **Anya Sirota** Associate Dean of Academic Initiatives **Zain AbuSeir** DEI Faculty Lead
5. Career and Professional Development practices have a DEI lens.	1. Develop a workshop on the inclusion of personal identity in career strategy and engagement. 2. Develop programming specific to undergraduate students' developmental needs. 3. Develop programming to support first-generation and international	1. Develop programming specific to population needs. 2. Intentional engagement with Employers about diversity, equity and inclusion efforts. 3. Continue expanding and diversifying career panel programming.	Students	**Lou Ecken Kidd** Director of Career Services and Professional Development

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
	students, focused on communication skills and cultural expectations. 4. Survey employers about their practices and their hiring interests. 5. Develop talking points around hiring diverse talent/benefits of engaging in meaningful conversation around culture. 6. Focus outreach on firms of interest for underrepresented students. 7. Ensure that panels and other programming reflect different voices, titles, and outlooks. 8. Hold at least 1 alternative career panel.	4. Engage in UM and other DEI efforts for continued professional development.		
6. Embed community engagement in teaching and learning.	1. UM Public Design Corps is allotted a budget line item. 2. 40 students are part of PDC program. 3. 6 community partners are part of PDC program. 4. Community partner selection embedded into URP capstone curricular planning. 5. DEI Team allocates $6000 in ECAF Funding.	1. Institutionalize UM Public Design Corps program. 2. Engagement with underserved communities institutionalized as part of URP capstone. 3. DEI Team allocates Engaging Community Action Fund (ECAF).	Faculty Students	**Robert Goodspeed** URP Chair **Anya Sirota** Associate Dean of Academic Initiatives **Zain AbuSeir** DEI Faculty Lead **Nyanatee Bailey** DEI Director

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful?* *How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
7. Integrate "equity centered teaching" in curricula.	1. Increased use of literature from URM scholars in faculty syllabi. 2. 25% of lectures in college lecture series are related to topics that affect underrepresented minorities. 3. An annual symposium focused on racial equity is held. 4. Increase diversity of external jurors.	1. Continue to diversify topics and lecturers in the college lecture series. 2. Continue to invite intellectually diverse external jurors for all design studio, thesis courses, and capstone, with emphasis on URM and organizations that promote and work for design and social justice.	Faculty Students	**Antje Steinmuller** ARCH Chair **Robert Goodspeed** URP Chair **Anya Sirota** Associate Dean of Academic Initiatives **Zain AbuSeir** DEI Faculty Lead

What are our Plans for Supporting, Tracking, and Updating the Strategic Plan?

Who is responsible for the DEI plan?

Nyanatee Bailey is the Director of Diversity, Equity, and Inclusion for Taubman College and is the lead for Taubman College's DEI Strategic Plan development and implementation. He works closely with the Student Advisory Board, the Diversity, Equity, and Inclusion Faculty Director, the Associate Dean of Academic Initiatives, the Dean, and the College's Executive Leadership team to ensure the success of this multifaceted plan.

In order to ensure the success of this plan, there is a need for consistent engagement with the community to ensure alignment of the plan with the needs and wants of a changing student population, faculty, staff, alumni, and the community at large. We will consistently create multiple points of engagement that resonate with the people we are working with. We firmly believe that meeting people where they are helps bring clarity and understanding of the importance of DEI work, how it is embedded in their roles, and different access points to engage in it. Examples of engagement and input opportunities include (but are not limited to):

• DEI Newsletter
• Class Presentations
• One-on-one meetings
• DEI Orientation
• Partnerships with student organizations
• DEI workshops
• Alumni relation meetings
• Program retreats
• Feedback and reporting form

The plan is supported by multiple individuals and departments. Each department/program head, as well as leadership, will receive a summary of the plan and the areas they are directly responsible for. Everyone at the college will receive a summary with a link to the full plan.

The DEI Team will have a monthly check-in with the accountable parties to collect information on an ongoing basis for the final report. These meetings will also allow for DEI one-on-one consultations. The Director of DEI is responsible for engagement efforts and will work with other members of the Taubman College community to ensure a community approach to DEI efforts.

Dean Jonathan Massey, Associate Dean for Academic Initiatives, Anya Sirota, DEI Director Nyanatee Bailey, and DEI Faculty Lead Zain AbuSeir will be responsible for the DEI budget allocation within the DEI Team and in other areas of the college.

DEI Communication is the responsibility of the DEI Director, Associate Dean for Academic Initiatives, DEI Faculty Lead Zain AbuSeir, the Dean, and the Communications Team.

The DEI Director, DEI Faculty Lead, and the Associate Dean for Academic Initiatives are responsible for the review and implementation of the Taubman College DEI Strategic Plan.

How to Contact the Taubman College DEI Team

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Anonymous feedback and reporting form