

UNIT-BASED STRATEGIC OBJECTIVES AND ACTION ITEMS

YEAR
ONE

APPENDIX: UNIT ACTION ITEMS

During the campuswide planning process, 49 units across the university developed individual strategic plans for diversity, equity and inclusion. At the heart of each plan was a set of action items that reflected the unit's unique demographics, climate and culture.

Organized by unit, this chart displays those action items—nearly 2,000 in all—and indicates the current status of each: Not Started, In Progress or Complete.

ACADEMIC INNOVATION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Design incentives, available to all faculty, that would help more faculty from underrepresented groups to actively participate in initiatives and activities in partnership with DEI.	DEI Leadership will review faculty incentives and work with Deans and Associate Deans to identify opportunities to engage underrepresented faculty in academic innovation activities.	IN PROGRESS
Create a more diverse staff for DEI.	The DIG Team will identify and engage with underrepresented minority and female student groups around DIG Fellowship opportunities. DIG will then track the number of applications received and offers extended to students from those groups.	COMPLETE
Document and incorporate IDEA guiding principles.	Compile DEI guiding principles in a post on the DEI Blog and point potential full time and student team members to the guiding principles in future job descriptions and opportunity posts.	COMPLETE
IDEA training.	Already sharing events with staff. There will be a budget specifically for training of staff continued in FY17.	COMPLETE
Include IDEA topics and resources in our orientation materials.	Ensure that IDEA orientation materials are reviewed w/each new hire within one week of start date by Director of Policy & Operations.	COMPLETE
Expand existing peer mentoring and onboarding program.	Supervisors will begin to rollout to all staff.	IN PROGRESS
Collect and analyze data on makeup of faculty working with DEI.	Already reaching out to all deans.	COMPLETE
Review salaries to ensure they are equitable.	Finish salary equity review in FY17 and correct deficiencies in salary levels based on equivalent work.	COMPLETE
Gather Human Capital Report data annually.	Done for last two years and will continue to do annually.	COMPLETE
Create a collection of MOOCs with topics related to IDEA	Create 1-2 MOOCs connected to principle goals of IDEA.	COMPLETE
Have IDEA be one of the important criteria for determining eligibility for DEI funding.	This question has been added in the AIF Proposal Form under Question 9.	COMPLETED
Include pre-college teachers and learners in our outreach.	More discussion is needed before specific tasks can be outlined. .	IN PROGRESS
Include IDEA principles when designing projects.	FY2016: MOOC development checklist now includes steps to document how Diversity, Equity, and Inclusion issues will be addressed during Production, Delivery, and Review of MOOCs. FY2017, the documentation of this will evolve such that others can view our documents, see evidence of the IDE implementation.	IN PROGRESS

Create a tool that leverages diversity in the classroom.	Submit proposal in FY17 for review.	COMPLETE
Create communities of support.	Identify a community with which to engage. Hold first event.	COMPLETE
Highlight the diversity of our learners.	We are already working on this and are leading the country in this area with regard to our MOOCs.	COMPLETE
Targeted invitations to a broad set of activities hosted by DEI.	This will be done in 2017.	COMPLETE
Build more diversity in leadership of the Digital Innovation Advisory Group (DIAG).	Build more diversity in leadership of the Digital Innovation Advisory Group (DIAG).	COMPLETE
Statement about accessibility.	M. Daniel drafted a much heralded blog post on accessibility that accompany a set of related Guiding Principles.	COMPLETE
Gather data on DEI's impact	Measures have been added in FY16. In FY17 we will begin analysis of data to set baselines.	COMPLETE

ADVANCE PROGRAM

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Expand the use of STRIDE-style Faculty Recruitment Workshops (FRW)	Continue to offer 5-6 fall workshops (including increasing the offering of advanced workshops); initiate in 2016-2017, continue through 2021	COMPLETE
	Consider offering one or more FRW in Spring (initiate Spring 2017 or 2018, continue through 2021)	COMPLETE
	Incorporate more explicit discussion of pipeline issues in the standard FRW (to discuss in Spring 2017 at FASTER (Friends and Allies of STRIDE Toward Equity in Recruiting) and thereafter for STRIDE to consider incorporating.	COMPLETE
	Continue to work with the health-related schools to adapt the standard FRW to fit aspects of hiring that are unique to some of the schools and colleges (e.g., one version currently underway could address how to avoid unconscious bias within the internal hiring practices that are more typical at the Medical School); initiate in 2016-2017; continue through 2021	COMPLETE
Expand the use of STRIDE-style Faculty Recruitment Workshops (FRW)	Develop a more systematic approach to ensuring that search committees receive "pool documents" that do not include information about the current faculty in the unit (which risks violation of privacy because of small numbers). ADVANCE research staff could initiate this process in fall 2016, and assess its efficacy and make changes to the process over time through 2021 and after	COMPLETE
Increase follow-up after faculty recruitments	Improve tracking of search outcomes (who invited, who offered, who accepted) via closer data-collection with search committees; this will require cooperation from data contacts on the ground); begin discussion with data contacts spring 2016; attempt to implement during 2016-2017; review success in summer 2017 and revise procedure for subsequent years through 2021.	IN PROGRESS

	Collect post-interview feedback about search process from those who participated (e.g., search committee members); consider collecting these data during 2016-2017; if necessary, due to pressure of other commitments, initiate in 2017-2018; aim for report within one year	NOT STARTED
	Link outcomes to report from unit on search practices used (this most likely will not be feasible until 2017-2018, but tying these two processes together, and providing feedback about the value of particular processes is an important priority over time); continue through 2021	NOT STARTED
Expand President's Postdoctoral Fellowship Program	Increase number of fellows (double for 3 years; then triple); ideally this would begin by doubling to 6 fellows/year in 2016-2017, and then be tripled to 9 in 2019-20, but it requires substantial resources from the Provost/President.	NOT STARTED
	Increase professional development activities (this only becomes feasible when there are more fellows, so hinges on the preceding; not before 2017-2018).	NOT STARTED
	Increase unit understandings of program by more direct interaction with chairs about how to use the program effectively (this is warranted most if the program expands, but should begin with outreach to affected department chairs in 2016-2017)	COMPLETE
Assess turndowns and offer withdrawals campus-wide	ADVANCE conducted a study at the request of a few departments a few years ago, but the study should be repeated campus-wide and should assess reasons people turn down positions, or withdraw from consideration after visiting campus. This study requires good coordination with the search committees so could only be initiated as early as 2017 (planning year). A report could be prepared within one year, given the difficulties of collecting data like this from somewhat reluctant participants.	NOT STARTED
Expand the New Faculty Launch Program	Expand use of Launch Committees for new faculty campus-wide, beginning with adding two divisions in LSA and SMTD during 2016-2017. Continue expansion through 2021 as we learn about how best to handle different fields	COMPLETE
	Pilot and assess new model for managing Launch Committees (ADVANCE staff train conveners; unit staff manage all other aspects of the process; this will be the model in SMTD and health sciences; this will begin in 2016-2017 and continue through 2021)	COMPLETE
	Enhance collaboration of health sciences schools in a modified version of Launch (begin in 2016-2017 with Medicine, Dentistry and Pharmacy; continue through 2021)	COMPLETE
	Assess improvement in mentoring capacity beyond committees themselves (Research staff will design an assessment tool that might help us understand how faculty who serve on launch committees develop mentoring capacity through that service; to begin in 2017, and continue in 2017-2018; report disseminated and discussed within one year of data collection)	IN PROGRESS

Increase support after departmental climate assessments	Offer post-assessment support to units including: <ul style="list-style-type: none"> • Good practices document (recently developed and being tried out as pilot; used in uniform process beginning in 2016-2017 and continuing through 2021) • Assess value of good practices document assessed from chairs (beginning in 2016-2017 through 2021) • Consultation with ADVANCE leadership and/or outside experts for assistance after departmental climate assessments (more systematic offering of these resources beginning in 2016-2017 and continuing through 2021) • Small grants to support change efforts (begin small grant program to support departmental climate change efforts, beginning in 2017-2018 and continuing through 2021) 	IN PROGRESS
	Encourage units to prepare an Action Plan after climate assessments (begin in 2016-2017; assess use of Action Plan by following up with chairs that same year and continuing through 2021)	NOT STARTED
	Encourage use of Faculty Leading Change (FLC) Workshops (this is beginning now in 2016 and will be taken up systematically in the course of climate assessments in 2016-2017; success will be measured by applications to the FLC program through 2021)	COMPLETE
	Collect information from departments about what responses/activities were most/least successful in bringing about positive climate change; share this information with departments beginning the process.	IN PROGRESS
Expand use of ADVANCE allies, including members of advisory committees, faculty with interest in ADVANCE goals.	Rely more on allies to improve flow of information to/from departments (e.g., helping with information retrieval about searches, helping departments address what they learn from climate assessments); in process in advisory committees; during 2016-2017 a more formal plan for how to increase the flow of information will be developed; it will be fully implemented in 2017-2018 and evaluated and altered as needed through 2021.	IN PROGRESS
	Rely more on FASTER (Friends and Allies of STRIDE Toward Equity in Recruiting) and Advisory Boards as allies; this includes working with both groups to develop their self-conscious identification as our allies, and as important in the process of diffusing knowledge and understanding of ADVANCE goals and programs. This will begin in 2016 and continue through 2021.	IN PROGRESS
	Design workshops, with the help of Intergroup Relations Program (IGR), that enhance allies' appreciation of what they can do; this should begin in 2016-2017 and likely will take a couple of years to fully evolve, but then continue through 2021.	NOT STARTED
Design additional interventions addressing climate issues and evaluation of faculty	There is a general sense that the issues that arise in the evaluation of faculty (for annual, third year, and promotion and tenure review) are not yet well-addressed by ADVANCE activities. We would like to spend some time in 2016-2017 by appointing a committee to consider alternative intervention models (a workshop, formal training for committee members, use of CRLT Players, etc.) and then initiate development of that program in 2017-2018 to continue through 2021.	IN PROGRESS

	Equally, our faculty climate-related sketches (particularly the one on Navigating Department Politics) may need some rest in order to be “new” to faculty on campus. This may require us to commission new sketches from CRLT Players that address faculty climate in new ways. It would be helpful to have a special committee appointed in 2016-2017 to take this issue up as well, and to make recommendations for the following year and to continue through 2021.	NOT STARTED
Redevelop the Faculty Leading Change (FLC) Workshops	Design a smaller/skill-based workshop that people could benefit from, short of attending the full program (the timeline for this depends on the FLC planning team and available budget to support development. The initial program did not provide much skill learning so it needs significant redesign. Probably not feasible until 2017-2018 but then continuing through 2021.	NOT STARTED
Continue to Support a Positive Climate Among ADVANCE Staff Members	Continue regular meetings, celebrations and opportunities for social and other interactions among all staff.	COMPLETE
	Assess staff morale as appropriate.	COMPLETE
Enhance family-friendly policies and supports for faculty campus-wide	Develop a program to defray dependent-care costs associated with work-related travel; the programs currently offered in LSA and CoE, while welcome, are not viewed as adequate. ADVANCE can work with those two units to improve their programs and develop a template for an optimal program campus-wide. It would be ideal for all schools and colleges, or the Provost’s office, to administer such a program. ADVANCE could administer it if it were campus-wide and fully-developed. During 2016-2017 ADVANCE leadership should work with LSA, CoE, and the Provost’s office to develop a template policy that is affordable. During 2017-2018 it could be implemented in the two colleges. If it proves successful (and ADVANCE could assess that), then in 2018-2019 a new campus-wide program could be rolled out and administered by ADVANCE for the Provost’s office and the schools and colleges through 2021. The funding model could require some level of cost-share by the schools and colleges.	IN PROGRESS
	Develop a policy allowing faculty to draw on external grants to defray dependent-care costs associated with work-related travel. This policy would enable us to take advantage of NIH and other agencies’ policies along these lines. This has proven intractable to date. We should continue to work on it during 2016-2017 and continue through 2021 if it proves tractable.	NOT STARTED
	Increase the availability of high-quality, accessible, affordable infant care. This has been an elusive goal. ADVANCE should propose a campus-wide task force to study the issue, and should offer to provide a survey study of unmet need to date. These two events should begin in 2016-2017, to continue for the full period.	IN PROGRESS
	Develop a standard tuition assistance program for faculty. This has been an even more elusive goal. ADVANCE should re-raise the issue, as one that would improve equity for lower-income and single parent faculty. Perhaps 2020 is the time for this to be raised again.	NOT STARTED

	Continue to improve dual-career support processes. ADVANCE is currently completing a survey study of the success and difficulties of dual-career support processes to date. We will complete the report by summer 2016, and will make recommendations for ongoing solutions. ADVANCE should continue to monitor the success of the Provost's office's efforts along these lines through 2021.	COMPLETE
	Expand the Crosby Fund. If additional funds were available we could consider broadening the scope of funding to all fields, or narrowing the scope to cover faculty work-life balance expenses (like child and/or elder care associated with research). We would like to be able to consider these possibilities but with the current funding we have it seems unwise to alter the program.	NOT STARTED
Continue to identify unmet faculty development needs	Identify needs unique to single parents, single faculty, etc. Continue to study via research what the unmet needs are (this is currently ongoing), and develop new programming to meet those needs. These activities must be expanded beginning in 2016-2017 and going forward through 2021.	COMPLETE
	We currently offer a coaching program for new full professors through CoE and LSA. We receive and address requests from others variously, but there is pressure for this program to be more transparent and more broadly available to faculty who are in the full professor rank or who take on new leadership roles. This would require regularizing a budget line for this beyond the one currently structured to meet the routine needs in CoE and LSA. We could discuss a plan for this in 2016-2017 and request resources for 2017-2018 and continuing through 2021. We are already engaged in a process of attempting to enhance our pool of coaches for faculty.	COMPLETE
	Identify needs unique to postdoctoral fellows and non-tenure tracks. Currently ADVANCE only addresses needs of faculty, and mostly tenure-track faculty. We do not currently have capacity to address these other needs, but could partner with Rackham, UMOR, and/or others on campus to address needs of some of these groups. This is something we can do in an ongoing way if it becomes feasible.	IN PROGRESS
	Identify needs unique to the book disciplines. We have provided assistance with writing groups (not successfully) and funding for writing-related expenses (very successfully) and workshops for publication (also successfully). We should examine whether there are other needs of faculty in book disciplines that we could meet; this might begin in 2016-2017, but likely will require planning and implementation over the entire period through 2021.	COMPLETE
	Continue to track representation in leadership positions so those with decision-making power can work to correct imbalances by seeking to diversify applicant pools or otherwise improving search processes as necessary/appropriate;	COMPLETE
	Expand use of LIFT Transition to Associate and Transition to Full to think more broadly about training.	IN PROGRESS

ATHLETICS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the percentage of underrepresented minorities in full time athletics positions, with the goal of attaining a critical mass, to further diversify the department.	Assess the gap and utilize Athletics Department Diversity Committee in effort to increase underrepresented minority applicants and identify employment candidates who are proficient in diversity issues. Also explore a variety of associations and organizations to generate pool of candidates.	NOT STARTED
	Form standing Diversity Committee from within Athletics Department staff	COMPLETE
	Use Diversity Committee to extend networks when recruiting for positions.	IN PROGRESS
Increase the percentage of underrepresented minorities in supervisory positions within Athletics.	Adjust annual performance evaluation for supervisors to include an assessment of what developmental opportunities they provided to employees.	NOT STARTED
	Include opportunity for employees to evaluate supervisor on DE&I issues as part of annual performance review process.	NOT STARTED
Develop and implement training session on Diversity, Equity and Inclusion issues for all new Athletics Department employees.	Explore internal and external resources to aid in developing a curriculum for a new employee DEI session (likely in conjunction with developing a department-wide training program).	IN PROGRESS
	Develop an assessment tool for measuring impact and effectiveness of program. Development of programming may require a budget commitment in future years for consultant.	NOT STARTED
Increase percentage of underrepresented minority student-athletes with a goal of attaining a critical mass.	Establish a working group of coaches, student-athletes, administrators and Diversity Committee representatives to assess opportunities to expand efforts to reach more talented underrepresented minority student-athletes for recruitment consideration. Working Group will meet and assess opportunities to expand efforts to reach more talented underrepresented minority student athletes for recruitment consideration without negatively impacting competitiveness of programs.	NOT STARTED
	Establish a working group of coaches, student-athletes, administrators and Diversity Committee representatives to assess opportunities to expand efforts to reach more talented underrepresented minority student-athletes for recruitment consideration. Working Group will disseminate strategies and resources to all coaching staffs.	NOT STARTED
Provide increased professional development opportunities that offer a system of mentoring, personal and professional growth, and networking, so employees feel more a part of a diverse and inclusive staff.	Review the HR professional development budget and also gather information from individual departments regarding how funds for professional development opportunities are allocated.	NOT STARTED
	Also, research campus resources for possible collaboration.	IN PROGRESS
Use sports as a vehicle to promote understanding, respect, and equality by working with the RISE (The Ross Initiative in Sports for Equality – risetowin.org) program to co-create a curriculum for Michigan student-athletes.	Launch the RISE program to student-athletes through training throughout FY17. 2016-17 academic year begin RISE program and pilot with 6 teams- 3 male, 3 female.	COMPLETE

Select Consultant, Derek Greenfield to assist with increasing the literacy of our student-athletes and to help create the importance of “Why” DE&I is a priority.	Derek Greenfield will build community within student-athletes with training and discussion, leading into RISE program members to create conversation and encourage feedback for solutions around DEI challenges. Derek Greenfield will meet with incoming freshmen in early September 2016.	COMPLETE
Create a DE&I Staff Committee that is responsible for assessing the Athletic Department climate yearly and assisting with moving the strategic plan forward.	Expand knowledge of committee members and supervisors regarding DEI so they can promote it within their respective departments: Recruit staff members to serve on Diversity Committee that have an interest in this work. Committee will consist of a minimum of 12 members.	IN PROGRESS
	Research evaluation tools: Research campus resources that have climate surveys already developed to see if we can utilize one that has already been created. If not, select company or campus resource to help us develop survey.	NOT STARTED
	Meet monthly to seek input on strategic plan and to brainstorm new ideas going forward: Identify trained DEI facilitators to hold educational sessions with Staff Committee.	IN PROGRESS
Assess future building plans for potential inclusive spaces that are designed to meet the various needs of staff members.	The Diversity Committee will work with Director of Facilities to review future building plans and identify current space in the department that can be easily revamped: Identify current areas throughout the Athletic Department that can be easily transformed into inclusive spaces.	IN PROGRESS
Improve cultural sensitivity and awareness demonstrated by those in supervisory roles. Supervisors will be held accountable for evaluating the climate within their own units and ensuring diversity, equity and inclusion goals are being promoted.	Research effective evaluation tools: Develop climate survey for staff members to evaluate supervisors.	NOT STARTED
	Identify potential trainers/facilitators: Identify trained DEI facilitators to hold educational sessions with supervisors.	IN PROGRESS
Create opportunities for employees with similar interests and experiences to connect by organizing employee resource groups.	Identify potential employee groups by conducting a short survey to gauge interest and to get staff feedback/input.	NOT STARTED
	Research possible campus connections for groups that may already be in existence.	NOT STARTED
Partner with the Learning and Professional Development Office (LPD) on campus as well as the Faculty and Staff Assistance Program (FASAP) to develop appropriate pathways for conflict resolution.	Explore campus educational opportunities dealing with conflict resolution.	COMPLETE
Implement inclusive customer service training for all staff members to equip them with tools to support fans and community members from all identities and backgrounds.	Determine best practices in inclusive service training.	IN PROGRESS
	Solicit feedback from fans and community members about their experiences as baseline data	NOT STARTED
	Develop mechanism to gather feedback.	NOT STARTED

Ensure all of our digital platforms are accessible to everyone, including those with visual and hearing impairment.	Determine which components of our digital platforms are and are not compliant: Partner with Office for Institutional Equity to develop list of changes that must be made to become compliant.	NOT STARTED
	Determine which components of our digital platforms are and are not compliant: Develop plan to implement with necessary stakeholders.	NOT STARTED
	Determine which components of our digital platforms are and are not compliant: Roll out incremental updates to content over course of 5-year period.	NOT STARTED
	Determine which components of our digital platforms are and are not compliant: Beginning in FY18, ensure all video content on MGoBlue.com and social media is closed captioning capable.	NOT STARTED
Through our partnership with RISE, we will continue to explore ways to communicate the importance of honoring and celebrating diversity, equity and inclusion with our Michigan and Big Ten communities (campus, fans, donors). Our current mechanism for doing so includes public service announcements that are shown at athletic events and on the Big Ten network.	Identify campus partners to connect with regarding community engagement programming opportunities.	IN PROGRESS

BENTLEY HISTORICAL LIBRARY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Progress towards achieving a more diverse staff.	Establish inclusive hiring policies.	IN PROGRESS
Progress towards achieving a more diverse team of student employees.	Establish inclusive hiring practices.	IN PROGRESS
Articulation of leadership principles by director, associate director, and two assistant directors.	Hire consulting firm by 12/1/16.	IN PROGRESS
Enhance the undergraduate learning experience in the archives.	Continuation of Third Century Initiative: Engaging the Archives.	IN PROGRESS
	Start of an MCubed Project entitled "Engaging the Archives: Researching Best Practices for Student Success in the Archives."	IN PROGRESS
	Additional research to be conducted by a Bentley Historical Library Fellow in the Research Experience for Master's Students program organized by UM School of Information.	COMPLETE
Enhance access through uncovering hidden collections.	Archivists to develop a survey of existing finding aids.	COMPLETE
	Catalog descriptions by adapting methodologies deployed at Yale's Manuscripts and Archives.	COMPLETE
Enhance overall visual cues of signage, displays, arrangement of furnishings to promote a sense of equity and inclusion at the Bentley for all visitors and employees	Bentley administrative committee to review feasibility of all recommendations from February 2016 visual identity exercise and to prepare a survey of users' perceptions of Bentley's visual identity for distribution in fall 2017.	NOT STARTED

Enhance internal staff dynamics as they pertain to promoting an equitable and inclusive staff climate.	Bentley administrative committee to review findings of climate survey taken in Fall 2016, communicate findings to staff, student employees, and volunteers, and develop action plans to address findings. These action plans will include programs to enhance diversity skills and pathways for conflict resolution for staff.	IN PROGRESS
Enhanced onsite accessibility for the benefit of staff, student employees, volunteers, and all visitors to the Bentley.	Bentley administrative committee to submit request for an architectural review and subsequent support for recommended improvements.	NOT STARTED
Enhance records management and archival administration of the university's essential, historical records in order both to enable and enrich historical research by scholars, students, and the general public and to ensure access to the university's history of commitments and decision making for current and future administrators.	Operationalize records management program administered by the Bentley Historical Library.	IN PROGRESS
Contribute to the success of the University of Michigan Bicentennial in 2017	Ongoing support to university units preparing their histories.	IN PROGRESS
	Support to all programs and courses including the LSA Theme Semester in Winter 2017 on "The Making of the University of Michigan."	COMPLETE
	Installation of Bentley exhibition at UMMA in January 2017.	COMPLETE
	Launch of online access to the Michigan Daily, historical records of the Department of Afroamerican and African Studies, and the archival collection of UM President James B. Angell at varying points in 2017.	IN PROGRESS

BUSINESS & FINANCE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Enhance Career Path Development and Advancement Opportunities	Evaluate and assess the promotion activity for all Business and Finance staff over a five year period with regard to available demographic characteristics.	IN PROGRESS
	Assess the current utilization of the tuition assistance program and explore future interest in the use of a need-based "scholarship pool" for costs not covered by the current tuition reimbursement programs.	IN PROGRESS
	Develop and implement guidelines or standards for B&F staff outlining specific expectations of annual participation in career development activities each year (building on the existing U-M Staff Development Philosophy).	IN PROGRESS
	Convene a cross-functional B&F Mentoring Team to research and develop a multi-year plan for a B&F mentorship program. The team will evaluate (the self-directed mentoring program resource created by B&F Leadership Academy and explore an e-mentoring program).	IN PROGRESS

	Begin succession planning across B&F for the top three levels of the organization by holding a succession planning conversation for each position.	IN PROGRESS
	Research best practices for staff development programs in which current staff members could try out new positions in other areas of B&F.	IN PROGRESS
Attract and maintain a diverse staff population to cultivate an inclusive and diverse applicant pool	Evaluate the current hiring practices (including the selection of hiring teams) and demographic trends in the qualified applicant pools, interview pools and selected candidates, and recommend change to the process that may better support Business and Finance's commitment to a diverse workforce.	IN PROGRESS
	Incorporate commitment to diversity, equity and inclusion into the hiring and selection process for all B&F positions by adding expanded boilerplate language to job postings and adding questions to interview process	COMPLETE
	Assess the use of students interns in B&F. Encourage specific outreach consistent with the law (e.g. career fairs, support of student groups, mentoring, internships, service activities) to broaden the candidate pool within B&F to enhance the pipeline of diverse candidates for full-time positions. Regularly share success stories.	IN PROGRESS
	Document the current process used to identify and select apprentices. Create a 3-year trend report showing the demographic diversity of accepted apprentices. Recommend revisions to the selection process and hiring committee as needed.	IN PROGRESS
	Strengthen the B&F Hiring and Selection program by expanding existing training for B&F staff with hiring responsibilities to emphasize affirmative action compliance, B&F guidelines and the importance of creating a diverse pool of applicants. Revise, update, re-disseminate B&F Hiring Process guidelines to include diversification of the makeup of hiring committees.	IN PROGRESS
Create more transparency about the compensation system within B&F	Evaluate, educate and assess current compensation systems (salary program, merit, promotion, salary ranges) related to equity dimensions. Compare and contrast various compensation philosophies and practices in B&F.	COMPLETE
Continue to invest in and build cultural competency of B&F managers and supervisors.	Identify or create modules to develop skills related to diversity, equity and inclusion and pilot with 100 B&F managers.	COMPLETE
	Assess and report on the baseline multicultural competence skills of the B&F Forum level of leadership using an agreed-upon measure.	NOT STARTED
	Create an expectation that multicultural competence skills are a part of development for all B&F managers, by adding an agree-upon open-ended question to the FY17 performance evaluation review for all B&F supervisors and managers.	COMPLETE

Invest in developing cultural competency of B&F staff.	Pilot an unconscious bias training module to at least 50 cross-functionally representative B&F staff. Evaluate and make recommendations about implementing further based on application and evaluation.	COMPLETE
	Develop or obtain access to a series of education segments that encourage dialogue about differences among cross-functional groups of B&F staff. Pilot and evaluate.	IN PROGRESS
	Develop and pilot “bystander” awareness and skill training program for B&F staff (addressing staff-themed DEI situations) with 50 people. Evaluate and make recommendations.	COMPLETE
Commit to improve the B&F culture related to Diversity Equity and Inclusion by building awareness of the university’s commitment.	Evaluate & assess all components of the plan.	COMPLETE
	Increase awareness of B&F’s commitment to diversity, equity and inclusion through regular communications about the components of the five-year plan, the progress toward completing the actions and the outcomes that have been measured as a result.	IN PROGRESS
	Conduct an assessment of B&F upper management regarding their knowledge of B&F Plan.	NOT STARTED
	Encourage all B&F managers and supervisors to promote the B&F awareness of B&F’s commitment to diversity, equity and inclusion within B&F by participating in a DEI Awareness Program (include actions they take with their staff).	COMPLETE
Build a more inclusive cross-functional community within B&F—via facilities, events, communication and by establishing routinized mechanisms to solicit and respond to ongoing employee engagement.	Implement at least one engagement mechanism in each unit within B&F (such as town halls, diversity cafes, etc.) to raise awareness of diversity, equity and inclusion issues	COMPLETE
	Identify and evaluate requests from B&F staff to improve access or inclusivity, paying particular attention to the accessibility and inclusivity of B&F facilities, technology and information. (e.g. gender neutral bathrooms, etc.).	IN PROGRESS
Maintain robust and systematic accountability systems and techniques for conflict identification and resolution (including discrimination, bias, harassment, bullying).	Expand and enhance conflict resolution pathways by promoting awareness of the current policies and mechanisms available to report, investigate and resolve conflicts relating to identity harassment, bias, discrimination, bullying.	IN PROGRESS
	Conduct small group discussions within bargained-for units, including education on respect and inclusion and describing mechanisms to raise concerns (outside the work group).	COMPLETE

CENTER FOR THE EDUCATION OF WOMEN

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
CEW will be responsive to the emerging needs of nontraditional students. CEW will contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition (e.g. Adding classes at times that are accessible to nontraditional students). CEW will work with partners across U-M to increase access to data about nontraditional students and their success at U-M, including creating a data model that can be used across units.	Define nontraditional based on qualitative and quantitative data.	IN PROGRESS
	CEW will work with Registrar, Enrollment Management, Division of Student Life, and other units on campus to define a model for monitoring student success metrics of nontraditional students.	IN PROGRESS
	The model defined in Action Item 2 will be tested with CEW student constituents, including: CEW counseling participants, CEW Critical Difference Grant recipients, CEW scholarship recipients, CEW Scholar Community participants.	NOT STARTED
	CEW will establish a Nontraditional Student Council in order to facilitate collaborations and resource sharing among non-academic unit leads and faculty who support nontraditional students in and out of the classroom. Nontraditional students will be included in the Council.	COMPLETE
	CEW will work with university leadership to collect needed data on nontraditional students (e.g., caregiver status).	IN PROGRESS
To effectively target and reach nontraditional students with CEW's financial resources in the form of scholarships, fellowships, research grants, and critical difference grants.	CEW will identify challenges that nontraditional students face and work with university leadership to implement changes to improve student success (e.g. Adding classes at times that are accessible to nontraditional students).	IN PROGRESS
	Align financial resources with the goal of supporting nontraditional students, including scholarships, fellowships, Critical Difference grants, and research grants.	COMPLETE
Promote career development for women of color faculty.	Develop assessment model for understanding the impact of financial support on student success and sense of belonging.	NOT STARTED
	Implement Write-Ins and Writing Retreats for WOCAP members.	COMPLETE
	Implement leadership development initiatives for WOCAP members.	NOT STARTED
	Organize Community Conversations for WOCAP members on various topics of interest.	IN PROGRESS
	Establish mentoring program for/among WOCAP members.	IN PROGRESS
	Disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP members and other faculty who could benefit from the resources.	COMPLETE

Build community among women of color faculty.	Host community conversations on various topics of interest for WOCAP members.	IN PROGRESS
	Organize fall welcome dinner for WOCAP members to promote networking and informal connections.	COMPLETE
	Organize spring end-of-year celebration dinner to recognize WOCAP member's year-long accomplishments.	COMPLETE
	Host faculty promotion reception to recognize WOCAP scholars who were promoted and tenured.	COMPLETED
	Organize groups around specific interests and issues of relevance to WOCAP Members.	IN PROGRESS
	Use various social/electronic media to promote networking and connection among WOCAP members.	IN PROGRESS
	Develop assessment model for understanding the impact of financial support on student success and sense of belonging.	IN PROGRESS
	Promotional information cards that include information about resources available to staff through CEW will be disseminated at Annual WCTF conferences and staff outreach events.	IN PROGRESS
	Establish a communication system to inform WCTF members of internal and external career development opportunities.	IN PROGRESS
	New members will be recruited during general sessions at the WCTF conference and at staff outreach activities.	IN PROGRESS
	By October 2016, a calendar will be distributed to WCTF members including all 2016-17 networking and professional development events.	COMPLETE
CEW will increase attendance and quality of its leadership trainings offered to staff by partnering with University Human Resources (UHR), University of Michigan Health System Human Resources (UMHS-HR), WCTF and TIAA Financial Services.	WCTF newsletter will include upcoming career planning and networking events.	IN PROGRESS
	Events will be publicized at least two times before an event, ideally 1-week and 2-days before the event.	COMPLETE
	Schedule a meeting with training leads from UHR and UMHS-HR to determine what types of program we could co-sponsor over the next year.	IN PROGRESS
	Work with TIAA Financial Services to identify speakers for the October 2016 leadership development retreat and the 2017 WCTF conference in addition to Spring-Summer 2017 leadership training as part of the Career Development Passport Program.	COMPLETE

	Meet with senior leaders from WCTF; Association of Black Professional Faculty, Administrators and Staff (ABPFAS); and Professional Latinos at University of Michigan Alliance (PLUMA) to plan a joint leadership development offering for members.	IN PROGRESS
Increase the diversity of WCTF membership by identity and job classification type.	Outreach to U-M staff groups such as PLUMA and ABPFAS.	COMPLETE
	Encourage WCTF members to recruit additional members to join the group.	COMPLETE
	Recruitment for new members at the Women of Color Task Force annual conference.	COMPLETE
To contribute to U-M's current understanding of the nontraditional student experience across campus and emerging needs over time.	Disseminate the results of the nontraditional student study to stakeholders across campus.	IN PROGRESS
	Meet with key stakeholders across campus who are interested in learning more about nontraditional student populations.	IN PROGRESS
	Develop a data model that incorporates qualitative and quantitative data that can be replicated by units.	IN PROGRESS
Support new models of scholarship that transform and enhance existing scholarly practices and contribute to a better society.	Facilitate interdisciplinary and transformative projects among WO-CAP members, such as facilitating MCubed and other applications.	NOT STARTED
Establish a process for CEW to serve as an advisor to units that are planning faculty and staff trainings and are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.	CEW will create a list of presenters with expertise on diversity issues who conduct leadership and professional development trainings.	IN PROGRESS
	Update the CEW webpage to include the presenter list.	IN PROGRESS
	Promote list to key stakeholders across campus are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.	IN PROGRESS
Support WOC staff in the service/maintenance job family whose goal is to advance their career through educational attainment.	CEW, in collaboration with WCTF, will conduct focus groups of those in the service/maintenance job family who have an interest in issues relating to WOC staff to ascertain ways to enhance career development support and identify barriers to upward mobility.	IN PROGRESS
	Develop partnerships with other groups interested in issues relating to women of color staff.	IN PROGRESS
	New hires in 2016-17 will be screened for core competencies in serving the needs of faculty, staff, and nontraditional students.	COMPLETE
CEW will review and strengthen its process for conflict resolution, as this is a vital strategy as we all engage deeper with issues of diversity, equity and inclusion.	Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed for compliance with U-M policies.	NOT STARTED
	Policy will be revised, as needed, to align with U-M policies and discussed with CEW staff.	NOT STARTED

Improve and increase the sense of belonging and community for nontraditional students at U-M.	Support student organization leaders to establish a sustainable structure for MONTs.	IN PROGRESS
	Create physical and virtual spaces for nontraditional students to connect.	IN PROGRESS
	Develop programs relevant to and that meet the needs of nontraditional students.	COMPLETE
	Educate faculty/staff on issues faced by nontraditional students, including collaboration with other units to provide training for working with this student constituency.	COMPLETE
	Assure representation of nontraditional students (e.g., MONTs members) at student orientation programs.	IN PROGRESS
	Facilitate nontraditional student participation in campus-wide events.	IN PROGRESS
Raise the visibility and recognition of women of color scholars	Implement faculty awards (in addition to Shirley Verrett and Rhetaugh Dumas Award) and events for those who support issues affecting women of color in various disciplines.	NOT STARTED
	Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured.	IN PROGRESS
	Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner).	COMPLETE
	Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.	IN PROGRESS
Increase the presence of women of color faculty in leadership positions on campus.	Document the number of women of color and WOCAP members who have advanced to leadership positions.	NOT STARTED
	Organize leadership development programs specifically for WOCAP members (in collaboration with NCID and other units) and a space for ongoing discussions about women of color faculty advancing into leadership roles.	NOT STARTED
	Strengthen linkages to senior leaders by identifying and suggesting names of WOCAP members who are potential aspiring leaders.	NOT STARTED
	Meet with senior leaders annually (President, Provost, Vice Provost and Deans) to be kept abreast of updates on current initiatives underway to improve campus climate, including by promoting participation of WOCAP members, and to offer our assistance in these efforts.	IN PROGRESS

Advocate for institutional change on behalf of faculty women of color.	Identify potential collaborators in and out of University community, including strengthening partnerships with Faculty of Color Network, ADVANCE, IRWG and Academic Women's Caucus, to examine needs of women of color.	IN PROGRESS
	Participate in search processes as appropriate.	IN PROGRESS
	(Re)examine data collected from faculty to understand status of women of color a) as compared to white women and men of all races/ethnicities and b) change over time.	NOT STARTED
	Meet with senior leadership (e.g., Dr. Sellers, Provost, President) to get updates about what they have done to improve campus climate, including as experienced by women of color faculty.	IN PROGRESS
Support the efforts of UHR Diversity Recruiter to increase the number of WOC in U-M job applicant pools.	Work with the UHR Diversity Recruiter to develop a sustainable process for announcing and posting job openings on the WCTF website and for inclusion in the WCTF newsletter.	IN PROGRESS
	Revise WCTF website to include job postings.	IN PROGRESS
	Incorporate job postings in the WCTF bimonthly newsletter.	IN PROGRESS
Expand reach and networking opportunities of WCTF by partnering with ABPFAS and PLUMA.	Schedule a meeting with WCTF, ABPFAS and PLUMA senior officers to discuss hosting co-sponsored networking events each year.	COMPLETE
	CEW will host a networking reception for WCTF, ABPFAS & PLUMA members as part of events supporting the 35th Annual WCTF Conference.	COMPLETE
Students will continue to utilize our career and educational counseling and services to increase their likelihood of success at U-M.	Continued provision of these services.	COMPLETE
	Review of evaluations.	IN PROGRESS
	Review and revision of services based on evaluations and emerging needs of nontraditional students.	IN PROGRESS
Raise the visibility and recognition of women of color scholars	Implement faculty awards (in addition to Shirley Verrett Award) and events for those who support issues affecting women of color in various disciplines.	NOT STARTED
	Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured.	IN PROGRESS
	Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner).	COMPLETE
	Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.	IN PROGRESS

Create a new, mobile friendly CEW website that includes more information pertinent to WOC staff and how to obtain professional development support at U-M.

CEW, in collaboration with WCTF members, will review and revise content as it relates to U-M staff.

IN PROGRESS

CEW will redesign website for usability and accessibility across platforms and devices.

IN PROGRESS

CENTER FOR RESEARCH ON LEARNING & TEACHING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Investigate the reach of our diversity-focused programs/services in terms of faculty discipline and career stage/rank as well as GSI discipline. Identify whether and where there are significant gaps in terms of those who attend programs or utilize our services.	Compare attendance at our explicit diversity programs and our other offerings (2014-2017) to determine any salient differences in attendance patterns.	IN PROGRESS
	Compare attendance at our explicit diversity programs in terms of representation of faculty and GSIs in those disciplines, ranks/roles at U-M broadly.	IN PROGRESS
	Analyze these data to inform a plan for addressing any gaps determined to be significant.	NOT STARTED
Analyze communications / messaging about our diversity-related programs, services, and resources to determine how effectively we provide timely information about these across campus.	Review the ways we publicize or share information and determine whether any significant gaps in reach could be addressed.	IN PROGRESS
	Where necessary, revise communications (e.g., fliers, emails, website).	IN PROGRESS
Use and regularly refresh the list of principles and practices we developed as a staff to ensure that our programs and resources are accessible to as wide a range of clients as possible (e.g., add a standard question on registration node asking if accommodations would facilitate full participation in a program; consider wheelchair users when designing room setups; make note of location of gender-neutral bathrooms; have electronic versions of handouts available, etc.).	Review and update this list of principles and practices. Elicit outside perspectives.	IN PROGRESS
	Add the list (or a link to it) to event planning guidelines.	IN PROGRESS
	Make these principles into a handout to include in CRLT/CRLT-Engin staff orientation package.	IN PROGRESS
	Follow up at retreat and/or staff meetings to expand the list and refresh skills. Use retreats as opportunities for professional development in this area for staff in all roles; partner with campus experts to enhance our understanding and skills. Support project staff participation in campus workshops and seminars about accessible event planning.	IN PROGRESS
	When we upgrade the CRLT website to next version of Drupal, include accessibility as a requirement of the project when sending it out for bids.	COMPLETE
	Brainstorm practices for working with non-CRLT venues to provide accessible spaces for our events.	IN PROGRESS

Improvement and expansion of website resources on diversity and inclusion. Refine the site to ensure it is easily navigable and responsive to instructor needs and features our most-recent and most-used resources.

Revision of “Diversity and Inclusion” section of CRLT website by Diversity Team members.

IN PROGRESS

Creation of a STEM DE&I page housed on CRLT-Engin's website.

IN PROGRESS

Continue to disseminate research through seminars, workshops, and CRLT Players performances focused on emerging diversity, equity, and inclusion needs on campus. Also continue to promote CRLT's wider influence on scholarship and practice related to diversity in teaching and learning through participation in national professional organizations, presentations at conferences, and publication of relevant scholarly articles.

Maintain a regular schedule of our highly-evaluated programs: e.g., seminar series workshops (advanced practices, classroom climate, etc.), Players sessions, Diversity and Inclusive Teaching 4- part seminar for GSIs (in collaboration with IGR and Rackham), Advance collaborations.

COMPLETE

Offer a pilot May series on Inclusive Teaching @ Michigan in 2016. Use the pilot attendance and evaluation data to determine whether we should offer in future years.

COMPLETE

Continue to refine and expand our 'off-the-shelf' workshop offerings and inventory of shared handouts/activities to respond to customized workshop requests.

COMPLETE

Continue to improve our focus on accessibility as a dimension of inclusive teaching (both in our own facilitation practice and in the strategies/resources/research/examples we provide). Develop a checklist of accessibility considerations as a reference for all Program Managers when planning a program.

IN PROGRESS

Explore the possibility of reestablishing a staff-wide practice of indicating in the database (used to track services) when a program, consultation, or other service is relevant to DEI. The checkbox label would need to be changed from “multicultural” to “diversity, equity, and inclusion,” and we would need to agree as a full staff about when we use this tick-box and how we would use the data collected.

IN PROGRESS

Make sure Diversity Team tracks customized programs and other workshops focused on DEI.

COMPLETE

Roll out “Distress Signals,” the Players session focused on student mental health, to a wide range of campus audiences in January and February 2017. Use this process to assess the value of this new approach of offering one sketch multiple times in a given period of time, and adopt it for multiple DEI-related works if so.

COMPLETE

When compiling annual report, compare DEI offerings in previous two years to Academic Year 2016-17.

IN PROGRESS

Create data tables for both CRLT and CRLT-Engin programs including the total number of registrants/participants, overall evaluation ratings, and, where relevant, the rating on the new DEI evaluation question for the CRLT seminar series.

IN PROGRESS

Explore new ways—or better leverage existing resources—to inform our efforts in DEI with a wide range of perspectives: e.g., engagement of the CRLT Advisory Board, consideration of ways to engage student perspectives.

IN PROGRESS

	Read other units' DEI strategic plans to understand their specific needs and goals around teaching and learning environments.	COMPLETE
	Use evaluations of May series on Inclusive Teaching @ Michigan to gather data on the following questions: "What additional programming on inclusive teaching would you find most valuable?"	COMPLETE
Further strengthen our existing focus on diversity, equity, and inclusion across all CRLT/CRLT-Engin programs and resources.	Maintain the diversity and inclusion focus in major campus-wide programs/initiatives (e.g., Graduate Student Instructor Teaching Orientation GSITO, CRLT/CRLT-Engin seminar series, grants).	COMPLETE
	Use staff brainstorming process to develop a way to make sure participants in all of our programs are exposed to information about inclusive teaching practices, learn where they can find additional resources (e.g., CRLT website) or engage further (e.g., online workshop appropriate to range of disciplines). Possibilities include a bookmark, reusable table tent, and/or magnet with top 10-20 tips/considerations for teaching inclusively. Track how many distributed.	IN PROGRESS
	Program Managers in charge of any given program -- seminar series, GSI Teaching Orientations, Preparing Future Faculty programming, Teaching Academies -- review agendas to make sure content/focus is not lost from iteration to iteration.	COMPLETE
	Pilot a new standard program evaluation for the CRLT seminar series. Include a final question with a Likert scale and "please explain."	COMPLETE
	Explore the possibility of using staff activities reports—or a different annual reflection opportunity with guided questions—to provide space for individual staff members to document contributions to programs as well as participation in relevant professional development, such as attending campus workshops or seminars or participating in relevant conferences.	COMPLETE
	Professional development for CRLT/CRLT-Engin staff: ensure that all Program Managers can contribute to our DEI programming by running diversity-focused programs or embedding relevant material into sessions focused on other topics, as well as consultations. Continue to incorporate into (formal and informal) mentoring processes plans for building and refreshing skills and provide professional development (individually and collectively) where appropriate/needed.	COMPLETE
Continue to offer a range of campus-wide and customized programs that explicitly focus on diversity, equity, and inclusion.	Maintain a regular schedule of our highly-evaluated programs: e.g., seminar series workshops (advanced practices, classroom climate, etc.), Players sessions, Diversity and Inclusive Teaching 4- part seminar for GSIs (in collaboration with IGR and Rackham), Advance collaborations.	COMPLETE
	Offer a pilot May series on Inclusive Teaching @ Michigan in 2016. Use the pilot attendance and evaluation data to determine whether we should offer in future years.	COMPLETE

	Continue to refine and expand our 'off-the-shelf' workshop offerings and inventory of shared handouts/activities to respond to customized workshop requests.	COMPLETE
	Continue to improve our focus on accessibility as a dimension of inclusive teaching (both in our own facilitation practice and in the strategies/resources/research/examples we provide). Develop a checklist of accessibility considerations as a reference for all Program Managers when planning a program.	IN PROGRESS
	Explore the possibility of reestablishing a staff-wide practice of indicating in the database (used to track services) when a program, consultation, or other service is relevant to DEI. The checkbox label would need to be changed from "multicultural" to "diversity, equity, and inclusion," and we would need to agree as a full staff about when we use this tick-box and how we would use the data collected.	COMPLETE
	Make sure Diversity Team tracks customized programs and other workshops focused on DEI.	COMPLETE
	Roll out "Distress Signals," the Players session focused on student mental health, to a wide range of campus audiences in January and February 2017. Use this process to assess the value of this new approach of offering one sketch multiple times in a given period of time, and adopt it for multiple DEI-related works if so.	COMPLETE
	When compiling annual report, compare DEI offerings in previous two years to Academic Year 2016-17.	IN PROGRESS
	Create data tables for both CRLT and CRLT-Engin programs including the total number of registrants/participants, overall evaluation ratings, and, where relevant, the rating on the new DEI evaluation question for the CRLT seminar series.	IN PROGRESS
	Explore new ways--or better leverage existing resources--to inform our efforts in DEI with a wide range of perspectives: e.g., engagement of the CRLT Advisory Board, consideration of ways to engage student perspectives.	IN PROGRESS
	Read other units' DEI strategic plans to understand their specific needs and goals around teaching and learning environments.	COMPLETE
	Use evaluations of May series on Inclusive Teaching @ Michigan to gather data on the following questions: "What additional programming on inclusive teaching would you find most valuable?"	COMPLETE
Strengthen institutional structures and resources through which CRLT can provide vision and guidance to schools, colleges, and departments as they design professional development in inclusive teaching for new and continuing faculty.	Continue to share and consult about tailored implementation of the framework for professional development in inclusive teaching created by Rob Sellers's Task Force. Leverage the expertise and capacity of the Liaisons for Inclusive Teaching group and other school- or college-based committees as way to promulgate this professional development model as well as inclusive teaching practices.	COMPLETE

	Develop flexible resources to assist with implementation of 3-part structure.	IN PROGRESS
	Develop guidance for assessing success in inclusive teaching as units adopt and adapt the Task Force's professional development framework.	COMPLETE
	Continue to determine and leverage the best models for collaborating with University partners, including schools and colleges, on sustainable faculty professional development in inclusive teaching. Use collaborations to build campus capacity well beyond what CRLT can independently provide. Analyze and strategically share Winter 2016 faculty focus group findings to inform collaborations. Faculty Communities for Inclusive Teaching: propose continuing this program, perhaps exploring additional similar funding that supports independent faculty professional development, outside of CRLT's or units' formal programming.	IN PROGRESS
	To build capacity across the university, work with administrative partners to incentivize schools, colleges, and departments to leverage their own people resources to provide professional development around inclusive teaching. (e.g., Leverage CRLT's existing grants programs to support departments or units in planning for faculty (or GSI) professional development in inclusive teaching: Consider a DEI theme for ISL, FDF or Whitaker grants, possibly on a rotating cycle).	
Provide support for teaching in courses and disciplines specifically focused on diversity, equity, and inclusion.	Work with LSA to implement our proposed model for supporting instruction connected to their Race & Ethnicity requirement. Proposal includes support for both faculty and GSIs. Implementation contingent upon funding granted to LSA.	COMPLETE
Continue our collaborations with ADVANCE and the Provost's Office (including Provost Campus Leadership Program) on cultivating an institutional climate (beyond formal teaching and learning spaces) where faculty, administrators, and students of all backgrounds can excel.	Continue these collaborations through our established meetings and programs.	COMPLETE
Internal Objectives/CRLT as a Workplace: In terms of our 'internal' planning, we focus on the two following domain areas, with all objectives focused on the constituency of staff, i.e., those employed at CRLT.	Design and pilot a climate survey that can be administered as an annual check-in to highlight emerging concerns/areas of improvement and enable us to collect comparable climate data over time.	COMPLETE
	Communicate to all staff appropriate University resources /pathways to resolution when climate concerns arise in the workplace.	COMPLETE
	Provide professional development for all staff focusing on DEI issues. This could include retreat activities focused on accessible event planning as well as staff meeting sessions where we collectively engage with case studies focused on challenges related to interacting with people of diverse social identities and institutional roles.	COMPLETE
	Discuss expanding hiring criteria for event planners to include candidates without BAs, as way of diversifying our staff socioeconomically.	COMPLETE

	Continue best practices for diversifying applicant pools for all positions. These include highlighting in job ads our commitment to hiring people from historically underrepresented populations in faculty development; placing ads in a wide range of publications/venues, including those with a focus on diversity in higher education; individually recruiting candidates through our professional networks; and defining positions and qualifications as broadly or flexibly as possible to allow for broadly diverse candidate pools.	COMPLETE
	Where budget allows, continue to take advantage of short-term postdoctoral positions to recruit and mentor colleagues newer to the work of faculty development, including those who bring new perspectives to our workplace.	COMPLETE

CLEMENTS LIBRARY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase diversity representation on permanent and temporary staff.	Broaden staff recruitment strategies to seek a greater diversity of applicants.	IN PROGRESS
	Circulate job postings towards target audiences more likely to result in a diverse pool of applicants.	NOT STARTED
	Consult with peer institutions on recruitment strategies.	NOT STARTED
Broaden under-represented minority representation on our governing boards.	Canvass Clements Library Associates, and University faculty for nominations of candidates with a commitment to DEI.	IN PROGRESS
	Survey CLA membership on both DEI metrics and climate.	NOT STARTED
Promote teaching with Clements Library materials related to DEI in class sessions within the University.	Promote teaching opportunities through Clements Electronic Newsletter, faculty meetings, etc.	COMPLETE
	Creation of one undergraduate and one graduate-student internship in pre-1900 American diversity history.	COMPLETE
Promote onsite research by on- and off-campus scholars into topics related to diversity/under-represented groups in American History.	Explore the use of Aeon, Mirlyn, and other tools for tracking collection use.	IN PROGRESS
	Record and review process for selecting research fellows based on research topics; track their research topics annually.	IN PROGRESS
	Creation of post-doctoral research fellowship in 19th century American diversity history.	IN PROGRESS
	Designation of three Price Fellowship positions to focus on American diversity history.	IN PROGRESS
	Create online teaching/resource guides pointing to diversity topics in current library collections.	IN PROGRESS

Increase access and visibility of Graphics Division holdings on topics related to diversity/under-represented groups in American History.	Targeted cataloging and digitization of collections including photographs, prints, and sheet music.	IN PROGRESS
	Explore funding and grant opportunities for Project Archivist position to process materials related to diversity/under-represented groups in American History.	NOT STARTED
Expand holdings in areas related to DEI including race, immigration, sexual orientation and identity, religion, and under-represented or overlooked voices in American history.	Begin tracking acquisitions by DEI topic in accession data.	IN PROGRESS
	Annual reporting from Clements divisions on accession topics.	NOT STARTED
	Explore establishment of a DEI targeted fund for acquisitions.	NOT STARTED
	Work with Library's Faculty Advisory Council and other UM faculty on diversity history acquisitions for Clements collection.	IN PROGRESS
	Targeted cultivation of potential donor including in-kind materials for the Clements collection.	IN PROGRESS
Digital access to research materials related to DEI topics.	Search catalog for predetermined list of DEI keywords and authors.	IN PROGRESS
	Scan relevant materials not already present.	IN PROGRESS
	Scanning the highly important Rochester Ladies Anti-Slavery Papers for future online access.	COMPLETE
Ensure that the physical space, human relations, and overall cultural climate of the library are welcoming to a diverse range of people across all constituencies.	Conduct town-hall style meeting to gauge perceptions and receive proposals on overall climate.	COMPLETE
	Survey staff at the Clements regarding overall cultural climate including assessment of physical spaces and patron/visitor interactions.	COMPLETE
	Survey patrons at the Clements regarding overall cultural climate including assessment of physical spaces and patron/visitor interactions.	COMPLETE
	Investigate staff and docent training on cultural sensitivity and awareness, unconscious bias, etc.	IN PROGRESS
	Publish issue of The Quarto on African American history.	COMPLETE
	Make visible to visitors and researchers, through ongoing exhibits and displays, materials focused on traditionally under-represented groups in American History and DEI themes.	IN PROGRESS
	Promote the resources of the Office for Institutional Equity and the mediation services available for the resolution of conflicts related to DEI to all constituencies, especially new and existing staff.	COMPLETE

	Create draft communication matrix for DEI resources and crisis services on campus for staff.	IN PROGRESS
Increase diversity of attendance and topics at Clements sponsored lectures, events, and exhibits.	Continue and expand diversity lecture topics, with promotion through postcard mailings, Clements Electronic Newsletter (circulated to UM departmental email lists), Clements website, and social media..	COMPLETE
	Review promotional efforts for Clements events to expand reach to general public.	NOT STARTED
Provide closed captioning for online lectures and live events for the hearing impaired.	Consultation with Library IT on closed captioning of online videos and live presentations.	IN PROGRESS
Update website for better access by the hearing and vision impaired	Consultation with Michigan Creative and the Office for Institutional Equity on website revisions, updates.	IN PROGRESS
	Install Emancipation exhibit in UM Detroit Center gallery	COMPLETE

COLLEGE OF ENGINEERING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the understanding and application of diversity, equity, and inclusion concepts to build skills and provide learning experiences to effectively and constructively engage in dialogue on DEI-related topics across our community.	Develop approaches so that all students and postdoctoral scholars learn about critical concepts such as privilege, unconscious bias, accumulation of (dis)advantage, and micro-aggressions, and increase their skill level in communicating across cultures. For undergraduate students, we will focus on including content in new or existing courses. For graduate students and postdoctoral scholars, and in coordination with Rackham, we will consider using the Responsible Conduct of Research and Scholarship (RCRS) program for teaching this material. Methods to assess our approach will be developed and implemented.	IN PROGRESS
	Develop approaches to expose our staff to critical concepts such as privilege, unconscious bias, accumulation of (dis)advantage, and micro-aggressions, and increase their skill level in communicating across cultures. A workshop on unconscious bias was piloted this year and will continue, and other approaches may also be useful.	IN PROGRESS
	Increase the number of opportunities and incentives for faculty, lecturers, and research scientists to be exposed to critical concepts such as privilege, unconscious bias, accumulation of (dis)advantage, and micro-aggressions, and increase their skill level in communicating across cultures. Our approach here will utilize single-topic events, particularly Faculty Recruitment (STRIDE) workshops, CRLT Players workshops, Rackham Graduate Admissions workshops, and the ADVANCE Program's Faculty Leading Change workshops, as well as periodic presentation of critical material in more routine setting, e.g. faculty meetings, graduate chairs meetings, and undergraduate program chairs meetings.	IN PROGRESS

Build a robust and complete set of metrics with an established standardized methodology for the continuous collection and monitoring of information (data) relevant to the reporting and evaluation of DEI-related issues within the College of Engineering.	For each constituency (undergraduates, graduate students, postdoctoral scholars, lecturers, research scientists, faculty and staff), determine an appropriate set of DEI metrics, how and by whom data will be obtained, how the data will be used (including appropriate training regarding legal use of such data) and in what form and how often these data will be reported.	IN PROGRESS
	Establish regular meetings of appropriate leaders at which DEI metrics will be discussed.	IN PROGRESS
	Institute a yearly “DEI state of the college” report by the Dean to describe the status of the college on various DEI metrics, progress on our strategic plan, challenges, and opportunities.	IN PROGRESS
Build mechanisms, including leadership accountability and reward systems, to bring a constancy of purpose” in focusing on DEI-related issues and opportunities within the college.	Define and deploy a mission statement for the College that includes a clear declaration in our belief in the power and necessity of DEI as a competitive advantage. This includes a statement of commitment affirming our intent to leverage DEI to ensure that innovation, entrepreneurship, and public service are fundamental characteristics of our graduates as a part of our guiding core principles and values.	COMPLETE
	Examine our current leadership structure to determine whether a senior leadership position and/or standing committee(s) should be created to better foster, coordinate, and monitor our efforts in DEI and to continue the conversation started in our strategic planning efforts with various subgroups in our community. Examine current units and structures (e.g. CEDO, Office of Student Affairs, Office of Graduate Education) to determine and optimize approach, responsibilities and accountabilities for DEI-related activities.	IN PROGRESS
	When hiring and promoting instructional faculty, research scientists, and staff, and when appointing individuals to leadership positions, consider whether the individual has already, or has the potential to, positively affect the inclusiveness of our community as an important criterion.	IN PROGRESS
	Provide legal incentives to chairs, departments, faculty and staff to foster DEI.	IN PROGRESS
	Create transparency and engagement with our community by developing opportunities, e.g. outside speakers, student forums, or in concert with the “DEI state of the college” report by the dean, to engage in discussion of DEI throughout the year. Communicate information about our DEI initiatives broadly via our website.	IN PROGRESS
Build communities and creative learning spaces by leveraging and transforming the use of space within the College to create an inclusive environment that welcomes and supports students, postdoctoral fellows, instructional and research faculty, and staff.	Explore possible avenues for creating a major community space that invites students to come together academically and socially.	IN PROGRESS
	Review our current spaces for their inclusiveness, including consideration of location, function, and artwork/photos. Assess our facilities to determine other areas for improvement, e.g. for those with disabilities, for breastfeeding mothers, and for those who desire gender neutral restrooms, and work to meet those needs.	NOT STARTED

	Engage relevant campus units, e.g. Spectrum Center, Services for Students with Disabilities, Program for Intergroup Relations, and Trotter Multicultural Center, to explore ways in which they could develop or enhance their presence on North Campus.	IN PROGRESS
	Make available and improve study areas for student communities. Particularly urgent needs include space for ENGR 101 and EECS 183, and spaces for Master's students.	IN PROGRESS
Develop talented and diverse college leadership, departmental leadership, and instructional and research faculty capable of providing a world class academic and research learning environment for a global, diverse student body. Our five-year objective is to develop a diverse instructional faculty with year-over-year increases in the percentage gender and URM representation.	Increase the fraction of instructional faculty who have attended Faculty Recruitment (STRIDE) workshops. Discuss, review, and share strategies and best practices for faculty hiring at chair's meetings, faculty meetings, and search committee meetings.	IN PROGRESS
	Continue offering the NextProf workshop to attract underrepresented and female graduate students and postdoctoral scholars to academia, and potentially to the University of Michigan. Improve advertising of the workshop, communication with departments, tracking of previous attendees, and communication with previous attendees so that departments can make better use of this resource as one means of attracting excellent and diverse applicants for CoE faculty positions.	IN PROGRESS
	Make increased use of the President's Postdoctoral Fellowship Program to recruit outstanding fellows whose research, teaching and service will contribute to diversity and equal opportunity in higher education, and mentor them to be competitive faculty applicants.	IN PROGRESS
	Review the associate-to-full promotion pathway to identify and address differences in timing and success among demographic groups.	IN PROGRESS
	Provide career and leadership development opportunities for research and instructional faculty. The Faculty Fellows Program, which was piloted in 2014-2015, is one potential mechanism. Workshops such as Faculty Leading Change, coaching, and mentoring are also important mechanisms to consider.	IN PROGRESS
	Encourage and support departments and department chairs in creating an environment that is conducive to increasing the diversity of their instructional and research faculty.	IN PROGRESS

Recruit, develop, and graduate a talented and diverse body of students and postdoctoral researchers with the academic and multicultural skills to engineer solutions to tomorrow's global challenges. Our five-year objective is achieve year-over-year increases in percentage of female and URM enrollment while reaching and maintaining parity on academic performance (GPA) and retention-to-graduation.

Expand successful models that provide student support, boost academic achievement, and enhance student climate. These include: Michigan STEM Academy (M-STEM M-Engin), Women in Science & Engineering Residential Program (WISE-RP), Michigan Engineering Transfer Support (METS) Program, and Community Grants. M-STEM M-Engin has successfully nurtured over 400 engineering students in diverse cohorts, maximizing the academic, personal, and professional success of students. The program spans the first two years and includes a pre-freshman 6-week summer transition program, customized advising, career guidance, learning enrichment activities, and assistance in obtaining a paid professional summer internship or research opportunity. The WISE-RP recruits, supports, and retains a diverse population of students in the science, technology, engineering, and mathematics (STEM) fields by linking students with resources and opportunities that will support their academic and personal pursuits. The METS program is designed to facilitate the adjustment of transfer students to the Michigan academic environment while minimizing the impact of "transfer shock" on first transfer semester grades. Community grants support staff, student or faculty-led proposals to host a workshop, event, etc. to improve promote a sense of community for students.

IN PROGRESS

Institute an annual review of our K-12 pipeline and outreach efforts to evaluate the return on investment so that we can best utilize our resources. This would include the Summer Engineering Academy programs for 9th, 10th and 11th graders and the Michigan Engineering Zone.

NOT STARTED

Increase partnerships with pipeline schools (both undergraduate and graduate), community colleges, and national organizations. Build new dual-degree partnerships with minority-serving institutions, using Atlanta University Complex Consortium-Dual Degree Engineering Program (AUCC-DDEP) as a model.

IN PROGRESS

Increase the number of undergraduate and Master's student scholarships and funding for student co-curricular experiences.

IN PROGRESS

Establish a Bridge-to-the-Doctorate Program for Master's students, in partnership with Rackham (and including Rackham Merit Fellowship criteria). We are currently recruiting students for this program, to launch in Fall 2016 with approximately 20 students.

IN PROGRESS

Recruit, retain, and develop a talented and diverse staff capable of supporting a world class academic and research learning environment for a global, diverse student and faculty population.

Explicitly integrate staff into the College recommendations regarding DEI training, metrics, and structure. Reliably communicate to staff our efforts in these areas and how they impact staff as well as faculty and students.

IN PROGRESS

Integrate considerations of how staff can or have contributed, through their professional experience, to DEI into staff hiring, performance reviews, and awards.

IN PROGRESS

Design and develop resources and opportunities for engagement and interaction that facilitate a more equitable and inclusive learning environment for students.	Expand resources and instruction on the topic of inclusive teaching for instructional faculty and GSIs in the college.	IN PROGRESS
	Increase the fraction of faculty who have attended Rackham's MORE ("Mentoring Others Results in Excellence") workshop. Develop other ally training opportunities for faculty, e.g. in concert with Rackham or the ADVANCE Program.	IN PROGRESS
	Develop and expand the offerings of Insitu: Center for Socially Engaged Design, which teach students across U-M to design for the full range of social, cultural, economic, and environmental factors that influence the success of technology adoption. The training here, while focused on product design for users well outside of the university, incorporates the development of skills to communicate across cultures.	NOT STARTED

COLLEGE OF LITERATURE SCIENCE & THE ARTS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improve Faculty Retention and Departmental Climate.	Monitor and evaluate retention process.	IN PROGRESS
	Recognize work related to DEI.	IN PROGRESS
	Raise awareness about teaching evaluations.	NOT STARTED
Improve Faculty Mentoring and Career Advising.	Review mentoring plans.	IN PROGRESS
	Offer LAUNCH program to all new LSA faculty.	IN PROGRESS
Faculty Recruitment.	Create postdoctoral fellowships.	IN PROGRESS
Build Faculty Accountability and Expertise.	Possibility of AD for DEI explored. Benchmark the positions with peer institutions. Call for nominations circulated February 2017.	COMPLETE
Recruit, Retain, and Support Transfer Students.	Begin to create LSA-specific strategy for recruitment, retention, and support of a diverse population of transfer students.	IN PROGRESS
	Launch College-wide, department-based discussions with goal of creating departmental transfer-friendly cultures, including hosting, making transfer students more visible as part of their undergraduate populations.	IN PROGRESS
	Continue targeted commitment to recruiting community college students, and make commitment to work with tribal colleges to recruit and retain Native American students in particular.	IN PROGRESS

Minimize Differential Access to Resources for Students.	Continue the laptop loan program for FY2017, and explore the possibility of extending the laptop loan program to transfer students.	IN PROGRESS
	Plan for growth in the size and overall level of engagement in the Kessler Presidential Scholars program.	IN PROGRESS
	Expand Passport Scholarship Plan for all CSP Summer Bridge students.	IN PROGRESS
Build More and Better Student Recruitment Pipelines.	Build a better profile of existing pipeline and outreach efforts in an attempt to bring a greater degree of coordination and collaboration to this important dimension of access and inclusion for both the College and the University.	COMPLETE
	Explore the creation of a new position with LSA Student Recruitment to focus more attention on these efforts and to provide better coordination with the Office of Undergraduate Admissions and the Office of Enrollment Management.	COMPLETE
Improve the Support, Opportunities, and Rewards for Inclusive Teaching Across LSA Curriculum.	Highlight excellence in inclusive teaching practices and pedagogies as a key dimension in the LSA Teaching Awards for the next five years. Also consider creating a new award for this purpose.	IN PROGRESS
	Have LSA Executive Committee consider including inclusive practices as a dimension in College's tenure and promotion and LEC review files.	IN PROGRESS
	Have LSA Executive Committee consider asking teaching statements to address inclusive teaching and mentoring practices as part of the hiring dossier.	IN PROGRESS
	Create new/more avenues for instructional faculty through the Inclusive Pedagogy Committee.	IN PROGRESS
	Use "NiNi" Grants administered by LSA's Instructional Support Services (ISS) to enhance use of new technologies in classroom and lab instruction.	IN PROGRESS
Improve Quality of and Support for Courses That Serve the Race & Ethnicity Degree Requirement.	Increase the visibility and transparency of R&E courses by requiring an R&E-specific description in the course guide and syllabus for each individual course, and by featuring R&E courses on College and advising websites and in other materials.	IN PROGRESS
	Create avenues for faculty and GSI professional development and training, including the creation of a position for a CRLT-based R&E consultant and a suite of professional development opportunities.	IN PROGRESS
	"Promote discussion and dialogue in R&E courses, for example by limiting the section size in large courses to eighteen students. Launch IGR "R&E Engagement" pilots with IGR-facilitation."	IN PROGRESS

	Provide positive incentives and rewards for R&E teaching, including a new Outstanding Contributions to Undergraduate Education Award that specifically recognizes R&E excellence.	IN PROGRESS
	Simplify the R&E course approval process for faculty who have already had two courses approved for R&E certification.	NOT STARTED
	Launch three-year period of experimentation and innovation with R&E courses, including “R&E Engagement” pilots with IGR and the use of undergrad course consultants; “Global R&E” pilots with the International Institute; pilots with CEAL for more Community-Based Learning R&E options; conversations around “R&E Science.”	IN PROGRESS
	Encourage coordination among student learning communities and support offices; look for synergies with the “Growing STEM” community to build a sustainable pipeline, including for URM students, women, into STEM fields, from pre-college programs through medical and professional school.	IN PROGRESS
	Actively involve students, both undergrad and graduate, in efforts to encourage coordination among student learning communities and support offices. LSA student idea from Plan-A-Thon: Create a Women in STEM Advisory Group.	NOT STARTED
Promote Inclusive Community-Based Education.	Continue to support and increase opportunities for engaged and community-based curricular/co-curricular initiatives. Increase staffing and administrative support for CEAL to grow capacity for faculty development and course consultation, and to support the Engaged Pedagogy Initiative with Rackham that trains graduate and undergraduate students in CBL techniques.	IN PROGRESS
	Support curricular innovations for revamping of Project Community. The Sociology Department has submitted a proposal to strengthen the course.	IN PROGRESS
Reinvent the Comprehensive Studies Program.	Provide ample support to the Comprehensive Studies Program (CSP) by continuing to act on the recommendations of the CSP Futures Task Force and the CSP Faculty Advisory Committee.	COMPLETE
	Grow the size and the scope of the CSP program to ensure that students with the most need have ample access to services and support required to thrive, especially first-generation students and those from lower socioeconomic backgrounds.	IN PROGRESS
Expand the scope of the Undergraduate Research Opportunity Program (UROP).	Continue to create opportunities for CSP students to participate in UROP through current activities, including mini courses for diverse students and other outreach activities.	NOT STARTED
	Create “pipeline” programs for alumni of UROP, including URM alumni, to encourage them to seek future research opportunities both on and off campus, workshops on graduate school selection and application, and other related areas especially but not limited to students in STEM fields.”	NOT STARTED

	Work more collaboratively with CSP and Newnan advisors to make connections with UROP for students who are in need of faculty mentorship and guidance for future academic work.	NOT STARTED
	Support the expansion of UROP's work with transfer students as part of the larger strategy to recruit, retain, and support transfer students. (See Strategic Goal #5).	IN PROGRESS
Make Study Abroad Accessible for All Students.	Continue to support "I Am Study Abroad" campaign on all College/ U-M media outlets. Begun in winter 2016, it uses promotional videos, bus signs, table tents, and posters featuring students of various races, ethnicities, genders, sexual orientations, socioeconomic backgrounds, academic majors, and on-campus involvements who studied abroad with CGIS. It also includes a video series, "Faces of Study Abroad."	IN PROGRESS
	Continue to increase number of Pell Grant recipients who do study abroad programs; continue to increase the level of diversity in terms of race, ethnicity, SES status and social identity in study abroad cohorts.	IN PROGRESS
	Create a \$120,000 Student Diversity Leaders Fund to support student-generated ideas and initiatives, especially but not exclusively in the learning communities. The LSA Democracy in Action Fund was launched in January 2017 to provide support for student generated ideas and initiatives.	IN PROGRESS
Enlist Students as Diversity Workers and Allies.	Extend the Peer Tutor Summit Model to talk about important issues in common, regardless of discipline, namely creating a welcoming, diverse, inclusive, and equitable climate and cultivating a growth mindset in the students they work with.	IN PROGRESS
Deepen Connection to Departments.	Creation of the Sociology Opportunities for Undergraduate Leaders (SOUL) program to support and enrich the experiences of first-generation college students majoring in Sociology.	IN PROGRESS
Expand Preview Weekends for Graduate Student Recruitment.	Engage additional natural science units in participating in preview weekends.	IN PROGRESS
	Expand Preview Weekends to Social Science programs.	IN PROGRESS
Create Partnerships with Minority Serving Institutions.	Develop a plan to compile contacts of potential partner institutions from departments (plus alumni and other connections) to create network.	NOT STARTED
	Create conceptual framework of partner activities (faculty exchanges, student exchanges, 4+1 programs, etc.).	IN PROGRESS
Improve Admissions Training and Support.	Promote admissions workshop to LSA admissions chairs and committee members.	COMPLETE
	Create internal website for sharing information on admission and selection of prospective applicants, including language for communications.	IN PROGRESS

Involve Graduate Students in the Dean's Office DEI initiatives.	Consider Town Hall meetings with Graduate Students or other methods of gathering student input.	IN PROGRESS
	Investigate creation of other means of continuous feedback to the College (student organizations, website, online chats, etc.).	NOT STARTED
	Coordinate with Rackham on outreach.	NOT STARTED
Increase Training and Support for GSIs.	Promote existing trainings offered via CRLT, ELI, IGR, and other campus partners.	IN PROGRESS
	Evaluate existing training to determine whether new programming could fill in any gaps.	IN PROGRESS
Review and Update LSA Policies for Staff.	Review policies; update to ensure DEI support.	IN PROGRESS
Create Staff Diversity, Equity, Inclusion (DEI) Officer Position.	Submit request in early 2016 to create; conduct broad outreach and inclusive search.	COMPLETE
	Onboard DEI Officer; begin roll out of resources related to diversity recruitment as well as staff training and development.	COMPLETE
Enhance Overall LSA Staff Employment Branding with DEI Efforts.	LSA website updated to include branding on DEI as strong component of employee value proposition.	COMPLETE
Increase Active Recruitment of Diverse Applicants for LSA Staff Positions.	Continue review of diversity of applicant pools.	IN PROGRESS
	Update existing list of recruitment sources for diverse applicants for hiring manager use when vacancies arise.	COMPLETE
Succession Planning for Staff Positions.	Develop initial data on key LSA positions; use in creating succession plan.	IN PROGRESS
Monitor Staff Climate and Focus on Staff Retention.	Continue monitoring potential climate issues and proactively resolving DEI-related issues.	IN PROGRESS
	Provide units with variety of U-M and non-U-M resources to address climate issues.	COMPLETE
Accommodating LSA Staff with Disabilities.	Document and communicate clear staff process for disclosing disabilities and requesting accommodations.	IN PROGRESS
	Conduct sessions for supervisors on managing employees and applicants with disabilities.	COMPLETE
Develop and Implement Staff and Supervisory Professional Development.	Add basic DEI information to LSA New Employee Orientation (NEO).	COMPLETE
	Offer LSA-specific session of Expect Respect.	COMPLETE

	Begin offering introductory DEI training for supervisors and staff or broker sessions with LPD and OIE if U-M DEI effort enables scaledup offerings.	COMPLETE
	Regularly provide supervisors and employees with information on additional DEI development opportunities.	COMPLETE
Enhance Analysis and Information Sharing on Career Opportunities and Paths for Diverse Staff.	If U-M climate survey includes career development question, use as baseline to determine if positive change occurs.	IN PROGRESS
Build and publish a dedicated LSA website on staff diversity.	Launch website with basic DEI information with access to broader resources, including on career development.	COMPLETE
Create and implement a DEI expectations statement or competency rating for staff.	Develop and communicate staff DEI expectations or competency statement for staff; review and update over time.	IN PROGRESS
	Assess baseline DEI competence of LSA staff.	IN PROGRESS
Launch a Staff Internship Program with Targeted Outreach to Diverse Applicant Pools.	Request funding for internship program and outreach.	COMPLETE
	Launch internship program.	COMPLETE

COLLEGE OF PHARMACY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the number of URM and female faculty members.	Network directly with URM and female faculty members from other institutions (e.g. minority serving institutions [MSI's], etc.).	NOT STARTED
	Network with future URM and female faculty members from post-doctoral positions who have the potential for success as a faculty member.	NOT STARTED
	Network with URM and female faculty members from national meetings.	NOT STARTED
	Ensure that all members of faculty search committees have received STRIDE training through UM Advance.	NOT STARTED
	Build connections with faculty, of any race/ethnicity, from minority serving institutions by offering funded sabbatical research positions in the College of Pharmacy. This experience would give COP faculty an opportunity to build a connection with the visiting faculty member and their institution. This could assist in the recruitment and admission of students from the home institutions of these faculty members.	NOT STARTED
	Develop a detailed protocol for faculty recruitment based on lessons from other UM units (e.g. School of Education).	NOT STARTED

Increase the retention rate of URM and female faculty members at the Assistant Professor stage.	Utilize launch committees available through UM's ADVANCE program to develop a mentoring plan / retention toolkit to ensure the success of all faculty members, including those who are female or from underrepresented minority groups, by providing guidance and support with: Networking and establishing collaborations within the discipline; Writing grant proposals; Publishing scholarly work; Teaching; Mentoring graduate students; Personal and professional mentoring; Managing professional relationships.	IN PROGRESS
	Research best practices and recognized models for success in supporting all assistant professors in achieving tenure.	IN PROGRESS
Continue to explore ways to expand the diversity of applicant and interview pools by broadening recruitment efforts.	Continue to seek opportunities to advertise new staff positions in publications/locations that will attract a diverse candidate pool, e.g. Michigan Works, Common Cause, VA Affairs, ect.	IN PROGRESS
	Analyze the data from annual reviews of applicant pool demographics to determine needs for more targeted actions to diversify applicant pools.	IN PROGRESS
	Determine if STRIDE training is available for staff. If not, suggest that such training be provided.	NOT STARTED
	Conduct a regular analysis of staff demographic data.	COMPLETE
Encourage staff members to participate in professional development activities.	Establish a system of regular communications to staff about professional development opportunities.	COMPLETE
	Require supervisors to identify and encourage staff to participate in professional development activities.	IN PROGRESS
	Expand training and professional development opportunities on DEI for the staff & supervisors.	IN PROGRESS
Ensure that the work environment is conducive to staff retention.	Convene committee to suggest ways to improve support for work/life balance.	NOT STARTED
	Regularly collect staff feedback concerning their work environment and job satisfaction.	NOT STARTED
	Conduct exit interviews.	NOT STARTED
Recruit and admit more URM students into the PharmD program.	Make connections with pre-pharmacy advisors at URM serving institutions.	IN PROGRESS
	Increase the number of recruitment events at URM serving institutions.	IN PROGRESS
	Develop articulation admission agreements with URM serving institutions.	IN PROGRESS
	Identify relevant national recruitment conferences.	IN PROGRESS

	Incorporate DEI topics into the application and interview process.	IN PROGRESS
	Incorporate DEI themes in recruitment/promotional materials.	NOT STARTED
	Expose pre-college and undergraduate students to career paths in pharmacy: Wolverine Pathways (Pharmacy staff member is the lead coordinator for the health sciences); LSA- Project Growing STEM (Pharmacy has agreed to participate in planning activities); Other local community initiatives and outreach programs.	NOT STARTED
Provide all students (including URM students) with the necessary support for retention and academic success.	Catalog current COP resources that are available for supporting the academic success of students.	IN PROGRESS
	Determine the level of participation in the activities.	COMPLETE
	Conduct a survey of all current students about the awareness and effectiveness of college academic support services.	COMPLETE
	Use programmatic evaluations and student feedback to direct/inform the creation of a summer bridge program for students who may need additional preparation before beginning the program.	NOT STARTED
Recruit and admit more URM students into the graduate programs in Medicinal Chemistry & Pharmaceutical Sciences.	Increase the number of recruitment events at URM serving institutions.	IN PROGRESS
	Maintain and establish connections with undergraduate advisors at URM serving institutions.	IN PROGRESS
	Identify additional national conferences for URM student recruitment.	IN PROGRESS
	Identify resources within national scientific organizations (NOBCCHE, ACS, ASBMB, etc.) to advertise and promote the COP graduate programs to undergraduate students.	IN PROGRESS
	Develop professional relationships with faculty members at URM serving institutions: Invited faculty presentations at UM/ reciprocal UM faculty presentations at URM serving institution; Provide research opportunities for faculty members and their students.	IN PROGRESS
	"Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies: Participate in volunteer tutoring or other events; Connect with existing organizations to identify available service opportunities (FEMMES, Society of Women Engineers)."	IN PROGRESS
	Provide funding to admit a total of 8 students (4/year), who have a demonstrated commitment to diversity, into the PhD programs in Medicinal Chemistry and Pharmaceutical Sciences.	NOT STARTED

Improve retention of all students, including female & URM students.	Consult with the graduate program chairs to determine factors that may have led to the departure of students from our graduate programs. Determine if DEI issues may have played a role in their departure.	IN PROGRESS
	Look for solutions to retention issues based on data.	IN PROGRESS
	Catalog the current resources available to support student success / identify unmet needs.	NOT STARTED
	Review successful models of support for graduate students, including female & URM students.	IN PROGRESS
Achieve full faculty participation in DEI workshops designed to increase their competency in key/critical areas.	Identify and/or create core-training opportunities in DEI which will be part of the yearly portfolio evaluation (e.g. CRLT Inclusive Teaching workshops, Intergroup Relations programs, etc.).	NOT STARTED
	Modify COP annual Faculty Evaluation Data reports FED to include a section regarding faculty diversity efforts. This would include DEI along with research, teaching and service components.	IN PROGRESS
Enhance the PharmD curriculum with regard to diversity, equity and inclusion.	Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations: Incorporate topics of DEI into patient cases presented during class; Increase the emphasis on health literacy in PharmD curriculum; Increase opportunities for exposure to patients from diverse backgrounds (Standard Patient Interactions, Introductory Pharmacy Practice Experiences, Advanced Pharmacy Practice Experiences).	IN PROGRESS
	Create a pre-survey to assess the current level of competence of students in interacting with patients from diverse backgrounds. Make plans to survey students after the changes have been implemented.	NOT STARTED
Increased opportunities to work with diverse populations (with regard to race/ethnicity, disease state, socio economic status, veteran status, etc.) in introductory pharmacy practice experience (IPPE) and advanced pharmacy practice experience (APPE) sites.	Student utilization of a catalog of IPPE practice sites with information regarding their patient demographics. Catalog of IPPE practice sites is currently being developed. A catalog of APPE sites already exists.	IN PROGRESS
	Use catalogs for IPPE and APPE sites to identify gaps and expand opportunities.	COMPLETE
To ensure that Graduate Student Instructors are equipped to support DEI issues presented in the curriculum and in their interactions with students in the classroom.	Provide students with relevant training with regard to inclusive teaching practices (e.g. CRLT Inclusive Teaching Workshops).	NOT STARTED
	Ensure that students are aware of and prepared to support DEI-based curricular revisions.	NOT STARTED
Provide educational opportunities for alumni and preceptors to learn about diverse patient populations.	Make plans to offer continuing education courses that are focused on providing quality service to members of diverse populations (e.g. LGBTQ community).	NOT STARTED
	Provide opportunities for involvement in trainings (diversity, cultural competence / sensitivity, bias, etc.).	NOT STARTED

Develop an Expect Respect Campaign.	In consultation with the Dean and Associate Deans, prepare an action plan to make the improvement of our college climate a top priority. Discuss the data regarding issues of bias, negative comments and disrespectful actions that are occurring within and across our constituent groups (faculty, staff, students).	NOT STARTED
	Involve representatives from all constituent groups in the planning process.	NOT STARTED
	Connect with the Office of Student Life to get ideas regarding the existing Expect Respect campaign.	NOT STARTED
Develop plans for mandatory diversity / cultural sensitivity / bias training for all faculty, staff and students in the College of Pharmacy.	Involve stakeholders in the UM COP in the initial discussions of these plans.	IN PROGRESS
	Talk with other units on campus about best practices with regard to the development of such trainings.	IN PROGRESS
	Consider how this can be incorporated into the curriculum (PharmD students), first year programming (PhD students) and in mandatory training for faculty and staff.	IN PROGRESS
	Make plans to begin these trainings in years 1 or 2.	IN PROGRESS
Create a system that will allow individuals to report instances of discrimination, bias, sexual harassment, disrespect, etc.	Talk with UM COP and campus leadership about suggested ways to approach this matter.	COMPLETE
	Conduct focus groups with members of each constituent group to gather further input regarding ways in which the UM COP and the UM campus, in general, can provide support to individuals who may feel threatened, disrespected or harassed.	NOT STARTED
	Catalog existing UM COP and UM policies regarding conflicts and existing processes for handling them.	IN PROGRESS
Host regular diversity / inclusion events (socials, seminars, chats, etc.) to promote awareness and respect of differences in culture, birthplace, backgrounds, etc. These events could be done both within and across constituent groups (i.e. faculty, staff and student groups). The events will be focused around issues and not identities.	Discuss plans with student organization leaders (BS, PharmD and PhD) as well as the Staff/ Faculty Connections team.	IN PROGRESS
	Develop a list of events to host for faculty, staff and students with an associated schedule.	IN PROGRESS
Ensure that a conflict resolution plan is in place that will address the issues of all constituents (i.e. faculty, staff and students) in the COP.	Evaluate all current systems of conflict resolution for constituents in the COP.	NOT STARTED
	Identify strengths, weaknesses and gaps.	NOT STARTED
	Gather ideas of best practices from other UM units.	NOT STARTED
	Develop improved and new conflict resolution plans, as needed, for all constituents in the COP.	NOT STARTED

To become equipped and ready to address the special needs of COP constituents (i.e. faculty, staff and students). Such needs include physical / mental challenges, medical conditions, parental responsibilities, financial hardship, etc.	Conduct a survey to Identify gaps in our ability to meet the special needs of UM COP constituents (e.g. accessibility of classrooms, labs, etc.). Develop plans to address any gaps.	NOT STARTED
	Identify workshops to educate COP faculty, staff, students and post-doctoral fellows about the special needs that may affect individuals in the COP.	IN PROGRESS
	Where practical, advertise (website, orientation, syllabus, etc.) resources that are available for individuals with special needs.	IN PROGRESS
To ensure that faculty and staff are treated equitably with regard to salary, opportunities, promotions, tenure, etc.	Assess current level of equity with regard to salary, opportunities, promotions, tenure, etc.	IN PROGRESS
	Make recommendations to appropriate personnel to discuss and resolve instances of inequity.	COMPLETE
To ensure that all faculty members are prepared to assist students who are in need.	Develop policies, strategies, training and resources to equip faculty members to effectively respond to student situations (e.g. accommodations, disabilities, mental health crises, etc.).	IN PROGRESS
	Ensure that there are efficient college-wide systems in place to ensure that students are properly accommodated.	IN PROGRESS
Develop an atmosphere of faculty engagement with students outside of the normal academic setting (e.g. annual picnics, student events, community fairs, Pharmacy “Phamily” events, etc.).	Provide incentives and recognition to faculty members who attend special functions in support of students.	IN PROGRESS
To ensure that all staff (temporary and full time) are prepared to assist students who are in need.	Develop policies, strategies, training and resources to equip staff to effectively respond to student situations (e.g. accommodations, disabilities, mental health crises, etc.).	NOT STARTED
Make the duties and job functions of all staff members easily accessible to all constituents within the College of Pharmacy.	Work with Human Resources director to collect and catalog the job duties for each staff member.	COMPLETE
	Work with the Communications & IT teams to determine the best way to make this information accessible to all COP constituents (internal and external).	COMPLETE
Provide equitable and inclusive service to patients.	Outline expectations pertaining to diversity, equity, and inclusion that all students are expected to adhere to when caring for patients (of all backgrounds) at IPPEs, APPEs, health fairs, and internships/jobs.	NOT STARTED
	Familiarize students with issues of inherent bias that may impact their ability to provide equitable service to patients from diverse backgrounds.	NOT STARTED
	Incorporate more diverse patient cases into the curriculum in order for student pharmacists to work with other health disciplines to determine how to best serve diverse patient populations.	NOT STARTED
	Help recognized student organizations expand the reach of their health fairs and other patient care projects by assessing the needs of Wayne County and surrounding areas and hosting screening and educational events in areas with diverse populations.	NOT STARTED

Provide equitable and inclusive service to patients.	Develop a process to assess the health care needs of diverse patient populations.	NOT STARTED
Consider ways to incorporate the voices of patients or patient advocates, particularly those who represent underrepresented populations, into the pharmacy curriculum.	Meet with the curriculum committee members and faculty to discuss how patients can be involved in teaching course content.	NOT STARTED
	Develop a plan for identifying patients or patient advocates who would be available to serve in this role.	NOT STARTED
Develop relationships with community members of underserved populations through outreach/service projects.	Determine the number and location of regular community service / outreach projects that are typically sponsored by recognized student organizations in the COP. Consider hosting regular health fairs sponsored by the COP.	NOT STARTED
	Develop materials that can be shared with community members about the profession of pharmacy and the role of pharmacists.	IN PROGRESS
	Develop a questionnaire to assess their current level of connection with health professionals.	NOT STARTED
	Consider partnering with other UM health science schools and colleges.	IN PROGRESS

VICE PRESIDENT FOR COMMUNICATIONS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Achieve a more diverse applicant pool. To achieve a substantial increase of diversity of all sorts among OVPGC staff, across all divisions and at all levels, from non-exempt staff to leadership.	Seek out new and non-traditional avenues to reach potential new hires.	COMPLETED
	Locate regional and national publications/jobs boards to advertise positions.	COMPLETED
	Work with HR to identify best-practices and secure expert internal and/or external guidance.	COMPLETED
	Ensure welcoming attitudes to diverse applicants and staff.	IN PROGRESS
	Years 1 and 2: Develop and implement fresh approaches to develop diverse applicant pool— meet and greets, in person and via Skype, webinar-type information sharing sessions, Twitter chats, Snap-chat Q&As, etc. with prospective applicants.	IN PROGRESS
	Institute policy that all senior staff purposefully expand their professional networking at conferences and other relevant gatherings to reach out proactively to underrepresented populations (R/E, gender, SES, [dis]ability, etc).	IN PROGRESS

DEI interpersonal effectiveness as assessed by effective intercultural sensitivity tool.	Institute OVPGC-based orientation/on-boarding process for new OVPGC hires; integrate/welcome new staff into work environment.	IN PROGRESS
	Relevant training opportunities identified and made available to all staff.	COMPLETE
	Years 1 and 2: All staff: Establish minimal-hour expectation for completion of DEI-related training, starting with unconscious bias training. Completion of training factored into annual staff review.	COMPLETE
	DEI-focused discussions at all bi-annual OVPGC all staff meetings that incorporate OVPGC DEI-updates/progress reports. Note: DEI segment should be 2nd agenda item, rather than final item, which is easier to skip.	COMPLETE
Create an equitable and inclusive workplace in which all employees feel valued and heard.	Identify and make available pertinent training opportunities for managers; topics: unconscious bias (Denise Williams), civil discourse (John Sonnega), listening skills and respecting divergent points of view, or even accepting constructive criticism.	COMPLETE
	Identify ways and/or create safe space for employees to voice their thoughts/opinions, (anonymously or not, as they choose) to managers.	NOT STARTED
	Designate office hours for managers to hear employee concerns, suggestions.	COMPLETE
	Address work distribution and other issues of fairness (eg, access to high-value assignments), if/when they arise.	IN PROGRESS
Establish a workplace in which all employees feel connected and engaged.	Bi-annual (more frequent?) discussions at OVPGC-wide staff meetings that discuss current DEI-relevant developments/issues and DEI progress/plans.	COMPLETE
	Years 1 and 2: Establish a defined, well-developed mentorship program.	COMPLETE
	Designate office hours for managers to hear employee concerns, suggestions.	COMPLETE
To raise substantially: a) understanding of, ability to work with, and openness to DEI-related goals and objectives; b) management and communications skills and knowledge among OVPGC staff managers and senior staff.	Activate new policy requiring completion by all staff and managers a minimum of four relevant training opportunities per year.	IN PROGRESS
Substantially increase OVPGC's ability to advise leadership--and communications staff throughout the university--on DEI-related efforts, thereby advancing this key institutional priority and furthering the university's reputation of excellence.	Year 1: Unconscious bias training (Denise Williams) completed by all OVPGC staff, including leadership.	COMPLETE
Help all staff be more effective in serving diverse constituencies, both inside and beyond the university.	Make available information about training and experiential opportunities; provide adequate financial resources and leave-time for staff to complete training; in performance evaluations, require completion of a baseline number of relevant training and/or experiential opportunities.	IN PROGRESS

Ensure staff managers are prepared to recruit, hire and work with staff following DEI principals.	Make available information about training opportunities; provide adequate financial resources and leave-time for staff managers to complete training; require completion of a baseline number of relevant training opportunities. In addition to DEI-related skills and knowledge, managers' training will include a "management training" series—from basics to executive level—on general management skills, such as "how to be a manager" "how to listen openly" "how to accept comments that may not agree with yours" "how to mentor effectively."	IN PROGRESS
	Complete designated number of DEI-related trainings/year, include refresher on unconscious bias.	COMPLETE
Ensure that OVPGC leadership have a full grasp of and operationalize DEI principals in the conduct of OVPGC operations.	Complete DEI-related trainings/year, include refresher on unconscious bias. In addition to DEI-related skills and knowledge, managers' training will include a "management training" series—from basics to executive level—on general management skills, such as "how to be a manager" "how to listen openly" "how to accept comments that may not agree with yours" "how to mentor effectively."	IN PROGRESS
	To benefit all staff: Lead by example. Put in place policy and structure to support staff training experiences: adequate funding, "library" of training sources; leave time for staff and funds to cover the time of staff from revenue-generating units; establish ongoing OVPGC DEI working group to facilitate and report on progress.	COMPLETE
Create a workplace in which all OVPGC employees feel challenged and have advancement opportunities.	Dedicate time at Communicators' Forum meetings for job-oriented "speed dating" and more time to network.	COMPLETE
	Years 1 and 2: Allow for advancement—within and across s/c/u—where practical and possible. Create continuing plan to address viable advancement opportunities.	NOT STARTED
Create an equitable and inclusive workplace in which all employees feel valued and heard.	Town hall sessions, one division-wide and other sessions for individual departments. Agenda must be circulated before sessions. If staff cannot attend in person they can participate via the BeHeard discussion tool.	COMPLETE
Provide a method for employees to comfortably voice concerns to management.	Create a "Wall of Suggestions" to be discussed at department staff meetings. Agenda must be circulated prior to meeting. Management will request staff feedback for ideas or concerns relating to the department, ranging from projects to office politics. Staff will not be penalized for expressing ideas or opinions that differ from management. Employees will write ideas/concerns on wall, either signed or anonymous.	IN PROGRESS
	Seek employee input through live forums.	NOT STARTED
Build rapport and trust between supervisors and employees; give employees opportunities to voice concerns to management.	Require an "open-door policy" for department managers and upper management. Suggested activities include regular one-on-one meetings with staff, or "office hours" in which a manager schedules time for employees to drop in and discuss issues. Supervisors may use discretion in determining which activities will best fit the needs of their group. If open door policy is not followed, the managers must comply.	COMPLETE

Substantially increase presence of DEI-relevant content and values in all our work products.	Provide a dedicated communications person to tell the cross campus DEI stories.	COMPLETE
	Provide strategic leadership on the Diversity Working Group and Strategy Group.	COMPLETE
	Provide DEI content in Presidential communications.	COMPLETE
	Charge all OVPGC staff to create communications and marketing plans that include and highlight DEI actions and values in the work. For example, the division's work to help communicate the multitude of bicentennial stories and events will include special emphasis on DEI as a key, central theme.	COMPLETE
	Assign a diverse, multi-tier work group to develop new metrics, guidelines and best practices by which DEI-relevant content will imbue every work product in some way, be it in chosen topic or content or story angle, by experts quoted and/or cited, etc.	NOT STARTED
	Include topics of DEI communications strategy, and skill-building into meetings of OVPGC –lead teams and groups (Communicators' Forum for all campus communicators, M-19 for communications leads in schools, colleges and administrative areas, and the Executive Marketing Counsel of top campus marketers) to build key messages, common understanding of issues, develop tone, style and outreach methods that support DEI goals across the campus community.	IN PROGRESS
Increase awareness of DEI-related issues and topics among groups and individuals we serve.	In presentation to all new deans presently under construction through the Provost's Office, include a section on effective DEI communications and how OVPGC can assist.	NOT STARTED
	Regular staff meeting will include dedicated time, as the second agenda item, for diversity discussion, how to improve service for diverse groups/populations.	IN PROGRESS
Include diverse sources and story and image choices in publications and other products, also in expert information and guidance provided to other U-M communicators in M19, Communicators Forum, social media collaboration group, etc.	At division level, provide training to recognize and remediate unconscious bias—minimum annually.	COMPLETE
	Ensure that staff have access to and engage with resources that address ways OVPGC can improve its coverage of diverse groups. Apply new metrics, guidelines and best practices.	IN PROGRESS
Develop effective and proactive outreach to underserved internal and external audiences.	Ask key constituents for suggestions on ways to improve diversity sources, stories, etc., in communication and publications.	NOT STARTED
	As second agenda item, Vice President's periodic all staff meeting will include discussion of progress on OVPGC's DEI strategic plan, next steps. Keep the content fresh and interesting.	COMPLETE

Ensure OVPGC's DEI-related momentum does not flag, keep it fresh, increase buy-in and participation among all staff in all divisions and at all levels.	Establish a continuing OVPGC DEI working team responsible for monitoring DEI progress, achievements and relevant activity on an ongoing basis. This group will report directly to Lee Doyle on a monthly basis and is responsible for helping managers and directors identify expert resources, compiling training information, assisting with development of new metrics, guidelines and best practices and etc. as assigned by Lee Doyle.	COMPLETE
	Make adequate funding available to pay for training services and to cover OVPGC DEI volunteers' release time, including members of the DEI working team. Ensure these funds are distributed equitably and transparently throughout OVPGC to secure relevant DEI-focused training and enrichment opportunities.	COMPLETE
Better understand and mindfully use and convey the nuance and complexity of the principals of diversity, equity and inclusion and best practices for illustrating them in storytelling.	Years 1 and 2: Unit-wide in-depth discussions on how to set related guiding principals; share w/CommForum.	NOT STARTED
Achieve a more diverse, equitable and inclusive level of communications.	Develop new metrics, guidelines and best practices.	NOT STARTED
	Consult with external expert sources, including major communications entities such as major media organizations (e.g., NPR) and national professional organizations, to identify viable models and resources.	NOT STARTED
	Possible means to achieve success in multi-dimensional storytelling can be achieved in the mindful choice of expert sources, photos, quotes, story subject, etc.; can be incorporated by mindful use of symbols such as emojis regularly used in social media: choose emojis of color to integrate the emoji element that otherwise would all be gold.	NOT STARTED

CONFUCIUS INSTITUTE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
When hiring new staff, temp, and student assistants, CIUM will revamp job posting and interviewing practices to maintain a team of staff members that is diverse.	Create a CIUM DEI statement and printable statement flyer.	IN PROGRESS
	Create a CIUM DEI online page.	COMPLETED
	Post CIUM's DEI statement on various location including CIUM website and CIUM job postings.	COMPLETED
	Post job openings on a diverse range of websites, such as Diversity Abroad or Secuss-L.	COMPLETED
	Invite on-campus partners into the interview selection process.	COMPLETED
	Continue to hire our team in an equitable manner that does not discriminate.	COMPLETED
	Create one interview question related to an appreciation for a diverse, equitable, and inclusive environment.	COMPLETED

Foster a work environment that promotes staff's equal opportunities for professional development.	Promote development opportunities to all staff members, regardless of background or identity by incorporating development opportunities into annual objectives and discussing opportunities at staff meetings.	COMPLETE
	Present the data gathered from the 2016 and 2017 events and focus groups.	NOT STARTED
Create clear pathways for conflict resolution.	Review the University's Diversity, Non-discrimination and Conflict Resolution Policy and Procedure in the University SPG.	COMPLETE
	In case of a conflict, follow the established DNCPP.	COMPLETE
	Conduct an annual questionnaire to assess work climate.	COMPLETE
Build a stronger sense of community among stakeholders who are involved with CIUM activities.	Build CIUM events calendar in a way that highlights various groups (LGBT Center, non-Han ethnicities, etc.) from China.	COMPLETE
Present print and electronic resources to be inclusive to students with disabilities.	Meet with Services for Students with Disabilities office to discuss methods to reach students who are hearing and visually challenged, as well as discuss how certain advertising forms can reach students with varying learning styles (visual, oral, kinesthetic, etc.).	NOT STARTED
	Create a list of resources that need to be modified.	NOT STARTED
	Prioritize resources that need to be modified.	NOT STARTED
	Create a calendar to modify one resource per year.	NOT STARTED
Increase the diversity of CIUM participants.	Follow focus group advice, and identify groups of students through Student Organization and Resource Center (SORC) that could bring a different perspective to discussions at CIUM events. e.g. a recognized student organization whose mission is intended to support Chinese graduate students who do not have many interactions with local American students or perhaps recognized student organizations or groups who do not normally interact with students who attend Chinese culture events.	COMPLETE
	Reach out to Chinese communities on the North Campus via Chinese student organizations and WeChat. As noted in the focus groups, the U-M North Campus was identified as an area that far less artistic and cultural activities are offered.	NOT STARTED
	Build on 2016 success of surveying those who RSVP for CIUM events. Work with CIUM staff and with non-CIUM area experts to fine-tune the questions for future surveys. Use this survey to gather longitudinal data to better understanding CIUM participants, which can better inform outreach planning.	COMPLETE
	Continue to offer free programming so that learning about culture and being a part of the Confucius Institute community is not cost prohibitive.	COMPLETE

	Integrate Chinese programming with other cultural / diversity events on campus, such as during Martin Luther King week, during Black history month, or others.	NOT STARTED
	Redefine outreach strategies incorporating CIUM participant data and focus group advice.	IN PROGRESS
	Invite on-campus partners to co-sponsor such events to reach new audiences and create the possibilities of new interactions among student groups who may not otherwise have met each other	NOT STARTED
Highlight DE&I components in CIUM programming and collecting data to demonstrate diversity of content in programming.	Have a system for coding each event for the past 5 years based on their diverse elements, for example the codes can include "Pro Feminist," "LGBT," "Non-Han Cultures in China."	NOT STARTED
	Have a report detailing current and past events based on their diversity elements.	NOT STARTED

DEPARTMENT OF PUBLIC SAFETY AND SECURITY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase targeted recruitment and outreach initiatives and establish metrics for success to promote the entrance of a diverse mix of talent. Increase matriculation of targeted groups, year over year.	Assess makeup of applicant pools, interview pools and yield for DPSS positions over a two year period. Conduct root cause analysis for positions failing to meet federally-mandated affirmative action goals for any affected DPSS positions. Create a report with recommended actions. Compare makeup of applicant pools, interview pools, and yield for DPSS positions to prior year's data to assess percentage increase, year over year.	IN PROGRESS
Establish and analyze retention and professional development progress indicators and how they differ/compare across various DPSS departments and job classifications.	Develop a mechanism to track exits, transfers, and promotions. Collect and analyze exit interviews, lateral job movement, and define positive and negative turnover over two years.	IN PROGRESS
Expand opportunities for growth for DPSS staff through the creation of a professional development program.	Create and implement DPSS professional development program.	IN PROGRESS
Increased competence in the hiring process to ensure we obtain a diverse mix of talent through fair hiring processes.	Educate hiring committee on equitable hiring practices by using best practices to obtain candidates that demonstrate commitment to the DPSS core value of diversity, equity and inclusion.	IN PROGRESS
Enhance our workforce through increased and reinforced knowledge of diversity, equity, and inclusion by training all staff annually.	Establish and set a timeline for identification and implementation of educational training sessions and mechanism to ensure full participation of staff.	COMPLETE
Develop and increase various types of quality diversity, equity and inclusion educational events, platforms that promote collaboration and communication between DPSS and the university community we serve to enhance accountability and trust.	Create diversity, equity and inclusion educational platforms that allow for engagement and communication with DPSS and the community we serve. Develop a calendar of events and other mediums for multiple opportunities for equitable participation.	IN PROGRESS
Increase knowledge and interest about careers within DPSS to attract diverse talent and serve our community.	Establish a mechanism to explore equitable opportunities, increased interest and knowledge for a diverse mix of students on careers within DPSS.	IN PROGRESS

Increased awareness and education on diverse cultural groups, identities and disabilities to improve service to our community and enhance quality of life for the community we serve.	Increased awareness and education on diverse cultural groups, identities and disabilities for DPSS staff by collaborating with the Office for Institutional Equity, Services for Students with Disabilities, and Spectrum Center to take advantage of established programs.	COMPLETE
Provide a platform for staff to feel safe to express opinions and ask questions surrounding diversity, equity and inclusion, therefore creating a sense of belonging for all DPSS staff.	Develop a multi-faceted platform that allows for all DPSS staff (includes student employees) to feel heard and safe to express opinions and ask questions related to diversity, equity and inclusion.	IN PROGRESS
Provide education and cross functional opportunities, encouraging collaboration and better understanding of one another's roles to enhance workforce and organizational development.	Identify and create opportunities for DPSS staff to participate in cross functional activities that foster collaboration and awareness to create a culture of organizational efficiency and effectiveness around inclusion.	IN PROGRESS
Provide a real time feedback mechanism for the community to provide data to DPSS staff, ensuring individual perceptions are being heard and given serious consideration. This will improve accountability and trust from the community we serve and support our core value of integrity.	Explore and create multiple communication mechanisms for the community, analyze the information and provide timely feedback. Utilize the DPSS Student Advisory Board as a conduit to receiving feedback from the community.	IN PROGRESS
Investment into data collection technology to more efficiently measure services and their impact on the university community we serve to eliminate unintended bias, deliver equitable services and improve quality of life.	Leverage technology to create multiple platforms that collect data, identify and eliminate any patterns of unintended bias and address delivery of inequitable services.	IN PROGRESS

FORD SCHOOL OF PUBLIC POLICY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase in measurable ways the diversity of students in our degree programs, with particular interest in recruiting students from underrepresented backgrounds.	Review, monitor and refine processes and strategies used to recruit more diverse student applicant pools through multiple collaborations and partnerships, pipeline programs, communications and outreach strategies, and revised admissions processes.	IN PROGRESS
	Develop robust BA recruitment plan by early fall to be reviewed by BA Program Committee and presented in September to the Executive Committee. Wrap-up report will be available for discussion at the faculty retreat in May, including what worked and what needs to be revisited.	COMPLETE
	Develop robust Masters and PhD recruitment plans by early fall to be reviewed by relevant Program Committee and presented in September to the Executive Committee. Wrap-up report will be available for discussion at the faculty retreat in May, including what worked and what needs to be revisited.	COMPLETE
Recruit and retain a faculty that is diverse across multiple dimensions.	Review, monitor and refine processes and strategies used to recruit more diverse applicant pools for faculty searches.	IN PROGRESS
	Develop and vet a protocol for faculty searches. This will be discussed by the Executive Committee and then by the governing faculty.	IN PROGRESS

	Provide bias workshops/training for governing faculty and continue requiring all search committee members to complete the ADVANCE program STRIDE workshop.	IN PROGRESS
	Develop and implement robust mentoring plan for junior faculty; Initial plan to be implemented for Fall 2016.	IN PROGRESS
Recruit and retain a diverse staff.	Continue and enhance attention to DEI in the hiring process, and require those making hiring decisions to participate in bias and DEI training.	IN PROGRESS
To provide faculty with the tools to create and foster a diverse, equitable, and inclusive classroom.	Work with UM resources to develop DEI Workshop(s), and more generally, expand opportunities for DEI skill-building.	COMPLETE
	Strongly encourage continuing faculty to participate in DEI Workshop(s).	IN PROGRESS
	Fund to support teaching transformation and innovative strategies for addressing DEI in the classroom.	IN PROGRESS
	Explore opportunities to create inclusive teaching faculty support groups.	IN PROGRESS
To provide GSIs with the tools to create and foster a diverse, equitable, and inclusive classroom.	Expand and enhance DEI training for new Graduate Student Instructors.	COMPLETE
To ensure that Ford School classes are diverse, equitable, and inclusive, and that we increase attention to issues of diversity and social equity in classrooms.	Review curriculum and incorporate DEI content into it more fully.	COMPLETE
	CORE REQUIREMENTS: Ensure increased DEI content in at least one BA required course and at least two masters required courses.	COMPLETE
	ELECTIVES: Expand offerings of DEI materials in electives and/or publicize more fully existing content and offerings.	COMPLETE
	Add DEI questions to course evaluations; include discussion of student responses in Executive Committee annual faculty reviews.	COMPLETE
Faculty research and policy engagement related to DEI is more fully connected to our educational programs, enabling students to participate and to benefit from this part of the Ford School mission.	Develop DEI guest speakers fund to encourage faculty to bring in diverse speakers to their classes, and to leverage our alumni network.	IN PROGRESS
Enhance the extent to which DEI values and themes are prominently reflected in the Ford School research portfolio and in the faculty public and policy engagement efforts.	Add questions to the annual faculty review about addressing issues of DEI in faculty members' research and public engagement.	COMPLETE
Foster more widespread participation to engage with and celebrate diversity.	Determine appropriate way to track climate for each constituency, leveraging existing surveys as appropriate.	COMPLETE

Promote shared values, norms and practices that foster mutual respect, and that help students engage in difficult yet productive conversations.	Increase mandatory DEI-related programming, including at orientation programs; programming will also include pathways to address conflict.	COMPLETE
	Determine how best to communicate and discuss community standards regarding respectful and professional means of engaging in issues of DEI.	COMPLETE
	Expand opportunities for informal engagement among constituents, including (a) increased take a faculty to lunch program; (b) expand informal research and policy engagement sessions; (c) at least one per semester community conversation.	COMPLETE
Foster more widespread participation to engage with and celebrate diversity.	Include DEI materials in a least two staff development workshops annually.	COMPLETE
	Encourage nominations for U-M DEI-related awards.	IN PROGRESS
Enhance the Ford School support services to meet the needs of students from diverse backgrounds.	Identify faculty and staff who can act as a resource for students who experience discrimination or insensitive remarks.	COMPLETE
Commitment to DEI values is projected broadly in effort to promote support for DEI values in public policy discourse across the US and in the world.	More fully publicize (on website and in other materials) DEI related activity at the Ford School— including public events, scholarship and public engagement.	IN PROGRESS

OFFICE OF GENERAL COUNSEL

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase diversity of OGC staff.	Continue to engage in targeted marketing as part of overall job posting strategy.	COMPLETE
	To the extent feasible and in a manner consistent with law, periodically review makeup of applicant pools and interview pools for any open positions.	COMPLETE
	Include messaging regarding the importance of diversity, equity, and inclusion in job postings.	COMPLETE
	Ask all interviewed applicants to explain their commitment to diversity, equity, and inclusion as part of the interview process.	COMPLETE
Promote staff professional development and career/title advancement.	Explore creation of more formal mentoring process for OGC staff.	COMPLETE
	Continue to encourage all staff to participate in at least one professional development opportunity each year and to evaluate their participation in those opportunities.	COMPLETE
	Conduct review of title classifications to assess whether titles might be revised to reflect seniority/expertise/experience.	COMPLETE

Promote cultural competence of OGC staff.	Conduct all staff “Art of Perception” training on appreciating differences in perspective, background, and experience, and collect participant evaluations of that training.	COMPLETE
	Provide periodic diversity, equity, and inclusion-themed updates and information-sharing at staff meetings, including with respect to plan progress.	COMPLETE
	Select, with staff feedback, a diversity, equity, and inclusion-themed training (such as cultural competency inventories, unconscious bias trainings, etc.) to be conducted at OGC next year (with the idea that such a selection process will occur each year for the following year’s annual training).	COMPLETE
	Continue to encourage staff to attend diversity, equity, and inclusion-themed University events and/or diversity, equity, and inclusion-themed sessions at external conferences.	COMPLETE
	Ask staff to note and briefly describe on their annual self-evaluations the diversity, equity, and inclusion-themed events in which they participated over the course of the year, and what they learned from each.	NOT STARTED
Continue efforts to ensure all OGC staff feel welcomed and respected.	Analyze results of additional data-gathering in follow-up to OGC climate survey and make tactical recommendations as needed/appropriate.	COMPLETE
	Participate in University-wide climate assessment (expected Fall 2016).	COMPLETE
Ensure that appropriate and equitable “salary relationships exist for staff within the same classification or related classifications, taking into consideration distinguishing factors such as performance, skills, and experience.”	Have management conduct periodic salary equity reviews and update staff, as appropriate.	COMPLETE
Ensure that staff understand and feel free to report conflicts and concerns within OGC.	Have management periodically reach out to ask staff about concerns, including through monthly one-on-one sessions, through informal check-ins, and at other times as needed.	COMPLETE
	Continue to encourage staff to report concerns for resolution.	COMPLETE
Partner more visibly in the University’s or local community’s diversity, equity, and inclusion outreach efforts.	Evaluate University and community efforts in which OGC might participate; examples might include Wolverine Express or law-themed community service opportunities.	COMPLETE
	Select, with staff feedback, at least one community engagement effort in which OGC can engage as an Office.	IN PROGRESS
	Continue to expand, based on client needs and/or our perceptions thereof, the audience of the seminars, trainings, and presentations that OGC conducts on campus on legal issues related to diversity, equity, and inclusion.	IN PROGRESS
Improve accessibility of OGC’s online resources and PowerPoint presentation template formatting.	Conduct ADA review of OGC website and presentation templates.	COMPLETE

OFFICE OF GOVERNMENT RELATIONS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Develop recruitment and hiring practices that attract and successfully hire a demographically diverse staff through strategies and actions that are consistent with law.	As part of an overall exploration of workplace climate related to enhancing diversity, equity and inclusion within the unit, identify key aptitude, attitudes skills and experience we'd like to have represented in the unit as a whole.	IN PROGRESS
	Schedule a staff development session during a fall staff meeting dealing with unconscious bias or another topic related to hiring decisions and/or best hiring practice.	IN PROGRESS
Assure all staff feel recognized and supported.	Conduct climate study to assess staff's current satisfaction with working in government relations.	COMPLETE
	Hold an all staff facilitated retreat focused on planning for and implementing DE&I initiatives within government relations.	COMPLETE
Increase cross-cultural competencies for all staff.	Investigate available resources for staff development that meet the needs of staff not only in Ann Arbor but in Lansing and Washington D.C. as well.	IN PROGRESS
	Require staff to add a training goal for annual review related to diversity, equity and inclusion that helps expand our cultural competency/awareness. Staff may attend an existing training session on their own or facilitate group session such as a guest speaker or, if they prefer, sharing personal culture/heritage.	IN PROGRESS
Strategically target interactions with organizations that enhance the university's ability to meet its diversity objectives.	Identify a key set of organizations (and forums) that we currently work with and brief them on the university's diversity, equity and inclusion initiatives. Solicit feedback if appropriate.	IN PROGRESS
	Attend forums/seminars related to diversity topics hosted by other organizations especially those focused on diversity in higher education.	IN PROGRESS
	Collaborate with other University units: communications, Office of the President, admissions, as well as with external entities like the Alumni Association, to broaden the public's knowledge of the DE&I activities and why it is important	IN PROGRESS
Expand the scope of the Michigan Road Scholars program to encourage and support post-trip service opportunities.	Conduct a review/planning session for the Michigan Road Scholars program open to all staff to review program goals and activities and discuss potential enhancements.	NOT STARTED
Continue to expand and cultivate relationships with community organizations including organizations that serve or represent under-served communities.	Schedule visits with new organizations in out-state communities that may be interested in learning about the university's diversity, equity and inclusion initiative.	IN PROGRESS
	Continue staff discussion about this domain to further clarify strategies for future consideration.	NOT STARTED
Work with Wolverine Caucus planning committee to promote speakers covering diversity-related topics	Discuss concept with planning committee.	NOT STARTED
	Identify speakers on campus that have relevant expertise.	NOT STARTED

GRAHAM SUSTAINABILITY INSTITUTE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase awareness of employment opportunities among diverse groups and work toward a more diverse staff in the Graham Institute.	Include the Graham Institute Diversity, Equity and Inclusion Statement on each employment application; distribute information about open positions widely; and allow candidates a minimum of two weeks to apply to opportunities.	COMPLETE
	Conduct an annual staff questionnaire to assess awareness about Graham's commitment to diversity, equity and inclusion. Develop summary report on climate within Graham and change over time.	IN PROGRESS
	Ensure new employees receive diversity training as part of orientation conducted by central Human Resources (HR) if/when available.	COMPLETE
Ensure all staff members have equal opportunity for career advancement and equal access to professional development support.	Encourage staff to participate in at least one professional development opportunity each year.	COMPLETE
	Collect and report on professional development training completed by staff.	COMPLETE
	Conduct an annual staff questionnaire to assess awareness about Graham's commitment to staff professional development. Develop summary report on climate within Graham and change over time.	IN PROGRESS
	Promote the use of the U-M Career Navigator to learn about career pathways at Graham and throughout U-M.	COMPLETE
Ensure all staff members have a clear understanding of Graham's formal pathway for effective conflict resolution.	Enhance the Graham Institute Diversity, Non-discrimination and Conflict Resolution Policy and Procedure to incorporate formal pathways for conflict resolution and remind staff about policy annually.	COMPLETE
	Conduct an annual staff questionnaire to assess awareness about Graham's commitment to effective conflict resolution. Develop summary report on climate within Graham and change over time.	IN PROGRESS
Increase deliberate efforts to ensure Graham is a place where differences are welcomed, different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion.	Check-in with new staff at six months (supervisor and HR).	COMPLETE
	Continue encouraging staff to participate in staff socials and regular staff meetings.	COMPLETE
	Ensure existing staff and faculty receive ongoing diversity training and skill building by dedicating at least one monthly staff meeting each year to focus on issues of diversity, equity, and inclusion (e.g., trainings, skill building, reflections, etc.) and encourage ongoing discussion via staff meetings, social events, and informal interactions.	COMPLETE
	Conduct an annual questionnaire to assess awareness and satisfaction. Develop summary report on climate in Graham and change over time.	IN PROGRESS

Increase awareness of scholarship and fellowship opportunities among diverse groups, and work toward a more diverse student body in Graham programs.	Include a brief essay question focused on diversity and inclusion on each application for educational programs, grants, scholarships, and internships, and distribute information about these opportunities widely (Appendix C).	COMPLETE
	Include the Graham Institute Diversity, Equity and Inclusion Statement on all applications.	COMPLETE
	Support an annual town hall for students, conducted by students.	COMPLETE
	Review education program recruitment language annually to ensure it is inclusive of wide-ranging and diverse perspectives, related to sustainability.	COMPLETE
	Monitor and assess climate within Graham and change over time.	IN PROGRESS
Increase awareness of student employment opportunities among diverse groups and work toward a more diverse staff in the Graham Institute.	Include the Graham Institute Diversity, Equity and Inclusion Statement on each student employment application; distribute information about open positions widely; and allow candidates a minimum of two weeks to apply to opportunities.	COMPLETE
	Collect demographic information about applicants. Develop summary report on climate within Graham and change over time.	COMPLETE
Ensure students have a clear understanding of Graham's formal pathway for effective conflict resolution.	Enhance the Graham Institute Diversity, Non-discrimination and Conflict Resolution Policy and Procedure to incorporate formal pathways for conflict resolution and remind students about policy annually.	COMPLETE
	Conduct an annual student questionnaire to assess awareness about Graham's commitment to conflict resolution. Develop summary report on climate within Graham and change over time.	IN PROGRESS
Increase awareness of leadership opportunities among diverse groups and work toward more diverse advisory bodies engaging with and advising the Graham Institute.	Include the Graham Institute Diversity, Equity and Inclusion Statement on each invitation to serve on Institute and Center advisory boards; utilize current board member networks to assist with increasing diverse board representation; and, distribute information about board positions widely.	COMPLETE
	Develop summary report on climate within Graham and change over time.	IN PROGRESS
	Create additional resources that highlight the intersection of diversity and sustainability through projects sponsored by the Institute's Water, Climate, and Emerging Opportunities Centers.	COMPLETE
	Support efforts of Scholars and Fellows to host an annual event open to the public, addressing the intersection of sustainability and diversity, equity and inclusion (pending funding request).	COMPLETE
	Conduct an annual student questionnaire to assess awareness about Graham's commitment to integrating diversity, equity and inclusion into scholarly programs and curricula.	IN PROGRESS

	Include specific questions about assessing diversity, equity and inclusion as part of annual student program assessments.	COMPLETE
	Develop summary report on climate within Graham and change over time.	IN PROGRESS
	Instruct faculty and staff to foster discussions about how diversity, equity and inclusion may enhance fieldwork, engagement with practitioners and stakeholders, and student experiences.	COMPLETE
	Conduct an annual faculty and staff questionnaire to assess awareness about Graham's commitment to integrating diversity, equity and inclusion into scholarly programs and curricula.	IN PROGRESS
	Develop summary report on climate within Graham and change over time.	IN PROGRESS
Actively communicate messages about diversity, equity and inclusion; promote opportunities to engage in sustainability and diversity; and, increase the diversity of the Graham community and affiliates.	Include the Graham Diversity, Equity and Inclusion Statement prominently in key publications (e.g., website, annual report, and funding opportunities).	COMPLETE
	Continue to solicit staff and student responses about the diversity strategic plan; Graham Diversity Planning Team will review comments and incorporate changes as appropriate into future iterations of strategic plan.	COMPLETE
	Graham will schedule meetings to review and discuss final plan, goals and activities with students and staff.	COMPLETE
	Enhance the Planet Blue Ambassador Training - Community module to foster deeper engagement in the intersection of diversity, equity, inclusion and sustainability (pending funding request).	IN PROGRESS
	Support student-initiated efforts to address issues of diversity, equity and inclusion, as they relate to sustainability programs across campus.	COMPLETE
	Monitor and assess climate within Graham and change over time.	IN PROGRESS
	Include the Graham Institute Diversity, Equity and Inclusion Statement prominently in key publications (website, annual report, funding opportunities, etc.).	COMPLETE
	Review and discuss final plan, goals and activities with advisory bodies.	COMPLETE
	Monitor and assess climate within Graham and change over time.	IN PROGRESS

Identify and implement communication methods to increase diversity, equity and inclusion in key publications, program promotional efforts, and daily activities.

Convey the Institute's sustainability vision for the future by incorporating the Graham Institute Diversity, Equity and Inclusion Statement into the Institute's sustainability vision.

COMPLETE

Collect information to develop a broader, more comprehensive distribution list. Graham leaders and staff will add diverse groups and centers to distribution lists to broaden engagement.

COMPLETE

Include both written and visual information about the Graham Institute's commitment to diversity, equity and inclusion in communication and public outreach efforts, including the website, presentations, and other promotional tools, and specifically include the Graham Institute Diversity, Equity and Inclusion Statement in Graham communications and outreach tools.

COMPLETE

Communicate how the Graham Institute and partners are making a difference in sustainability knowledge, learning and leadership by selecting key projects/initiatives that fit the lens of diversity, equity and inclusion, and highlight these through outreach efforts.

COMPLETE

Implement better distribution methods to include a comprehensive list of organizations committed to a policy of equal opportunity for all persons, including those that address issues of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status; and update lists annually.

COMPLETE

Implement a marketing and outreach plan to promote the use of the enhanced Planet Blue Ambassador Community module demonstrating diversity and inclusion in sustainability activities (pending funding request).

IN PROGRESS

Leverage the proposed development and launch of a public campaign, led by the President and Provost, that positions diversity and an inclusive campus climate as core values of the University of Michigan (General Recommendations, Office of the Provost, Committee on Diversity, Equity and Inclusion, 13 recommendations).

COMPLETE

Promote the work Graham is doing in raising awareness about diversity, equity and inclusion as part of project efforts led by our Climate, Water and Emerging Opportunities centers.

COMPLETE

Monitor and assess climate within Graham and change over time.

IN PROGRESS

Convey the Institute's sustainability vision for the future by incorporating the Graham Institute Diversity, Equity and Inclusion Statement into the Institute's sustainability vision.

COMPLETE

Implement better distribution methods to include an inclusive list of organizations committed to a policy of equal opportunity for all persons, including those that address issues of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status; and update lists annually.

COMPLETE

Monitor and assess climate within Graham and change over time.

IN PROGRESS

INSTITUTE FOR SOCIAL RESEARCH

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of faculty across many dimensions.	Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including: Designation of a member of faculty search committees as a diversity champion who is empowered to and responsible for encouraging outreach and awareness of diversity, equity, and inclusion issues in the search process.	NOT STARTED
	Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including: Appropriate training for all members of faculty search committees.	IN PROGRESS
	Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including: Copy of the University of Michigan's Handbook for Faculty Searches and Hiring for all members of faculty search committees.	IN PROGRESS
	Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including: Documentation of efforts to reach diverse faculty as part of the search process.	IN PROGRESS
	Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including: Language in each faculty posting that indicates, "The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse faculty as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning".	COMPLETE
	Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including: Outreach to professional associations, networks, and individuals who may include or reach under-represented researchers and assure that they receive any new faculty posting (e.g., participants in NIH F31 and other relevant training programs, Ford Foundation fellowship programs, NSF graduate research programs, Rackham Merit fellows, program officers associated with each of these programs, and professional associations of under-represented researchers).	IN PROGRESS
	Increase ISR participation in professional meetings of scientists from under-represented groups (e.g., booths with information about ICPSR, core survey programs, etc.).	NOT STARTED

	Reach out to other U-M departments to indicate ISR's interest in partnering in faculty hires, both as faculty associates and research professors.	IN PROGRESS
	Reach out to current U-M faculty with a commitment to diversity and invite them to be (and sponsor them as) faculty associates or research professors.	IN PROGRESS
	Increase the diversity of invitees to faculty seminars in each center.	IN PROGRESS
	Work with U-M to expand the presidential fellows program or similar efforts to recruit emerging scholars to the social sciences who have a demonstrated commitment to diversity.	IN PROGRESS
	Facilitate and encourage applications for NIH Minority Supplements.	NOT STARTED
Assure consistent support for career development of junior faculty.	Design and support an early-career faculty mentoring program that will identify and appoint a faculty mentor for all junior faculty whose primary appointment is at ISR, so that each junior faculty member has at least one senior faculty member to whom they can go for questions and guidance.	IN PROGRESS
	Assure timely and constructive annual and third-year reviews, in accordance with U-M policies and procedures, for all junior faculty whose primary appointment is at ISR.	IN PROGRESS
	Encourage and support participation of junior faculty in programs such as the Center for the Education of Women's Women of Color in the Academy Project.	IN PROGRESS
	Add explicit evaluation of efforts to develop junior faculty to annual reviews of center directors and senior faculty.	IN PROGRESS
	Create institutional supports for post-doctoral fellows to integrate them fully into the Institute.	NOT STARTED
Assure the equitable use of research professor and research scientist tracks.	Appoint a committee to conduct a systematic evaluation of the de jure and de facto use of scientist and professor tracks and make recommendations for process and criteria for future appointments.	NOT STARTED
	Communicate to junior faculty the criteria for promotion in each track and the mechanisms for moving between tracks.	IN PROGRESS

Diversify the leadership of ISR, including center directors, program directors, and senior faculty.	Add explicit evaluation of contributions indicating commitment to diversity to center directors' and program directors' annual reviews.	IN PROGRESS
	Include a question regarding contributions showing commitment to diversity, equity, and inclusion on all faculty annual reviews.	IN PROGRESS
	Designate a portion of merit review funds (or the portion of overhead returned) to be awarded on the basis of contributions demonstrating commitment to diversity.	IN PROGRESS
Increase the diversity of staff across many dimensions.	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Development of an agreement to uphold principles of DEI, to be distributed to all search committee members and hiring managers.	NOT STARTED
	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Appropriate diversity-related training for all members of staff search committees.	IN PROGRESS
	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Posting of all new staff positions for at least two weeks.	COMPLETE
	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Language in each staff posting that indicates, "The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning".	COMPLETE
	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Advertising of all new staff positions through outlets that reach diverse populations.	IN PROGRESS
	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Development of job and skill-specific resources to facilitate outreach by principal investigators and other program personnel to diverse populations.	IN PROGRESS
	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Development of interview tools and sample questions that may promote diversity in hiring.	IN PROGRESS
	Identify specific efforts to increase diversity to be included in every staff search or new appointment, including: Development of a mechanism to identify potential new hires associated with grant applications.	IN PROGRESS

Assure consistent, equitable, and transparent support for staff development.	Implement a staff mentoring program for recent employees.	IN PROGRESS
	Encourage participation of staff in U-M sponsored career development programs; provide information about these opportunities through ISR communication outlets.	IN PROGRESS
	Clarify and communicate center policies and priorities regarding staff training and career development to supervisors and staff.	NOT STARTED
	Post all new ISR staff positions on a page on the ISR intranet.	COMPLETE
	Produce annual reports on internal promotions and exits, with recommendations for policy changes if necessary, to improve staff development and retention.	IN PROGRESS
Promote sensitivity and awareness of faculty and staff supervisors to issues of diversity, equity and inclusion.	Identify and make available to supervisors appropriate training programs offered at the university.	IN PROGRESS
	Include participation in diversity training in annual review of faculty and staff supervisors.	IN PROGRESS
	Include question about efforts to contribute to diversity in the annual reviews of all faculty and staff.	IN PROGRESS
Increase diversity in SRC's masters and PhD students in the Michigan Program in Survey Methodology (MPSM), as well as students in SRC's Summer Institute in Survey Research Techniques.	Add optional questions on race, ethnicity, nationality, gender identity, and veteran status (comparable to university data on degree students) to registration form for Summer Institute applicants.	IN PROGRESS
	Increase efforts to recruit and publicize programs in various mediums to reach under-represented populations, including outreach by MPSM faculty and the MPSM Rackham diversity ally to students from under-represented groups at U-M and other universities, in an effort to diversify applicant pools.	IN PROGRESS
	Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to degree programs.	IN PROGRESS
	Include in selection criteria (and feature in promotional materials): Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S.; Experience of financial hardship as a result of family economic circumstances; Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college.	IN PROGRESS
	Identify new sources of financial support for graduate students, including those from under-represented groups.	NOT STARTED

Increase the diversity of participants, instructors, and staff involved in the ICPSR Summer Program in Quantitative Methods of Social Research.	Engage in outreach to maintain and expand the diversity of applicants to the ICPSR Summer Program.	IN PROGRESS
	Engage in outreach to maintain and expand the diversity of applicants for instructional and support staff.	IN PROGRESS
	Increase outreach efforts to students from under-represented groups to encourage them to apply.	IN PROGRESS
	Expand the Summer Program's curriculum to offer additional workshops, lectures, and discussions on issues of diversity, equity, and inclusion.	IN PROGRESS
Maintain the diversity of participants in the Population Studies Center (PSC) pre- and post-doctoral programs.	Continue efforts to increase applications from under-represented populations.	IN PROGRESS
	Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to degree programs.	IN PROGRESS
	Include is selection criteria (and feature in promotional materials): Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; Experience of financial hardship as a result of family economic circumstances; Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college.	IN PROGRESS
	Facilitate and encourage applications for NIH Minority Supplements.	IN PROGRESS
Increase the diversity of graduate student researchers in ISR.	Work with other post-doctoral sponsors in the Institute to create supports for post-doctoral fellows and integrate them fully into the Institute.	NOT STARTED
	Increase efforts to recruit and publicize opportunities in various mediums that reach under-represented populations in an effort to diversify applicant pools.	NOT STARTED
Assure inclusion of ISR graduate students in ISR activities.	Provide information and support for applications for NIH diversity supplements.	IN PROGRESS
	Hold lunch with program, center, and institute leadership with all graduate students in ISR (Survey Methodology students, PSC pre-doctoral fellows, and GSRA's) to discuss their goals and concerns.	IN PROGRESS
Increase the diversity of undergraduate research assistants in ISR.	Include information about UROP and SROP in ISR communication outlets.	IN PROGRESS
	Prepare outreach strategies that faculty and staff can use to encourage applications from students from diverse backgrounds (e.g., groups for students of color in relevant majors) and disseminate that information.	IN PROGRESS

	Identify opportunities for external funding for under-represented undergraduates to participate in ISR-sponsored research and share those opportunities (repeatedly) with faculty.	NOT STARTED
	Continue ICPSR summer internship program.	IN PROGRESS
Increase the coverage of topics related to diversity in all ISR training programs.	Create an annual interdisciplinary workshop on the quantification of racism.	IN PROGRESS
	Develop an initiative in quantitative gender studies.	NOT STARTED
	Include topics related to diversity, inclusion, and racism in seminars.	IN PROGRESS
	Expand curricular offerings in degree and non-degree programs on issues of diversity, equity, and inclusion.	IN PROGRESS
Increase research on diversity, equity, and inclusion.	Monitor and distribute public and foundation solicitations for research on diversity, equity, and inclusion.	NOT STARTED
	Promote results of ISR studies on diversity, equity, and inclusion through various media outlets.	NOT STARTED
	Where appropriate, begin modifying our survey questionnaires to include standardized inclusion of questions regarding sexual identity and/or preferences so that research can be done on issues of relevance to under-represented populations.	NOT STARTED
	Continue efforts to retain and recruit Minority Serving Institutions (MSIs) and under-resourced institutions as members of ICPSR.	NOT STARTED
	Enhance the diversity of ICPSR data holdings and expand outreach to provide access to under-represented populations.	NOT STARTED
Create an inclusive, welcoming environment with collegial relationships and interactions at all levels to foster staff growth.	Design and implement an improved all-ISR orientation program for new faculty, staff, and students, and decide on frequency of orientation.	IN PROGRESS
	Improve ISR website (intranet and internet) navigation instructions to help staff locate ISR information (events, professional development opportunities, ISR organizational chart).	IN PROGRESS
	Add faculty, staff, and student photos (with permission) to an internal ISR directory.	NOT STARTED
	Advertise link to intranet site where staff may anonymously report concerns and make suggestions; Identify appropriate staff to receive postings from link to intranet site; Produce annual report aggregating posting topics for ISR leadership.	COMPLETE
	Modify current ISR email list to include all of the ISR community, including contingent staff and students in degree programs.	IN PROGRESS

	Establish cross-center staff working groups on common tasks.	NOT STARTED
	Provide signs and nameplates for navigating through the building.	NOT STARTED
	Review other staff recognition programs throughout U-M (e.g., UMHS employee recognition program) and design all-ISR program.	NOT STARTED
Create a work environment such that staff, faculty, and students with disabilities—including, but not limited to, visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities—are fully included and do not face barriers that prevent them from performing their job duties.	Evaluate ISR intranet and center intranets for compliance with WCAG 2.0 levels A and AA; make corrections to bring into compliance.	NOT STARTED
	Evaluate ISR timesheet software for compliance with Section 508 standards for Electronic and Information Technology for software; make corrections to bring into compliance or replace with new, accessible timesheet software.	NOT STARTED
	Add link for accommodation requests to ISR intranet.	COMPLETE
	Ensure all ISR community members are able physically to access areas of building as well as online events, such as webinars, necessary for performing their job duties.	NOT STARTED
	Ensure that invitations to large events or meetings include statement that, “Accommodations can be provided upon request,” and refers people to appropriate resources.	COMPLETE
	Provide an accessibility “point person” (or persons) whom people with accessibility issues can contact to coordinate assistance.	COMPLETE
	Establish ISR-wide group on improving accessibility of our research products.	IN PROGRESS
Increase awareness of diversity-related issues across ISR faculty, staff, and students.	Continue and encourage participation in ISR Reads.	IN PROGRESS
	Establish quarterly events, such as movies on DEI-related topics; rotate time and location (ISR-Perry and ISR-Thompson) to encourage broad participation; include stories on these seminars and events in ISR News Notes and center surveys and websites.	IN PROGRESS
	Enhance portraits and other artwork in lobbies, atria, and meeting rooms to reflect the diverse participants in the ISR research enterprise.	IN PROGRESS
Assure equitable treatment in salary and opportunity for promotion.	Conduct study of staff salaries and promotions, examining, to the extent possible, differences across centers (or the university as a whole), projects, job classifications, race/gender backgrounds, disability status, educational attainment, veteran status, age, and years of experience.	IN PROGRESS

Contribute to the local community's capacity to serve and understand our diverse community.

Continue participation in Data Dive and participate in similar initiatives such as Data DiscoTech and the Detroit Digital Justice Coalition.

IN PROGRESS

Continue participation in service activities such as PowWow, Washtenaw Intermediate School District's Education Project for Homeless Youth and participate in similar initiatives such as the Juneteenth Celebration organized by the Ann Arbor branch of the NAACP.

IN PROGRESS

LAW SCHOOL

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
To assemble an exceptional community of talented and interesting students with diverse backgrounds, identities, and perspectives, who will flourish in and out of the classroom and go on to accomplished careers.	Pre-admit stage: continue devoting considerable resources to soliciting applications from a broad spectrum of potential candidates through extensive recruiting travel, including to institutions and other venues with a verified record of producing qualified applicants from diverse backgrounds.	COMPLETE
	Pre-admit stage: participation in pipeline initiatives such as the Council on Legal Education Opportunity and the Graduate Horizons Conference.	COMPLETE
	Pre-admit stage: building relationships with advisors at key institutions such as University of Texas– El Paso Law School Preparation Institute; the Pre-law Summer Institute at the American Indian Law Center; and historically black colleges and universities.	COMPLETE
	Pre-admit stage: solicitation via the LSAC's Candidate Referral Service of a wide range of qualified candidates, using multiple "touches," such as mail and email from both institutional and student actors, as well as broad use of fee waivers.	COMPLETE
	Admissions stage: use a forward-looking assessment and evaluation criteria that are holistic in two important senses: (1) the criteria are individualized and non-mechanical, encompassing a wide and evolving range of considerations; and (2) we consider the diversity of the class as a whole, across many dimensions, particularly those that are relevant to the development of law, including socioeconomic background, academic training, or a demonstrated interest in or commitment to issues relating to LGBTQ, visible and invisible disability, language facility, religious conviction and training, or political viewpoint.	COMPLETE
	Post-admit stage: Continue striving to enroll those whom we admit by devoting considerable resources to communicating with admitted students to address their concerns and develop their sense of community: Individualized outreach to every admitted student who self-identifies as a racial minority from at least one member of the Admissions and Financial Aid staff, to communicate general information about available financial resources (institutional and external scholarships; institutional need-based financial aid; summer loan and grant support; post-graduate grant support; post-graduate debt management support); encourage campus visits, particularly during Preview Weekend; ascertain other opportunities for recruiting (e.g., through connections to faculty or administrators, or current students); facilitation of outreach by current students and alumni to admitted students; and developing creative recruiting initiatives, e.g., our video addressing the perspective of specific identity groups.	COMPLETE

To build the diversity of the Law School faculty through creative and consistent outreach.

Tracking the winners of awards that recognize scholars and scholarship in fields focusing on underrepresented populations in order to identify potential faculty candidates.

NOT STARTED

Informally mentoring diverse scholars at other schools who may, in the future, be potential faculty candidates.

NOT STARTED

Developing relationships with diverse scholars in doctoral programs and fellowships at other schools who may, in the future, be potential faculty candidates.

COMPLETE

Undertaking benchmarking studies to identify methods that peer schools have successfully utilized to increase diversity.

NOT STARTED

Considering various pipeline initiatives, such as fellowship or Visiting Assistant Professor programs, which could enable the Law School to identify and train entry level academics in fields focusing on underrepresented populations .

COMPLETE

Continually engaging the faculty in conversations about hiring criteria and tradeoffs (i.e., proven track record vs. potential and "coachability") and methods of identifying qualified candidates from underrepresented backgrounds to diversify applicant pools.

NOT STARTED

Proactively seeking new faculty hires in underrepresented disciplines.

NOT STARTED

Improving both attraction of new faculty and retention of current faculty by nurturing hospitable faculty climate.

IN PROGRESS

Continuing efforts to expand talent pool for new faculty hires by looking for candidates not already seeking employment as faculty.

COMPLETE

Considering use of criteria in faculty hiring decisions that may decrease conscious or subconscious evaluation processes that might reduce diversity of faculty.

COMPLETE

Meeting with the University's STRIDE Committee to seek advice on best hiring practices and strategies for improving faculty diversity.

COMPLETE

Asking teams of faculty to read the work of broad pools of potential candidates and to articulate detailed feedback on the candidates' work, rather than relying on reputation or status markers.

COMPLETE

Ensuring that the pools of candidates interviewed in the entry-level market contain candidates from a wide variety of backgrounds.

COMPLETE

	Seeking potential entry-level candidates who are not currently on t Identifying academic programs or conferences focused on issues of particular interest to underrepresented populations in order to identify potential faculty candidates.	NOT STARTED
	he academic market, but might be interested in considering an academic career.	COMPLETE
	Conveying advice to the faculty about hiring habits that sometimes bias the hiring process against attracting a diverse faculty, such as over-relying on interviews or validation from peer networks.	NOT STARTED
To continue our record of successful recruitment, hiring, and retention of diverse populations.	Continuing to regularly engage staff in conversations about recruiting and hiring criteria.	COMPLETE
	Structuring interview processes to allow for exposure of candidate to a wide range of members of our community.	COMPLETE
	Development of broad pools of candidates, devoting resources, as appropriate, to actively recruiting from a variety of sources.	COMPLETE
	Seeking to improve attraction and retention by nurturing a hospitable climate.	IN PROGRESS
Students will describe the Law School classroom as challenging, welcoming, and inclusive, and will feel that the Law School takes diversity, equity, and inclusion issues seriously; is responsive to related concerns; and supports related programming outside of the classroom.	Pop-up panels—Work with a variety of students to identify topics, invite speakers, and design a program to respond to current events that involve diversity, equity, and inclusion issues. This programming should be timely, informative, and provide a setting for the law school community to address important topics.	COMPLETE
	Law School Community Dialogues—The series will take an important diversity, equity, and inclusion topic and provide an in-depth analysis of its legal, social, and historical aspects, providing a forum for a variety of viewpoints, and putting special emphasis on teaching students to discuss difficult issues in a public setting in a professional manner. In 2015-2016 academic year, four sessions will be offered in the Winter term, providing an analysis of race, law enforcement, and the use of force.	IN PROGRESS
	Provide a website and meetings for students to voice opinions and provide suggestions on issues of diversity, equity, and inclusion.	COMPLETE
	Consistent communication by administration to students regarding the state of diversity, equity, and inclusion efforts.	IN PROGRESS
	Continually consult with the University's Program on InterGroup Relations, and others, for student dialogue resources.	COMPLETE
	As necessary for conflict resolution, continued reliance on current student grievance processes relating to conduct of faculty and staff, and to conduct of students.	COMPLETE

Faculty members will feel well-resourced and supported in their efforts to provide a challenging, welcoming, and inclusive classroom, and will regularly raise diversity, equity, and inclusion issues when they naturally arise in the curriculum and will lead respectful discussions of those issues in ways that promote participation by all students and encourage the voicing of a variety of points of view.	Provide feedback to the faculty on student concerns.	IN PROGRESS
	Provide programming for faculty to discuss challenges to inclusive teaching.	IN PROGRESS
	Invite faculty to informal sessions during the term to focus on specific issues of inclusive teaching, and to plan what topics are of most interest to the faculty for future programs.	NOT STARTED
	Continually consult with the University's Center for Research on Learning and Teaching, and others, for inclusive teaching resources.	COMPLETE
	As necessary for conflict resolution, continued reliance upon the current University policy for faculty ombudsperson, along with current Law School process for faculty grievance.	COMPLETE
To continue our record of diverse recruitment and hiring, as well as our lack of complaints to the Office for Institutional Equity, while improving the overall satisfaction of staff with the working environment, specifically, increasing opportunities for staff development and interactions, including staff interactions with both students and faculty.	Providing training for senior administrators on wide-ranging issues of support for diverse populations.	IN PROGRESS
	Re-introduction of community-building initiatives, such as the staff newsletter.	COMPLETE
	Development of community-building events, both purely social in nature (e.g., Museum of Art lunch visit; post-exam reception for faculty and staff), as well as work-focused (e.g., summer workshops on skill-building).	COMPLETE
	As necessary for conflict resolution, continued reliance upon current University staff grievance and mediation procedures.	COMPLETE

LIFE SCIENCES INSTITUTE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Work through ADVANCE to conduct first-ever climate survey within the LSI faculty, staff, graduate student and postdoctoral fellow classifications to address workplace environment in general with questions also focused on DE&I issues.	Address within LSI DSPT "incentives" for LSI constituent completion of climate survey.	COMPLETE
	Work with ADVANCE for review of revised surveys and requests for responses from LSI constituents in Fall 2016.	COMPLETE
	Work with ADVANCE to receive aggregated results from climate survey.	COMPLETE
	LSI DSPT will review information to determine initiatives, actions, and next steps.	IN PROGRESS
	Based on LSI DSPT discussion, make a recommendation within strategic plan for timing of follow-on climate surveys.	COMPLETE

Increase LSI impact on diversity, equity and inclusion goals through partnerships with existing U-M student and diversity focused groups.	Investigate process for funding requests by recognized student groups or other University programs focused on diversity outreach or equity and inclusion elements.	NOT STARTED
	Create specific budget allocation for sponsorship of recognized student organization/University program funding requests.	COMPLETE
Increase LSI impact on diversity, equity and inclusion goals through the garnering of funding support and/or allocation of existing LSI funding for diversity efforts.	Research prospects/donors who have an interest in supporting efforts to enhance diversity across any demographic or aspect applicable to the LSI.	IN PROGRESS
	Based on prospect/donor review, make contacts to specifically address this focused need.	IN PROGRESS
	Research potential members for the LSI Leadership Council (a donor-based committee), including females and underrepresented minorities as well as other individuals with a commitment to DEI efforts.	IN PROGRESS
Increase our outreach efforts to enhance the recruitment of underrepresented minority faculty members at all ranks.	Create communications materials that showcase our existing faculty diversity demographics as well as interdisciplinarity of our research.	IN PROGRESS
	Work closely with partner units to increase diversity in the applicant pool for faculty recruitment.	IN PROGRESS
Best ensure the retention of LSI faculty through the provision of a work environment where they feel heard, included and invested.	Investigate creation of a more formalized peer mentoring structure.	COMPLETE
	Conduct leadership communication with each faculty member's tenure department to determine proactively any unmet or upcoming needs, opportunities or interests.	IN PROGRESS
	Ensure the offering of exit interviews (investigate creation of online survey) to ascertain why individuals are leaving employment with the LSI.	COMPLETE
Increase outreach efforts for recruitment and retention of underrepresented minority staff members within the administrative and laboratory positions.	Advertise positions on job boards focused on underrepresented minority groups to increase the diversity of applicant pools. (i.e., Assn of Black Professionals, Faculty, Administrators and Staff; AsianInHigherEd.com, HispanicInHigherEd.com, BlacksInHigherEd.com; HigherEd.com; LatinosInHigherEd.com; minoritypostdoc.org; AAAS Minority Scientists Network, etc.).	COMPLETE
	For LSI open positions, LSI HR will also review the applicant pool to assure that all have been considered based on the job requirements and qualifications of the applicants.	COMPLETE
	Ensure offering of exit interviews (investigate creation of online survey) to gather data.	COMPLETE
	Offer opportunities for campus wide education including onsite presentations.	COMPLETE
	Discuss inclusion of DEI related performance goals within staff evaluations.	IN PROGRESS

	Track the rate of turnover, lateral or upward moves in staff positions.	IN PROGRESS
Increase our outreach efforts to enhance the recruitment of minority students, including partnering with other units to promote diversity in the student pool.	Work with other units including Rackham, UROP, UM PREP, Sigma Xi to develop initiatives to encourage application of graduating undergraduate at peer institutions.	IN PROGRESS
	Continue and strengthen ties to external entities with potential pipelines for graduate students from diverse backgrounds.	IN PROGRESS
	Seek means to provide financial support for all students, including underrepresented minorities, that will supplement or replace funding.	IN PROGRESS
	Actively encourage all LSI faculty to enroll as a faculty mentor within UM's UROP and SROP programs and other similar programs external to UM (such as HHMI EXROP).	IN PROGRESS
	Increase faculty participation in the Interdisciplinary REU program that brings in highly talented undergraduates, including those from underrepresented groups, to the UM campus.	NOT STARTED
	Investigate the ability for LSI to participate in the welcome week activities across campus (open house, building tours, poster/booth, welcome wagon) or sponsor activities focused on incoming students.	NOT STARTED
	Partner with feeder departments to emphasize diversity of rotation students.	NOT STARTED
	Explore incentivization/disincentivization options for increasing diversity.	NOT STARTED
Increase/maintain retention the number of graduate students that are from currently underrepresented groups.	Seek out former students to determine if they have chosen to pursue a career in the life sciences.	IN PROGRESS
	Research conducting a survey of alumni and former students for feedback on climate while at the LSI.	IN PROGRESS
	Have regular meetings to coordinate with feeder units.	COMPLETE
	Include training in inclusion, respect and diversity as part of onboarding for graduate students.	IN PROGRESS
	Have a MORE Committee (Mentoring Others Results in Excellence) with all LSI faculty to share and enforce best practices for mentoring.	IN PROGRESS
	Track the amount of time PhD candidates in LSI labs take to obtain their degree.	COMPLETE
	Track the number of graduate students with lab rotations in the LSI as part of their pre-candidate time.	IN PROGRESS

	Track the number of those that choose a LSI faculty for their mentor and why.	COMPLETE
	Track how many do not have an LSI faculty member and attempt to get details on why - simply a matter of science or other issues.	COMPLETE
	Track the success rate of gaining a postdoc position in academia or a job after graduation.	COMPLETE
	Ensure the offering of exit interviews (investigate creation of online survey) to ascertain why individuals are leaving the LSI.	IN PROGRESS
Increase our outreach efforts to enhance the recruitment of postdoctoral scholars and fellows who are from groups underrepresented at the LSI.	Encourage faculty at the LSI who are currently seeking to fill vacancies to include language emphasizing that the LSI and U-M strive to enhance diversity, equity and inclusion as part of a rigorous research environment.	IN PROGRESS
	Pursue creation of budget line to provide support to defray the cost of visiting the LSI to actively engaged candidates.	COMPLETE
	Ensure that all postings for employment are made available through employment sites tailored to specific groups as described for Staff hires.	IN PROGRESS
	Audit of postdoc pipeline to establish baseline.	NOT STARTED
	Better understand national statistics on postdoctoral pool.	IN PROGRESS
	Consider another recruitment program, similar to LSI Fellows Program.	COMPLETE
	Track where the fellows go when they leave.	IN PROGRESS
	Ensure the offering of exit interviews (investigate creation of online survey) to ascertain why individuals are leaving the LSI.	COMPLETE
Increase LSI reach within earlier educational decision-making and student interests.	Research opportunities for community outreach to local high schools and those in Southeastern Michigan to communicate the types of research conducted at the LSI.	COMPLETE
	Meet with university units focused on high school outreach to determine opportunities for sponsorship or LSI inclusion (Center for Educational Outreach, University Outreach Council, Wolverine Pathways).	COMPLETE
	Review expansion of faculty public presentations to other forums more accessible for diverse groups.	IN PROGRESS
Increase community building and inclusiveness through LSI Grads Group.	Incorporate training/discussions applicable to diversity, equity and inclusion topics within annual LSI Grads Group calendar of events.	IN PROGRESS

	Expand communication efforts to encourage increased attendance at LSI Grads Group events/meeting.	COMPLETE
	Increase faculty attendance at relevant LSI Grads group discussions.	COMPLETE
Increase community building and inclusiveness through LSI Postdocs Group.	Incorporate training/discussions applicable to diversity, equity and inclusion topics within annual LSI Postdocs Group calendar of events.	IN PROGRESS
	Investigate inclusion of management training for supervising employees into LSI Postdocs Group calendar of events.	IN PROGRESS
	Expand communication efforts to encourage increased attendance at LSI Postdocs Group events/meeting.	IN PROGRESS
	Increase faculty attendance at relevant LSI Postdocs Group discussions.	IN PROGRESS
Continue and deepen engagement of constituencies with regard to developing, evaluating and prioritizing actions and strategies for how to improve diversity, equity and inclusion.	Investigate hiring of staff member focused on the issues presented in the strategic plan and other related goals of the LSI	COMPLETE
	Create electronic comments-box for anonymous feedback on LSI related items.	COMPLETE
	Investigate training for creation of an ombuds group of peers within each constituent group of the LSI to better enable freedom of opinions, handling of issues, etc. and to create an additional pathway for potential/actual conflict resolution.	IN PROGRESS
	Investigate integration/feasibility of a building-wide off-site retreat geared towards community building with joint discussions, break-out sessions and presentations.	IN PROGRESS
	Discuss inclusion of DEI topics within LSI onboarding as part of LSI Onboarding Task Force work currently underway.	IN PROGRESS
	Sponsor/co-sponsor with another university department/unit focused events for MLK Day, Black History Month, and other related diversity considerations.	IN PROGRESS
	Hold multiple open discussions of the proposed five-year plan objectives and FY actions.	IN PROGRESS
	Ensure printed and electronic communications reflect the institute's existing diversity, as well as our aspirations in becoming even more diverse.	COMPLETE
	Seek input from multiple constituencies on plan updates and revisions for Year Two.	IN PROGRESS
	Pursue funding/resources for focused support on DE&I (temp, term limited hire, work study, student project).	COMPLETE

	Include diversity topics in LSI's internal branding communications toolkit.	COMPLETE
Increase information and practices to better maximize the likelihood that diverse, well-qualified candidates for faculty positions will be identified.	All individuals involved in faculty-related decision-making shall attend the Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) training provided through ADVANCE.	COMPLETE
Increase cultural awareness of different cultural groups and identities.	Incorporate education sessions at monthly all staff meetings applicable to diversity, equity and inclusion topics.	COMPLETE
	Determine appropriate management training session required for all LSI administrative directors during FY17.	COMPLETE
	Create best practices guidelines that incorporate feedback from all staff and management training sessions that will be shared with faculty and lab managers.	NOT STARTED
Improve accessibility of LSI website and other online resources.	Conduct ADA review of all LSI website and web resources.	COMPLETE
	Incorporate accessibility principles and "design for everyone" as a central tenet of the redesign of the LSI's website.	COMPLETE
Enhance the communication and outreach of the LSI scientific centers to ensure greater knowledge of the services, support, expertise and technology available to all members of the University and external customers.	Conduct review of all LSI center website and web resources to ensure language is clear about service and support available for all users and potential customers.	IN PROGRESS
	Incorporate relevant DE&I information with center materials/website.	IN PROGRESS
	Research opportunities for training presentations/seminars to students, postdocs and other units on campus.	COMPLETE

MATTHAEI BOTANICAL GARDEN & NICHOLS ARB

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Make progress toward our long-term vision of improving the diversity of Matthaei-Nichols staff, interns, volunteers and visitors by putting DEI at the center of our recruitment, hiring and retention practices.	Establish inclusive hiring policies for student interns, volunteers and regular staff including: (1) a statement that our hiring shall be free from bias, (2) a mechanism by which applicants can be judged by their capacity and not just their specific experiences, and (3) a statement that we believe diversity strengthens our ability to accomplish our mission.	COMPLETE
	Extend our existing unbiased hiring processes for regular employees to include intern hires as well as regular staff (we use a weighted rubric to ensure that the regular hiring process is free from bias).	IN PROGRESS
	Educate ourselves on hiring practices that will create the possibility for greater staff diversity, such as providing a scoring mechanism for capacity rather than specific experiences in our hiring rubric.	COMPLETE

	Educate ourselves on recruiting practices that will invite more diversity in the applicant pool, beginning with meetings with campus experts on DEI (such as ADVANCE and others recommended by the DEI planning project managers) and with a review of published materials on this topic. Such practices might include broader language in advertisements, networking with organizations that provide vocational services to diverse people, and extending the hiring timeline if applicant pools lack diversity.	IN PROGRESS
	Treat every hiring process, including the proposed new Campus Farm manager, as an opportunity to evaluate and improve our recruitment and hiring processes.	COMPLETE
	Revise our compensation policy to state that our goal is to pay the U-M median to all staff members who have performed competently in their jobs for five years.	IN PROGRESS
Be a key site to facilitate the pipeline DEI objectives of other University units.	Work with Wolverine Pathways implementers to identify how we can best serve this key campus-wide priority (we have already begun working with WP personnel and are already on target to participate as a key learning site).	COMPLETE
	Identify and explore additional options for serving the DEI goals of other units, beginning with providing information about the resources we offer to the DEI planning leads.	COMPLETE
	Pilot a middle and high school nature education program under our Nature Initiative in collaboration with CEO to provide critical nature experiences for youth from underserved schools in Detroit and serve as a potential recruiting pipeline for the University.	COMPLETE
Increase diversity, equity and inclusion among participants in our U-M student programs.	Hire Campus Farm manager to make our sustainable food programs a model both of sustainable agriculture and outreach for diversity, equity and inclusion.	COMPLETE
	Begin implementation of the Higher Education Challenge grant program to engage diverse students in sustainable food systems.	COMPLETE
	Focus the educational component of our Nature Academy summer internships on vocational training, to provide our increasingly diverse student workers better opportunities in the professional marketplace.	COMPLETE
	Extend invitations to apply for internships to the over 100 M-STEM and Bridge Program students who participate in our programs every summer.	COMPLETE
	Provide low/no cost transportation options to Matthaei (see below).	COMPLETE
Build DEI skills among our student interns.	Include a DEI workshop as one of the formal bimonthly educational workshops that Matthaei-Nichols offers as part of the Nature Academy internship program.	COMPLETE

	Encourage interns to get to know one another and enrich each other by creating a framework for informal skill-sharing sessions (which sprang up spontaneously among the interns last summer) – over time, as our recruitment and hiring efforts increase the diversity of participating students, these skill-sharing sessions will further the University's goal of not just increasing diversity but enriching students by helping them get to know others from different backgrounds.	IN PROGRESS
Use our Nature Academy to address DE&I issues in environmental organizations in our society as a whole.	Focus the educational component of our Nature Academy summer internships on vocational training, to provide our increasingly diverse student workers better opportunities in the professional marketplace.	COMPLETE
Create a culture and environment of inclusivity and equity.	Ensure that DE&I values and activities are adopted by integrating DE&I goals and actions into our strategic plan.	COMPLETE
	Conduct a market study to determine who uses our landscapes and programs and who does not, with a focus on identifying the barriers to participation (if such a study is funded).	NOT STARTED
	Schedule and require staff attendance at annual cultural sensitivity training.	COMPLETE
	Work with DE&I committee to establish a plan for conflict resolution, making use of University resources for this purpose.	IN PROGRESS
Remove a key barrier to participation in our landscapes and programs by providing no-cost, safe transportation options to Matthaei Botanical Gardens in the form of a shared use trail and a public bus.	Actively seek funding from private donors and grantors to bridge the funding gap to construct the \$3.7M Dixboro Road shared use trail.	COMPLETE
	Request the University to bridge the final funding gap for the shared use trail, if any.	COMPLETE
	Request the President's Office to direct Parking and Transportation Services to ensure that Matthaei Botanical Gardens is served by a U-M or other public bus line (goal of having a bus line in place by FY2019).	COMPLETE
Provide exhibits and outreach that invite participation and increase mutual understanding.	Peony Blossoms & Pure Melodies event.	COMPLETE
	Complete interpretation and labeling of plants in Great Lakes Gardens in Anishinaabek.	IN PROGRESS

MICHIGAN MEDICINE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Develop aligned criteria and guidance for recruitment, hiring and selection that support diverse applicant pools.	Gather data on all existing criteria and guidance used throughout UMHS.	COMPLETE
	Select best practices for diverse and inclusive recruitment, hiring, and selection.	COMPLETE

	Develop comprehensive and consistent recruitment resource kits that can be used by all units and that fully acquaint applicants with all benefits of joining the UMHS/UM community, including diverse/inclusive community resources and supports in Ann Arbor and surrounding areas.	COMPLETE
	Develop centralized recruitment resource list for students/faculty.	COMPLETE
	Develop toolkit of recruitment strategies, guidelines for inclusive search and hiring activities, behaviorally based interview questions, suggested assessment tools, etc.	COMPLETE
	Develop D E & I training program for members of recruitment and search teams.	COMPLETE
DE&I Learning and Development Project.	Convene interdisciplinary task force to support creation and implementation of D E & I skill-building education programs, including cultural sensitivity curriculum.	IN PROGRESS
	Develop multi-level offerings of varying levels of sophistication, including: Baseline generalist education for all staff/faculty; Specialized education on specific subtopics; Educational tracks for different constituencies (faculty, staff, leadership, unit/group-specific, etc.).	IN PROGRESS
	Develop toolkit of resources, materials, train the trainer tools, and educational templates.	IN PROGRESS
	Develop internal UMHS “certification” options in D E & I and strategies to obtain and reward such certification.	IN PROGRESS
Create plan and implementation framework to establish DE&I resources groups (representing staff, faculty, students, and trainees) to advise UMHS leadership regarding climate improvement and promotion of diversity, equity and inclusion in the healthcare workspace.	Convene interdisciplinary task force to support creation and implementation of DE&I Resource Groups that are interdisciplinary in nature, representing staff, faculty, students, house officers, postdocs/trainees and patients/families.	IN PROGRESS
	Develop framework for creation and ongoing support of resource teams, including charge, roles, objectives, expectations, measurement, member selection, onboarding, ongoing training, etc.	IN PROGRESS
	Develop communication strategy and process for selection of resource group members.	IN PROGRESS
Increased involvement of Patient-Family Advisors in unit committees and as partners for D E & I education.	Collaborate with Patient-Family Centered Care and other stakeholders to Establish Patient/Family advisory groups in units where none exist. Build greater diversity (in all its myriad forms,) into existing and future Patient-Family advisory groups, and eliminate any barriers to membership for those interested in serving as advisors.	NOT STARTED
	Support training and skill-building of Patient-Family Advisors in DE&I awareness and skill-building as part of their onboarding and ongoing training.	NOT STARTED

Support process for interested Patient-Family Advisors to join program development and delivery teams as partners, including DE&I "certification."

NOT STARTED

OFFICE OF BUDGET & PLANNING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Attract a diverse staff in accordance with U-M Central Human Resources Diversity Recruitment Initiative.	Leadership and HR Lead develop a policy that explains actions to be taken to consider diversity, equity & inclusion in our recruitment and hiring practices.	COMPLETE
	Our job description for future internship positions will highlight our mission and commitment in delivering DEI related information, research and analysis to the University community. We also stress that this intern will assist in DEI-related projects. It is anticipated that this effort will help attract students who have been engaged in various activities around DEI or who have research interests/ experiences on this topic, many of whom may have demographically, socioeconomically diverse backgrounds.	COMPLETE
Commit to supporting high quality professional development and learning opportunities to enhance performance and career growth of staff.	Conduct a review of professional development opportunities and learning opportunities that staff have participated in over the past few years, and check to make sure that participation and opportunities have been equitable.	COMPLETE
	Implement/document a policy on professional development and learning opportunities available for all staff members.	COMPLETE
	Establish professional development plans for each staff member.	COMPLETE
Create systematic educational opportunities for staff regarding DE&I concerns in the workplace and within the university community at large.	Catalog campus resources, articles and research.	COMPLETE
	Identify, post and encourage staff participation in campus-wide opportunities (i.e. MLK day event, cultural/arts appreciation day, story-time, discussion forum) designed to cultivate diversity-related skills.	COMPLETE
	Invite (a) guest speaker(s) to discuss DE&I issues.	COMPLETE
	Use of staff meetings to provide consistent opportunities for dialogue, training and activities.	COMPLETE
	Identify intercultural competence assessment tool effective for small office.	COMPLETE
Continue and deepen staff's engagement with regard to refining, evaluating and prioritizing actions and strategies for OBP DE&I plans.	Develop processes and mechanisms to engage staff in the planning process.	COMPLETE

Commit to fostering a more inclusive and equitable environment in OBP.	Facilitated by an experienced consultant, the OBP staff will revisit the outcomes of the fall 2015 New Leader Accelerator program (see Section I. (1) in Page 2) at our annual office retreat, exploring whether areas of concerns have been addressed and whether the expectations and hopes for the work of the office were realized. Through this open and candid communication process, we also discuss our work environment around DEI.	COMPLETE
	Facilitate an informal/ or formal channel for staff members to express areas of concerns or challenges that they are having or anticipate.	COMPLETE
	Ensure that everyone knows administrative processes that can be used to request help around diversity, equity & inclusion within OBP and beyond.	COMPLETE
	Supervisors list goals or actions that would promote an equitable and inclusive community, followed by a discussion about what people are doing.	COMPLETE
Expand the OBP inventory of reports/analyses related to DE&I issues that meet the needs of the University community.	Invest in statistical software or analytical tools that enable us to examine meaningful subgroup differences effectively and efficiently.	COMPLETE
	Ensure that everyone enters "Diversity", "Equity" or "Inclusion" in a Keyword field within the OBP task management tracker when a request or task has a DE&I component, to help with tracking.	COMPLETE
	Regularly review DEI related requests, and discuss issues such as whether to add the report to the website, start producing the report on a regular basis, share best practices with other units, do a breakdown by other DEI categories, etc.	COMPLETE
	Start conversations about the ways that promote the availability of the data made available by the Institutional Research team. We begin to achieve this goal by making a presentation at one of Academic Affairs Diversity Planning Group meetings about our DEI related information, analysis and research. At the end of the presentation, we would conduct a brief survey asking for additional data needs in the schools/colleges and units and also seek input on our current website and available on-line resources.	COMPLETE
	Dedicate one session of the annual office retreat to discussion of OBP DE&I related research.	COMPLETE
	Use staff participation at AAUDE (Association of American Universities Data Exchanges), AIR (Association of Institutional Research) and MI-AIR (Michigan Association for Institutional Research) conferences to glean ideas about other DEI-related research on peer campuses. After every conference, convene a staff meeting to discuss the feasibility of adapting here..	COMPLETE

Improve accessibility of online resources.	Conduct an accessibility (ADA) review of its website.	COMPLETE
	Start conversations about the ways that the OBP website can best provide DE&I related data, and how OBP can support the University website.	COMPLETE
	Add any appropriate new reports and analyses to the resources listed under “Diversity, Equity & Inclusion Resources” on our website.	COMPLETE

OFFICE OF DIVERSITY EQUITY AND INCLUSION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improve the diversity of staff at all levels of the division: Increase standards to improve the recruitment, hiring and selection process to enhance the potential for increasing the diversity of staff.	Review and revise hiring guides and training to support and demonstrate adherence to the university’s policies on equity, non-discrimination, compliance, EEO etc.	IN PROGRESS
	Ensure that new policies and guidelines are communicated and implemented to support equitable and inclusive staff recruitment and hiring/selection.	IN PROGRESS
	Include staff, via committees, in the development of a framework, standards, guides and training for policies and practices related to recruitment, hiring, and selection.	IN PROGRESS
	Develop metrics for success.	IN PROGRESS
Improve the diversity of staff at all levels of the division: Evaluate and improve practices that support the success, retention and promotion of a diverse staff.	Survey staff to understand barriers to success.	IN PROGRESS
	Develop activities to support professional development and career advancement.	COMPLETE
	Provide funding for staff to support attendance at local and national professional development activities.	COMPLETE
	Assist staff in the recognition of competencies necessary to advance to higher staff and administrative positions internally and be supportive of their efforts to prepare themselves for advancement.	IN PROGRESS
	Develop metrics for success.	IN PROGRESS
	Submit plan to staff for review and solicit feedback.	IN PROGRESS
Foster a positive climate for diversity that encourages staff members to grow and embrace diversity as a core value and as a vital component of the division and the institution.: Increase staff capacity to create and support an inclusive and equitable campus community.	As a division, explore the expanding definitions of diversity and how this impacts the future work of the division.	COMPLETE
	Provide unit wide gatherings once a semester for leadership to share vision related to DEI (reinforce positive group interactions to foster a healthy unit climate).	COMPLETE

	On an annual basis, provide a series of division specific professional development/trainings for staff that will provide tools to be influential leaders and advocates for DEI across campus.	COMPLETE
	Establish a process to coordinate/share information with staff regarding diversity-related speakers, conferences and other related events.	IN PROGRESS
	Expand opportunities and provide incentives for staff to participate in professional development activities locally and nationally that expand awareness of DEI issues.	IN PROGRESS
	Develop metrics for success.	IN PROGRESS
	Submit plan to staff for review and solicit feedback.	IN PROGRESS
Foster a positive climate for diversity that encourages staff members to grow and embrace diversity as a core value and as a vital component of the division and the institution.: Identify, assess and improve the experiences of staff within the division.	Create a climate assessment survey that will be administered and repeated periodically, as dictated by the results that will illuminate the experiences of staff related to interaction with the U-M and unit climates.	IN PROGRESS
	Recognize and reward individuals, office and programs that enhance and contribute to DEI goals (establish staff recognition program).	IN PROGRESS
	Develop and communicate pathways to conflict resolution for responding to issues where staff may feel/perceive/experience a climate that is not inclusive. Coordinate with existing University policies and get review from others in OGC of any unit-specific approaches to ensure that there are no speech or employment issues created.	IN PROGRESS
	Develop metrics for success.	IN PROGRESS
	Submit plan to staff for review and solicit feedback.	IN PROGRESS

OFFICE OF ENROLLMENT MANAGEMENT

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Utilize diverse search committees and interview teams. Document recruitment, interview and selection process to validate fair and equitable hiring practices.	Define interview team protocol including one non-management position and diverse representation across OEM units and/or one external interviewer.	COMPLETE
	Interview team develops and uses standard questions and process for each interview and incorporates at least one diversity question.	COMPLETE
Use targeted outreach strategies to create diverse and qualified applicant pools.	Hiring manager partners with HR and U-M Staff Diversity Recruitment Coordinator for vacancies, particularly job titles that are part of an Affirmative Action job group.	IN PROGRESS
	Review/revise job description as needed, review unique advertising options and assess costs.	COMPLETE

Establish OEM orientation program and common onboarding protocols for units.	Develop OEM onboarding agenda, content, assess volume of new hires and determine program frequency.	IN PROGRESS
	Allocate funds for any recurring additional costs (e.g. printing, folders, welcome gifts, etc.)	COMPLETE
	Create Staff Handbook for review during OEM orientation program.	IN PROGRESS
	Discuss and define important components of OEM unit onboarding including Mission/Vision/Values, emergency plans, time reporting and job specific work plans and schedules.	COMPLETE
Perform job audit and equity review across OEM units.	Review unit organization structure; update job descriptions for each job classification. Confirm appropriate classification titles; identify inconsistencies and cross-functional opportunities.	IN PROGRESS
	Complete equity reviews across each job classification/family. Assess budget and make recommendations for pay adjustments, if any.	IN PROGRESS
Perform retention and exit interviews in effort to improve OEM work environment and experiences.	Identify employees that may be leaving due to dissatisfaction or feelings of exclusion. Request and complete interviews.	IN PROGRESS
	For staff that exits, follow up with individuals to capture feedback and implement noteworthy changes as appropriate.	COMPLETE
	Develop specific professional development opportunities contingent on business need, employee interests, talents and knowledge, skills and abilities.	IN PROGRESS
Equip employees directly responsible for hiring, promotions and retention initiatives with training and tools to manage a diverse and inclusive work environment.	Identify courses and topics in which training is appropriate – for OEM groups and individuals. Note cost-free options where possible.	IN PROGRESS
	Create onboarding and ongoing training plan for all supervisors.	NOT STARTED
	Discover budget and allocate funds for training and professional development.	IN PROGRESS
Track and reward staff for participation in DEI events, programs and training.	Incorporate minimum of one DEI objective for each staff member on annual performance management evaluation form.	COMPLETE
	Identify, share DEI opportunities throughout academic/fiscal year and provide release time.	COMPLETE
	Support and reward individuals that attend diversity initiatives with certificates and shout-outs.	IN PROGRESS
Develop a system to share knowledge and expand cross-functional opportunities.	Create and distribute snapshot tool to capture staff interests, Knowledge Skills Abilities (KSAs) and experience.	NOT STARTED
	Identify patterned growth areas, training topics and subject matter experts across OEM units.	IN PROGRESS

Provide quality, job-related training for staff in similar positions across OEM units to promote equal access to information and learning opportunities for all staff members.	Identify patterned growth areas, training topics and subject matter experts across OEM units.	IN PROGRESS
	Develop training session content and schedule. Assign sessions as needed and encourage attendance for other OEM unit staff.	IN PROGRESS
Provide funding for conferences related to diversity, equity and inclusion.	Identify and share information on conferences/meetings/seminars related to diversity/equity/inclusion/access.	COMPLETE
Develop and maintain OEM Staff enrichment opportunities including workshops to increase cultural competency (working with non-traditional students and parents, undocumented, non-English speaking, first generation, etc.)	Survey and review previous feedback to generate session topics.	IN PROGRESS
	Identify internal Subject Matter Experts through conversations and snapshot tool. Reach out to other facilitators on campus as necessary.	IN PROGRESS
	Schedule sessions based on facilitator and employee availability to maximize attendance	IN PROGRESS
Provide extensive review of benefits and services available to existing staff.	Review Benefits Office website and other websites for content. Contact Benefits Representative for additional information .	COMPLETE
	Develop presentation and provide session/electronic information to staff	COMPLETE
Create Annual Recognition Award with specific focus on DEI efforts.	Develop nomination process with deadline for individual staff, groups and/or OEM programming.	IN PROGRESS
	Name award and build award committee, guidelines and point system.	IN PROGRESS
	Determine award type (e.g. certificate, small token, U-M paraphernalia, etc.)	IN PROGRESS

OFFICE OF THE PRESIDENT

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Develop and implement an effective strategy to recruit and attract a more diverse pool of applicants and promote from within, where applicable, to provide career advancement and growth opportunities.	As positions open, seek a more diverse applicant pool by using targeted job posting strategies and resources. Develop and implement ideas for networking and broadening our recruitment base. Seek opportunities to provide career advancement opportunities and promote from within unit.	COMPLETE
Improve civility and sensitivity with diversity training.	Plan for faculty who teach the required race & ethnicity courses to a staff meeting.	COMPLETE
	Civility training at staff meeting.	COMPLETE
	Conduct LGBTQ 101 Training.	COMPLETE

Increase community outreach. Utilize staff networks to assist us in developing a better understanding of different perspectives on a variety of topics/issues related to DE&I.	Staff engaging in University and Community activities via volunteer work (i.e. Veteran's Affairs Hospital, Humane Society, Wolverine Express, Martin Luther King, Jr. Service Day Events, etc.) and promoting a friendly office environment.	COMPLETE
	Diverse perspectives are pursued to solve problems.	COMPLETE
	Actively participate in programs and initiatives that promote DE&I (i.e. Business Leaders for Michigan Executive Assistant/Chief of Staff Network, Big TEN Chief of Staff Network, NCID Leadership Conference for DE&I Leads, Voices of the Staff, WCTF Conference, ACE Women's Conference, Bicentennial events, Commencement Ceremony and events, etc.).	COMPLETE
Increase cultural awareness of diverse groups and identities.	Conduct at least 5 DE&I centered staff meetings and activities.	COMPLETE
Track internal perceptions of the inclusive nature of the President's Office.	Develop and implement climate assessment survey that is suitable for a unit our size.	COMPLETE
	Conduct annual open-ended qualitative survey.	COMPLETE
Achieve and maintain outstanding customer service. (Staff should always feel comfortable speaking up about issues or conversations that are hurtful, and giving positive and negative feedback without retribution.)	Promote an HRD course on difficult conversations and managing confrontational clients for staff and share feedback from participants with others regarding what was learned. Document planned/implemented ideas and behavioral changes.	COMPLETE
	Provide staff with online and other resources to help with overall quality of service.	COMPLETE
	Identify key individuals within our networks to share their expertise and perspectives.	COMPLETE

OFFICE OF THE PROVOST

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Attract a diverse staff in accordance with the UM Human Resources Diversity Recruitment Initiative, hire staff members with diverse backgrounds.	Develop policy and standard procedures for recruiting and hiring.	COMPLETE
	Develop good practices handbook for searching, interviewing, and onboarding staff.	IN PROGRESS
	Assess makeup of applicant pools, interview pools and hires for all open staff positions.	COMPLETE
Support high quality professional development and other learning opportunities to encourage professional growth of staff and strengthen performance throughout the office.	Collect and distribute information on appropriate programs.	COMPLETE
	Allocate funding for professional development.	IN PROGRESS
	Add appropriate questions about development to annual review documents.	COMPLETE

	Determine appropriate programs, share information within office, support attendance with time and funding.	IN PROGRESS
Create opportunities for staff to increase their knowledge and awareness regarding diversity, equity, and inclusion in the workplace and within the University more broadly.	Identify relevant campus activities.	IN PROGRESS
	Encourage staff to participate.	COMPLETE
	Encourage supervisors to support staff participation.	COMPLETE
	Use staff meetings for training and discussion of diversity, equity, and inclusion.	IN PROGRESS
Increase staff engagement in developing, evaluating and prioritizing actions to improve diversity, equity and inclusion in the Office of the Provost.	Determine ways to increase staff participation in planning process.	NOT STARTED
	Discuss diversity strategic plan at regular staff meetings, for all levels of staff.	IN PROGRESS
	Survey on office activity to support DE&I.	COMPLETE
Develop means for resolving conflicts by providing all staff members with opportunities for education and training about conflict resolution, empowering the staff to develop tools for conflict resolution that are applicable to the workplace and beyond it.	Identification of UM and other local resources for conflict resolution education and training.	IN PROGRESS
	Information about opportunities shared with staff members at all levels.	NOT STARTED
	U-M and other local resources are identified, evaluated, and contacted.	IN PROGRESS
Review Office of the Provost activities that support diversity, equity, and inclusion in other units and identify ways to make them better known and more effectively used.	Develop tracking system that shows use of relevant programs.	IN PROGRESS
	Increase communication about these programs to all units and highlight them for incoming deans.	IN PROGRESS
Increase diversity, equity, inclusion for faculty.	Updated information on website.	IN PROGRESS
	Engagement of new deans with these programs during onboarding.	IN PROGRESS

MICHIGAN OFFICER EDUCATION PROGRAM

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improved Demographic Diversity.	Set up informational/recruiting displays around campus to get word out to the entire UM community on the career opportunities afforded to service men and women.	IN PROGRESS
	Increase the flexibility of our program so that it can accommodate organizations whose time commitments may otherwise prohibit them from joining ROTC, such as student athletes.	IN PROGRESS
	Get involved with organizations on campus that reaches out to less represented high schools in the greater Detroit region.	IN PROGRESS

Enhance Diversity Training Already in Place.	Develop new methods to instruct diversity training within the unit in order to promote a greater understanding amongst individuals.	COMPLETE
	Making mandated DoD training more engaging to promote a more comprehensive understanding of equal opportunity.	IN PROGRESS
Continue to Emphasize OEP Community Involvement on Campus.	Build fostering relationships with other units and organizations around campus (e.g., SAPAC, Women's Crew Team, College of Engineering, etc.).	IN PROGRESS
Fulfilled by Strategies: Improved Demographic Diversity, Enhance Diversity Training Already in Place, Continue to Emphasize OEP Community Involvement on Campus.	Devote efforts to ensure success of above strategies.	IN PROGRESS

OFFICE OF RESEARCH

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of UMOR faculty through targeted and aggressive recruitment strategies while fostering faculty retention programs. As some UMOR units have done, look for opportunities such as the Provost's Faculty Initiatives Program (PFIP) to secure hires who show a commitment to diversity.	Share and communicate best talent pool development, hiring and retention practices amongst UMOR units through a resource intranet and town hall trainings.	IN PROGRESS
	Institute a formal policy requiring all UMOR faculty and senior staff within 18 months to complete the free, 1.5-hour Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) training offered by ADVANCE	IN PROGRESS
	Revise current position posting policy to: Require screening of all UMOR job postings to ensure bias-free language, utilizing approved software; Require all position postings to be federal affirmative action- and Americans with Disabilities Act- (ADA) compliant; Standardize all job postings, where applicable, to include the language, "Salary negotiable within the posted range," as research indicates the use of specific terminology increases the likelihood that female candidates will apply for positions (Babcock & Laschever, 2003); Utilize multiple internal and external job posting outlets including resources provided by U-M's Human Resources.	IN PROGRESS
	Ensure faculty unit directors consider the diversity of their search committees.	IN PROGRESS
	Train faculty to become UMOR brand ambassadors with a focus on recruitment.	NOT STARTED
	Partner with other U-M and UMOR units for recruitment opportunities.	IN PROGRESS
	Work with University Human Resources to develop family-friendly employment policies.	IN PROGRESS
	Determine how to best assess diversity, equity, and inclusion beyond gender and racial categorization.	NOT STARTED

	Review key findings from the annual Faculty Evaluation of Administrators to determine faculty satisfaction with current programs (AY15-16 median score of 3.55 out of 5).	NOT STARTED
Increase the diversity of students recruited into UMOR units for internships and part-time positions.	Share and communicate best talent pool development, hiring and retention practices amongst UMOR units: IRLEE hires the most undergraduate students for student and intern positions and has an established system (namely, its focus on economically distressed communities, which often overlap with diverse communities) in place to ensure a diverse pool. Currently, 21 of its 38 student workers are URM and 17 student workers are female. IRLEE will share best practices for attracting and recruiting a diverse student worker/intern population with UMOR units through information sessions and a UMOR intranet resource page - From its inception, part of IRLEE's core mission is to address issues in economically distressed communities, which often overlap with diverse communities. By pursuing this mission, IRLEE naturally attracts staff and students for whom this is a priority.	IN PROGRESS
	Create a coordinated resource center for UMOR student recruitment opportunities.	NOT STARTED
	Utilize multiple internal and external job posting outlets including U-M's Diversity Outreach Network and others included in the a proposed UMOR recruitment toolkit.	IN PROGRESS
Increase the diversity of UMOR staff through targeted and aggressive recruitment strategies while fostering staff retention programs.	Share and communicate best talent pool development, hiring and retention practices amongst UMOR units.	IN PROGRESS
	Institute a formal policy requiring all UMOR staff involved in hiring decisions to complete a STRIDE-like training offered by UMOR within 18 months.	IN PROGRESS
	Revise current position posting policy to: Require screening of all UMOR job postings to ensure bias-free language, utilizing approved software; Require all position postings to be federal affirmative action- and ADA-compliant; Standardize all job postings, where applicable, to include the language, "Salary negotiable within the posted range," as research indicates the utilization of specific terminology increases the likelihood that female candidates will apply for positions (Babcock & Laschever, 2003); Utilize multiple internal and external job posting outlets including resources provided by U-M's Human Resources.	COMPLETE
	Lobby to extend the Detroit Connector Service to allow for more candidates from Detroit to apply for and accept positions at U-M Ann Arbor. Currently, the Detroit Connector only offers regular service on Thursdays and Fridays with limited service during the weekend.	NOT STARTED
	Ensure unit directors consider the diversity of their search committees.	COMPLETE
	Train staff to become UMOR brand ambassadors with a focus on recruitment.	NOT STARTED

	Partner with other U-M and UMOR units for recruitment opportunities.	IN PROGRESS
	Work with University Human Resources to develop family-friendly employment policies including special considerations for part-time employees.	IN PROGRESS
	Determine how to best assess diversity, equity, and inclusion beyond gender and racial categorization.	NOT STARTED
Strengthen and expand UMOR's educational offerings promoting diversity, equity and inclusion.	Assess the communications plan for the Institute for Research on Women and Gender (IRWG) and the Institute for Research on Labor, Employment, and the Economy (IRLEE) to determine if more resources are needed to raise awareness of program offerings. Both IRWG and IRLEE are nationally recognized as academic leaders in these areas and can serve as resources for U-M schools, colleges and units.	IN PROGRESS
	Review the success of the Center for Human Growth and Development's (CHGD) NIH-funded Minority Health and Health Disparities Research Program (MHIRT) as a talent pipeline to determine if more resources are needed to promote and support MHIRT.	COMPLETE
	Develop a process for those UMOR units currently involved or interested in educational outreach to request support for programs such as facility tours and activities.	COMPLETE
	Work with various campuses and facilities such as NCRC, to cross-promote educational DEI offerings to UMOR employees through the monthly faculty/staff e-newsletter (current open rate of 69%).	IN PROGRESS
	Promote DEI offerings at monthly Research Associate Deans (RAD) meetings and encourage RADs to share information with their own faculty and staff.	COMPLETE
Require that all UMOR communications and marketing materials reflect the vision of diversity, equity and inclusion for the University of Michigan.	Complete a communications audit of all UMOR units' communications and marketing materials to establish a baseline for diverse and compliant content.	COMPLETE
	Complete an audit of all UMOR units' websites to ensure language and images that reflect diversity. Ensure all websites are ADA-compliant; if not, provide funding to aid units in website upgrades.	IN PROGRESS
	Update UMOR marketing materials with the new UMOR mission, vision and values statements.	IN PROGRESS
	Develop a formal policy addressing diversity, equity and inclusion requirements for UMOR communications tools and disseminate to UMOR communications practitioners through the UMOR Communicators Committee. All tools will be reviewed and approved by U-M's Office of the Vice President and General Counsel prior to distribution.	IN PROGRESS

Create a culture within UMOR where staff members are recognized and awarded for their contributions.	Utilize data from this summer's U-M climate study to assess UMOR staff concerns.	NOT STARTED
	Review input from UMTRI focus groups (in progress).	IN PROGRESS
	Review and update job classifications.	IN PROGRESS
	Review policies addressing flexible work opportunities.	COMPLETE
	Provide more opportunities for staff development and training.	IN PROGRESS
Develop an internal communications plan to promote new diversity, equity and inclusion (DEI) plans; achievement benchmarks; and new phases in the implementation of deliverables.	Develop a DEI communications plan in conjunction with goals/milestones set forth by the U-M Office of Diversity, Equity & Inclusion.	IN PROGRESS
	Develop DEI resources webpage for UMOR faculty and staff.	COMPLETE
	Hold a fall UMOR town hall meeting to announce plans for rolling out the UMOR DEI strategic plan.	COMPLETE
	Work with UMOR Communicators Committee to disseminate information from UMOR's DEI strategic plan.	COMPLETE
All UMOR's training programs will reflect U-M's vision for diversity, equity and inclusion (DEI).	Review of the PEERSS online compliance training to ensure it reflects U-M's vision for DEI.	COMPLETE
	Review of Navigate suite of training programs for research training to ensure DEI- and ADA-compliance - If training programs do not currently reflect U-M's vision for DEI, develop a plan and budget for updating programs and materials.	IN PROGRESS
UMOR Human Resources will strive to create clear and concise guidelines for UMOR employees.	UMOR Human Resources will update/create and distribute guides/policies including: Family and Medical Leave Act (FMLA); Work-from-home; Partial leave; Parental leave; ADA workplace adjustments; UMOR recruitment toolkit.	IN PROGRESS
Promote and support U-M diversity, equity and inclusion initiatives through external outreach to corporate partners, government agencies and foundations.	Create a benchmark of current corporate, government and foundation partners currently participating in DEI initiatives across campus.	IN PROGRESS
	Work with the Business Engagement Center to define and disseminate key messaging to U-M's corporate and community partners in regards to UMOR's commitment to diversity, equity and inclusion.	COMPLETE

RACKHAM GRADUATE SCHOOL

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Continue and improve implementation of the Rackham Merit Fellowship (RMF) program to help increase diversity in masters and doctoral students across Rackham programs.	Continue raising awareness to programs (in meetings/interactions with chairs/directors, Rackham Faculty Allies, other program faculty and staff) about the RMF program and the benefits of using it strategically to build the graduate student population.	COMPLETE
	Continue education of faculty and staff (those involved in admissions and RMF allocations for their programs, as well as faculty reviewers of RMF nominations) around understanding Proposal 2, the accurate and most effective use and application of RMF eligibility criteria in the RMF allocation and nomination process.	COMPLETE
	Continue development of policy and practices that incentivize programs' appropriate and effective use of the RMF in matriculating diverse students and in supporting RMF student success on campus (e.g., RMF competition, RMF allocation review process, linking of RMF success outcomes to programs' RMF access and other program funding).	COMPLETE
Increase college/program/unit, faculty, and staff participation in recruitment activities and exposures to "best practices" in recruitment and admissions in order to increase diversity in applicant pools, admitted students, and matriculated students (with regard to those meeting RMF-eligibility criteria, along with historically underrepresented minorities and women in historically underrepresented fields).	Increase active advertisement and outreach for faculty and staff participation in the "Circle of Recruitment" Workshop for developing active recruitment plans; Based on program/faculty input, consider multiple structures for delivering the workshop model and content (workshops, individual or group consultation, web-based materials, etc.).	NOT STARTED
	Work with schools/colleges/units and graduate programs to encourage participation in Rackham's Admissions for Diversity & Excellence Workshop (e.g., increase number of units requiring or strongly encouraging faculty and staff involved in admissions to attend Rackham's admissions workshop).	NOT STARTED
	Promulgate and institutionalize best practices identified and developed through Rackham's diversity grants, such as fall preview weekends, including providing education/training to ensure that all practices are developed and implemented in legally compliant ways.	NOT STARTED
Continue to offer, work on, and expand (as appropriate) pre-graduate "pipeline" programs for identifying and recruiting diverse graduate students (with regard to those meeting RMF-eligibility criteria, along with historically underrepresented minorities and women in historically underrepresented fields): Summer Opportunities Research Program (SROP): all disciplines; Michigan Humanities Emerging Research Scholars Program (MICHHERS): Humanities & Arts; Post-baccalaureate Research Education Program (PREP): Biomedical Sciences.	Continue to evaluate and use information to improve on SROP program model; consider expanding model to depts/programs that show promise and capacity for effective recruitment.	IN PROGRESS
	Continue to evaluate and use information to improve on MICHHERS program models.	IN PROGRESS
Develop a model/structure for partnerships with identified Minority Serving Institutions (MSIs) that can support diversity recruitment to UM graduate programs.	Create working group to explore feasibility and work on first steps of MSI Partnership action plan (goals, proposed infrastructure, including incentives for participation).	IN PROGRESS
	Identification of departments/graduate programs interested in participating in an MSI partnership program.	NOT STARTED

	Identification and selection of initial MSI partners; focus on effective identification of MSI partners with strong undergraduate programs (i.e., those with programs that would prepare them for entry into UM graduate programs and that have a track record of placing students in UM programs) and that agree to partner with UM.	NOT STARTED
	Identify alumni connected to MSI partner programs.	NOT STARTED
	Develop an alumni network across MSIs to advise Rackham, provide internships, and serve as mentors for Rackham students.	NOT STARTED
Ensure clarity and transparency around Rackham staff hiring processes (including lateral moves and promotions within Rackham), including ways DEI are taken up in processes (e.g., specific efforts that are taken to encourage diverse applicants; ways that commitment to diversity is considered as part of all Rackham staff positions); Examine and improve processes as needed.	Bring together historical and contemporary data on diversity and make-up of Rackham staff.	NOT STARTED
	Assess strengths and challenges/needs in current HR approaches, policies, and procedures related to staff recruitment and hiring.	IN PROGRESS
Continue active efforts to infuse diversity, equity, and inclusion into educational and scholarly offerings for graduate students and other UM community members. Engage in active advertisement and outreach to encourage participation of diverse students and other UM community members in Rackham DEI events, as applicable.	Document the various DEI-related educational/scholarly events sponsored or co-sponsored by Rackham (e.g., those supported through Dean's Office/Dean's Strategic Fund, Graduate Student Success Office, other units).	COMPLETE
	Document and examine available participant information from Rackham events in FY16.	IN PROGRESS
	Explore feasibility of developing content for inclusion of Diversity, Equity, and Inclusion section/module that could be included in graduate/PhD programs' Responsible Conduct of Research and Scholarship (RCRS) requirement for PhD students.	COMPLETE
	Establish funding and/or develop programming to support student leaders' participation in leadership training related to DEI Development of Rackham Student Ambassadors or Peer Mentoring program to assist in information sharing at a more local level and provide extensive training to support students in these roles.	IN PROGRESS
	Consider the feasibility of these additional ideas: Share best practices with departments/programs about how to include students in decision-making arenas (e.g., admissions committees, recruitment); develop a plan for offering programs training on how to effectively include students in these spaces; Develop "Student Allies for Diversity" role in ways that parallel and complement Faculty Allies (but that are appropriate in scope and expectations for students); Create a Student Allies for Diversity Grants program for student-initiated projects; and Create Diversity Student Leader and Diversity Faculty Leader awards.	NOT STARTED
Provide more opportunities for training and development around educational areas relevant to DEI (e.g., continued offering of Ally training, ADA compliance, bystander intervention, Question, Persuade, Refer (QPR)).	Gather input from Rackham staff around areas of education/development/training related to DEI that are of most interest and relevance.	IN PROGRESS
	Identify areas of education/training to prioritize; develop a plan for regular offerings of programming in these areas.	COMPLETE
	Compile and provide a resource list for staff to seek partnerships and programs across campus that are relevant to DEI initiatives.	IN PROGRESS

Enhance supports for Rackham Faculty Allies for Diversity to better enable their roles as leaders and change agents in graduate education; Improve these faculty's and their programs' capacities around addressing DEI issues related to creating an equitable and inclusive climate for graduate students (as well as recruitment and retention).	Targeted outreach to departments/units that do not have a Faculty Ally.	IN PROGRESS
	Continue discussions with current Faculty Allies (program leadership, Faculty Allies, other faculty) around their interests and needs related to their Ally roles.	IN PROGRESS
	Continue working on development of approaches for enhancing the visibility and relevance of Faculty Allies roles (e.g., policies, orientation practices, Faculty Ally Award).	IN PROGRESS
	Identify a selection of existing educational offerings (available through Rackham or broader campus) that we would encourage all Allies to make use of (e.g., MORE workshops, admissions and recruitment workshops, workshops on enhancing diversity and inclusion in the classroom, workshops on enhancing intercultural competence).	COMPLETE
	Create opportunities for the Faculty Allies to interact with and/or mentor RMF students, other graduate students, or graduate student programs/organizations.	IN PROGRESS
	Identify a set of "expert" Faculty Allies who could serve as peer mentors to other Faculty Allies.	IN PROGRESS
Develop systematic ways to learn about and enhance Rackham staff climate (feelings of inclusion, voice, and equitable opportunity for development and thriving).	Continue to gather and share with staff informal information about staff perspectives around DE&I strengths and challenges.	IN PROGRESS
	Solicit more input from staff around ideas for enhancing DE&I in Rackham (especially around climate and community).	IN PROGRESS
	Develop and implement climate assessment approach for staff (e.g., surveys, focus groups, and/or interviews through ADVANCE, external organizational analysis); include staff input on process.	IN PROGRESS
	Create regular/institutionalized committee structure focused on staff community and climate.	IN PROGRESS
	Continue regular DE&I updates and discussion in Rackham Staff Forum.	IN PROGRESS
	Consider the merits of developing a "Staff Ally for Diversity" role to help support DEI training/resources for Rackham staff.	NOT STARTED
	Provide separate Rackham-wide meetings for staff to openly discuss climate issues.	NOT STARTED

Continue and deepen engagement of Rackham's various constituencies with regard to developing, evaluating and prioritizing actions and strategies for how to improve diversity, equity and inclusion.

Work to develop and formalize structure and functions of a new Rackham Diversity, Equity, and Inclusion Advisory Committee (RAC DAC); consider and decide on most effective ways of including participation and perspectives of Rackham staff and students, faculty, staff from Rackham programs, and alumni.

NOT STARTED

Hold multiple discussions of the proposed five-year plan objectives and FY actions in Fall Term 2016; re-visit at end of Winter Term or Spring 2017; include discussion with multiple constituencies (students, faculty, staff, postdocs, alumni).

COMPLETE

Seek input from multiple constituencies (e.g., deans from other academic units, leadership from student organizations) on plan updates and revisions for Year Two.

COMPLETE

Explore and document "best practices" from other institutions where student climate is positive and where others have overcome situations where students of color and other underrepresented or marginalized groups feel the burden of educating on and representing diversity in a disproportionate manner.

IN PROGRESS

Continue offering and supporting programmatic activities and resources for the broader Rackham student community that also provide interdisciplinary communities of learning and support for historically underrepresented and/or marginalized students to address barriers to students' sense of belonging and personal well-being that have been found to negatively influence progress and completion - e.g., Rackham Merit Fellows (RMF) programming; Interdisciplinary Learning Community models such as that developed through Rackham's NSF Alliance for Education for Graduate Education for the Professoriate (AGEP) grant; Students of Color of Rackham (student organizations); Women of Color Writing Group; Rackham Interdisciplinary Workshops, #IChoseUMich social media campaign (campaign to promote message of belonging and showcasing diversity of Rackham students); Social activities (e.g., bagel breakfasts, lunches) that create more opportunities for students to meet others outside their programs.

Identify/inventory programming and resources that support student sense of belonging, as well as available evaluation/outcome information on those programs/offerings.

IN PROGRESS

Prioritize those programs/activities that have shown most success/impact; consider discontinuing those that have shown less impact.

IN PROGRESS

Develop a plan for evaluation/assessment (or improving evaluation/assessment) for those programs and activities that are viewed as most promising or high priority.

NOT STARTED

Participation in #IChoseUMich campaign from student organizations, campus partners, and students/alumni who represent diverse backgrounds and have resources to share.

COMPLETE

Work to revise Rackham Interdisciplinary Workshops proposals to require that they include an aspect of Diversity, Equity and Inclusion that will be addressed.

COMPLETE

Consider best ways to develop new structures to support/enhance sense of belonging for diverse student constituencies, and include students, faculty, and staff in graduate programs to inform and work on development. Examples include: International Students of Rackham student organization (perhaps modeled in part after SCOR model); Peer Mentoring programs.

COMPLETE

Continue policies and practices with academic programs that encourage and lead to enhanced student completion.	Continue plan to provide academic units and programs with student data on a regular basis (annually during block grant award, in program review year), disaggregated by a variety of demographic identity groups (race/ethnicity, domestic men and women, international men and women, first generation students, student-reported Pell-grant recipients).	COMPLETE
	Continue emphasis on high student completion across demographic groups within the Rackham Program Review process; including discussions and idea sharing with programs around “best practices” for promoting completion.	COMPLETE
	Continue emphasis to program leadership/faculty of new Rackham policy approach in which Rackham funding to programs (block grant, Rackham Merit Fellowships, other awards and resources) is more explicitly linked to diversity outcomes (e.g., efforts to minimize “achievement gaps”; or completion rates across demographic subgroups).	IN PROGRESS
Learn about and (as appropriate) address the causes of Rackham staff attrition/turnover; use information to engage staff community and improve policies and practices related to enhancing retention.	Develop and implement steps to learn about the reasons for staff attrition (e.g., internal Rackham concern/climate; promotional opportunity).	IN PROGRESS
	Determine how negative climate experiences of staff lead to turnover/attrition.	IN PROGRESS
	Gather input from Rackham staff community (e.g., using staff committee structures) around best ways to learn about and address staff retention.	IN PROGRESS
	Enhance mechanisms for performance feedback and skill development.	IN PROGRESS
	Increase opportunities for advancement within Rackham.	IN PROGRESS
	Assess the current climate of Rackham staff.	IN PROGRESS
	Examine current conflict resolution procedures and practices; identify explicit ways to ensure DE&I issues are adequately integrated.	IN PROGRESS
Develop, improve, and implement assessments/evaluations across programmatic activities for students.	Document the programs with established assessment plans and metrics of success; compare to those without such plans and metrics.	NOT STARTED
	Use assessment information to consider program effectiveness and program priorities (e.g., how to improve programs, whether to expand, or whether to discontinue).	NOT STARTED
	Work on developing policies and practices for assessment of program activities, including procedures for proposing/approving new programmatic activities.	NOT STARTED

Enhance student participation in Rackham programmatic activities: Continue and improve outreach and advertisements to students around all programmatic activities assessed as beneficial to students; enhance outreach to historically underrepresented and/or marginalized groups to ensure broad participation.	Gather input from students, staff, and faculty on advertising of programmatic activities in order to allocate resources effectively and identify new opportunities.	IN PROGRESS
	Investigate ways to track participation in programmatic activities.	IN PROGRESS
	Create a promotional checklist for all programmatic activities (both those directly related to DE&I as well as other programming for the broader student population) to be used by Rackham staff to better implement communications and outreach strategies.	IN PROGRESS
	Take steps towards upgrading the events management system and the events calendar display for better classification/tags, share features, etc.	IN PROGRESS
Enhance our communications and information sharing with academic programs around Rackham's investment in DE&I.	Work on ways to further develop the "Diversity" section of the Rackham website; include tips, training, literature, promising practices and resources on and off campus.	NOT STARTED
	Share more data related to DEI on our website so graduate programs can more easily access needed information. Include updates on Rackham's DEI efforts in monthly communications with graduate chairs and directors and graduate coordinators and in each semester update to all faculty.	IN PROGRESS
	Continue to update students on our DEI efforts in email newsletters or special messages from Dean Fierke.	COMPLETE
	Develop content strategy to acknowledge and celebrate our diversity (e.g., high numbers of first-gens, improvements in student diversity) via our website, social media, and external media opportunities.	NOT STARTED
	Reformat web resources related to DE&I (e.g., mentoring, community building) and develop a plan to distribute them to our various constituencies; consider whether/how to share in orientations/trainings, other meetings of faculty, students, and staff.	NOT STARTED
	Explore more ways to use communications to help students connect with one another (e.g., ways to connect first-gen students to share resources, among those who express desire to do so).	NOT STARTED
Improve Rackham communications and collaborations practices relevant to enhancing the delivery and implementation of services, programming, policy, and resources in support of our mission to enhance graduate education.	Continue exploring and implementing different organizational model (e.g., reporting lines) and the roles of the dean, associate deans, assistant deans.	IN PROGRESS
	Explore various ways staff and unit roles and work can be organized to enable communication and collaborations that increase efficiency and effectiveness in meeting our mission and goals for graduate education; use input of Rackham staff in this exploration (e.g., potential of new staff position focused on DEI to support oversight of on-going efforts; best use of various staff meetings; joint staff meetings; change the focus of meetings from "reporting out" to "developing projects"; create policies and practices around data sharing and dissemination; among other areas identified from staff input).	IN PROGRESS

	Develop a plan for implementing the most promising ideas and approaches.	IN PROGRESS
	Develop plan for staff training and making progress in improvements to our website, web applications, and web resources towards ADA compliance.	IN PROGRESS
Establish DE&I priorities within Rackham's Development and Fund-raising, Alumni Communication, and Fundraising Efforts.	Examine make-up/backgrounds of current Rackham donors.	COMPLETE
	Continue new promising practices to reach diverse alumni (such as new outreach efforts to Rackham Merit Fellow alumni).	COMPLETE
	Explore new ideas for increasing diversity in Rackham donors (e.g., selected outreach to groups of alumni such as former multicultural organization members; identifying specific DEI themes in research, scholarship, and professional development that may be attractive to a broad range of donors, among other potential ideas).	IN PROGRESS
	Establish outreach plans to RMF alumni, SCOR alumni and other potential fellowship programs to develop alumni conversations related to Rackham's DEI priorities.	COMPLETE
	Explore best ways to communicate with donors and prospective donors around Rackham's DE&I priorities.	IN PROGRESS
	Share stories with alumni of DE&I issues, priorities, and successes at Rackham.	IN PROGRESS

ROSS SCHOOL OF BUSINESS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Build diverse pipeline of potential applicants.	Support Michigan Business Women (MBW) on outreach efforts, especially w/ U-M first-year students.	IN PROGRESS
	Develop a bridge program for summer direct admits to Ross.	COMPLETE
Create an inclusive climate in which all students can thrive.	Work with diversity clubs to meet the needs of their members and to continue outreach/education efforts to the full Ross Community.	IN PROGRESS
	Assist application-based clubs to develop processes to diversify their membership.	NOT STARTED
	Pursue supplemental training and learning opportunities (e.g., Och Women in Finance trek and training and Diversity Case Competitions).	COMPLETE
	Encourage interprogram (grad to undergrad), and intergenerational (alumni to student) interaction with a diverse set of mentors in various roles (e.g. career coaches, TAs, PI mentors etc.).	COMPLETE

Provide opportunities to increase cross-cultural interactions and develop intercultural competency.	Expand and promote global engagement opportunities.	COMPLETE
	Develop external corporate partnerships to share real-world expertise with Ross students.	IN PROGRESS
	Expand and enhance IDQ, the milestone requirement that imparts general and specific knowledge on identity and diversity issues.	COMPLETE
Identify and attract a diverse applicant pool.	Admissions events to diverse audiences in targeted regions of the world.	COMPLETE
Create an inclusive climate in which all students can thrive.	Support all clubs in their efforts to build confidence and self-awareness, and impact the broader Ross community.	COMPLETE
	Create opportunities for students to share experiences and build empathy (e.g. Ross Coming Out Week and #BlackLivesMatter).	COMPLETE
Improve intercultural competency by enhancing skillsets that promote the ability to thrive in culturally diverse situations.	Assess students' CQ during orientation, MAP, and MBA2 orientation.	IN PROGRESS
	Provide global experiences or greater opportunities for cross-cultural collaborations.	COMPLETE
Provide opportunities to increase cross-cultural interactions and develop intercultural competency.	Provide global experiences or greater opportunities for cross-cultural collaborations; Provide Cultural Intelligence (CQ) Assessment and training throughout PhD experience; Enhance skillsets that promote the ability to thrive in culturally diverse situations; Develop global mindsets; Workshops on Health and Well-Being/Hidden Disabilities.	IN PROGRESS
Explore interdisciplinary opportunities.	Promote appreciation and the value of difference through educational opportunities. Promoting attendance across Area Research Seminars.	COMPLETE
Attract and retain a diverse staff.	Develop a series of statements for use in job postings to clearly articulate our commitment to a diverse, equitable and inclusive work environment: In our statement about Ross, include a commitment to diversity; In addition to the EEOC language, develop a statement encouraging diverse candidates to apply; Engage Ross community to develop a statement for all Ross job descriptions to articulate each individual's responsibilities to contribute to a diverse work community.	COMPLETE
	Add a question in the Ross 101 survey "Why Ross?" to assess brand strengths.	COMPLETE
	Develop a series of career workshops aimed at exposing Ross staff to career opportunities, career paths, and contacts within Ross.	COMPLETE
	Continue to partner with U-M Recruiting & Employment Services Diversity Recruitment Initiative.	COMPLETE
	Continue the investment initiated in FY2016, so that all Ross jobs, regardless of affirmative action goals, are posted to the Diversity Employers site.	COMPLETE

	Review Ross Selection Boot camp materials to include: Ross commitment to diversity, resources and techniques to recruit diverse candidate pools, and exploration of unconscious bias.	COMPLETE
Create an inclusive and equitable climate in which all staff can thrive.	Develop an activity for inclusion in the onboarding program to reinforce the importance of bringing one's authentic self to work, encourage staff to think deeply about their individual strengths and how they might apply them to add diverse perspectives at Ross.	COMPLETE
	To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for staff the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.	COMPLETE
	Continue to foster inclusion and equity by using the School's broad set of communication channels (monthly Dean's newsletter, all staff meetings, joint faculty and staff meetings, management forum, etc.).	COMPLETE
Create an environment that uses diversity as a lever to foster innovation.	Identify and implement a training program for Ross staff that explores the value of diversity, creates more awareness about how to contribute to a diverse community, and helps team leverage diversity for decision-making and innovation.	IN PROGRESS
	Identify and implement a training program for Ross staff that explores the value of diversity, creates more awareness about how to contribute to a diverse community, and helps team leverage diversity for decision-making and innovation.	COMPLETE
	Continue to promote the classroom observation program.	COMPLETE
	Continue to promote Ross Community-wide collaboration and initiatives (i.e., green clean, health rally, staff involvement group, community learning group and Ross connections).	COMPLETE
	Provide the newly created Energizing the Positive Leader in You training program on an annual basis.	COMPLETE
Identify and attract top faculty from diverse backgrounds.	Leverage select Ross conferences to create PhD pipelines for future faculty hiring.	COMPLETE
Create an inclusive environment in which all faculty can thrive.	Assess Faculty Culture. Provide CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity for all Ross Faculty.	IN PROGRESS
	Participate in the Faculty Allies for Diversity program sponsored by Rackham Graduate School.	COMPLETE
	To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for faculty the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.	IN PROGRESS

Develop students' capacities to understand their own identities, values, perspectives, and learning.	Introduce student to the Integrative Knowledge Portfolio during Orientation, MAP and a series of workshops throughout the year. Offer identity development and personal brand workshops Promote Ross Leadership Academy	IN PROGRESS
Promote a positive and inclusive Ross Community.	Consult with Individual Units/Departments and serve as a resource for identifying, strategizing and attaining diversity and inclusion goals. Collaborating with students, faculty, and staff to engage in Community Conversation about diversity and inclusion issues impacting the Ross Community and the World.	IN PROGRESS
	To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, define and clearly articulate for students the resources available at Ross and UM, channels available to help resolve any concerns that arise, and how to file a complaint.	IN PROGRESS

SCHOOL OF DENTISTRY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the representation and retention of diverse students, faculty and staff.	During recruitment or admissions interviews ask candidates about their life experiences and perspectives and how they show a commitment to diversity, equity, and inclusion.	IN PROGRESS
	Increase scholarships for students who have shown a demonstrated commitment to diversity, equity, and inclusion.	IN PROGRESS
	Develop a faculty, staff and student Ambassadors Program.	IN PROGRESS
	Reach out (via recruiters) to under-represented demographic groups to diversify applicant pools.	IN PROGRESS
	Host high school and community programs to inform, attract, and recruit applicants from more diverse backgrounds.	COMPLETE
	Mentor potential candidates.	COMPLETE
	Advertise the efforts that the school has made and achieved in the area of multicultural affairs.	COMPLETE
	Host Lunch and Learn sessions to teach about different races and religions.	COMPLETE
Increase our recruitment and retention efforts to hire and retain faculty from diverse backgrounds within the instructional, clinical and research faculty ranks.	Research recruitment and retention best practices and develop and pilot a retention toolkit.	IN PROGRESS
	Ensure all search committee members have STRIDE training.	IN PROGRESS

	Ensure all faculty receive cultural competency and sensitivity training.	COMPLETE
	Provide search committees with an internal website where resources are available for best practices on recruiting and retaining faculty from diverse backgrounds.	IN PROGRESS
Increase matriculation of DDS, DH and graduate students from diverse backgrounds yearly over the next five years.	Increase school recruiting presence by visiting 25 more diverse Michigan high schools in FY17 than in FY16 to encourage all students to consider a career in dentistry and to apply to UMSD.	COMPLETE
Investigate options and strategies to broaden access to resources for counseling of prospective students.	Expand outreach to prospective students from diverse backgrounds to ensure that they are aware of counseling resources available to all prospective students.	COMPLETE
	Research best approaches for counseling prospective students (including underrepresented minorities, first generation and low SES students).	IN PROGRESS
Increase our recruitment and retention efforts to hire and retain staff from diverse backgrounds within the various job families at the UMSD.	Assess applicant demographics, interview pools and yields for all posted positions over a five-year period with regard to race/ethnicity, sex, gender, veteran status and disability status (as applicable). Ensure federally required affirmative action statements are documented and reviewed for validity where federal affirmative action goals were identified for positions, but candidates who would contribute to meeting those goals were not selected.	COMPLETE
Improve cultural sensitivity demonstrated by faculty in the classroom, clinic and in the workplace.	Develop a mandatory faculty CE course on cultural sensitivity and cultural competence.	IN PROGRESS
	Develop and administer pre and post-test assessment instruments.	COMPLETE
	Develop a comprehensive feedback mechanism to provide faculty with feedback from students, peers, and staff.	IN PROGRESS
Continue and deepen engagement of faculty, staff and students throughout the school with regard to developing, evaluating and prioritizing actions and strategies to improve diversity, equity and inclusion.	During the fall term, hold discussions with key School of Dentistry stakeholders regarding the proposed five-year plan objectives and FY actions.	COMPLETE
	Seek input from faculty, staff, and students on plan updates and revisions for year two.	IN PROGRESS
Improve the first-year experience of first generation DDS and DH students.	Conduct five focus groups of first-year, first-generation students in fall and winter terms to identify key indicators necessary for retention.	IN PROGRESS
	Provide training on cultural sensitivity.	IN PROGRESS
Implement cultural sensitivity training through videos and “lunch and learns.”	Make training in DEI mandatory for all staff.	IN PROGRESS
	Make course/s available in multiple formats.	IN PROGRESS
	Measure DEI initiatives by department, and reward manager or department based on the percentage of staff participating in DEI activities, initiatives and post session assessment scores that evaluate learning and understanding.	IN PROGRESS

Improve accessibility of online resources.	Conduct review of all websites and web resources to ensure compliance with Americans with Disabilities Act (ADA).	COMPLETE
Create an Interprofessional Special Needs Clinic to provide oral healthcare to underserved patients with special needs.	Recruit Director of Integrated Special Needs Clinic.	COMPLETE
	Renovation plan to create space for this clinic.	IN PROGRESS

SCHOOL OF EDUCATION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Recruitment: The prospect of growing the diversity of our student body is dependent on our ability to grow the number of students in our applicant pools who are of underrepresented backgrounds. We will pursue the following strategies in order to diversify our applicant pools.	Develop a suite of marketing materials likely to capture the imagination of the students whom we seek to attract to our programs.	IN PROGRESS
	Track and integrate into recruitment materials, platforms, and activities graduates of our programs who are working in deliberate and compelling ways to advance diversity, equity, and inclusion in their research, teaching, or practice.	IN PROGRESS
	Update our website to include the bios and testimonies of current students who have grown up in diverse, underserved, and international settings and who are committed to advancing social change.	NOT STARTED
	Develop recruitment partnerships with a select number of minority serving institutions (i.e., historically black colleges and universities, Hispanic-serving institutions, and tribal colleges) and coordinate faculty, students, staff, alumni, and university resources for the purpose of actively recruiting students from these partnership schools.	IN PROGRESS
	Identify programs and sources from which we are likely to find students with backgrounds and commitments currently underrepresented in our programs and send the targeted prospects information about our programs and eligibility requirements for potential waivers.	COMPLETE
	Coordinate a common campus visit day/weekend that makes visible the diversity of our students, faculty, and staff and how these constituents leverage diversity to advance various professional, teaching, and/or research agendas.	COMPLETE
	Develop a larger suite of lower-division courses and eventually a minor in education. In growing our suite of lower-division courses, a number of the newly developed offerings should satisfy the race and ethnicity requirement within the College of Literature, Science, and the Arts (LSA) (e.g., EDUC 118 Introduction to Education: Schooling and Multicultural Society) and should reflect cooperation with on-campus and community partners and entities that are likely to facilitate our access to and the interest of students with the backgrounds and commitments we seek (e.g., Semester in Detroit, The Edward Ginsberg Center for Community Service Learning, Center for Engaged Academic Learning, Center for Educational Outreach, local public schools and service organizations). In eventually growing this suite of courses into an education minor we will have established a reliable platform for increasing the visibility of our various programs and developed a pipeline for recruiting students into our teacher education and MA programs.	IN PROGRESS

Build synergistic, collaborative, and predictable relationships between the Office of Student Affairs, Teacher Education, Educational Studies, and the Dean's Office for the purpose of delineating, coordinating, and effectively engaging the cycles of and forums for recruitment.	IN PROGRESS
Work with the Office of Undergraduate Admissions (CUA) to expand the list of prospects for our Teacher Education Preferred Admissions (TEPA) program to include recently matriculated students who are first generation college students and/or attended high school in underserved rural, urban, and suburban contexts.	IN PROGRESS
Develop robust and mutually beneficial recruitment partnerships with key sending departments in LSA (e.g., History, English, Mathematics, Romance/World Languages, Biology, Chemistry) and sustain these partnerships through a predictable calendar of meetings and activities that make effective use of the roles, knowledge, and commitments of SOE faculty and staff.	COMPLETE
Develop recruitment partnerships with a select number of Michigan high schools that have demonstrated success in sending students to U-M and have among their student body high proportions of racial and linguistic minorities and those who are likely to be the first in their families to attend college.	IN PROGRESS
Identify and make annual recruitment visits to on-campus schools, organizations, and sites from which we are likely to recruit the students we seek (e.g., racial, ethnic, and first generation, and LGBTQI student organizations and organizations serving undocumented residents and students with disabilities; fraternities and sororities serving minoritized or historically disenfranchised populations; organizations concerned with educational policy and practices and/or civic and social justice issues; organizations that coordinate service learning opportunities with children, low-income communities, urban communities, or communities of color).	IN PROGRESS
Make annual recruitment presentations to all lower division education courses and to a select number of large introductory courses in LSA.	IN PROGRESS
Identify institutions, organizations, and academic and professional venues external to U-M from which we are likely to recruit the students we seek and work with and through them to increase the visibility of our programs (e.g., select liberal arts colleges within a reasonable drive to the University of Michigan; Michigan-Pursuing Our Dreams [M-POD] events as a part of the Washtenaw Community College Transfer Initiative; convenings of the Institute for the Recruitment of Teachers, Michigan Association of Collegiate Registrars and Admissions Officers, and Michigan/National Association of College Admissions Counselors).	COMPLETE
Identify across campus partners to facilitate access to community college students and to members of racially, linguistically, and socioeconomically underrepresented groups (e.g., Center for Educational Outreach, Office of Undergraduate Admissions, and Transfer Recruitment to Michigan) and work with these partners to increase the visibility of our undergraduate teacher education programs.	COMPLETE

	Explore, propose, implement, and evaluate innovative strands in our education programs that are likely to draw the kinds of students we seek (e.g., strands that foreground preparation for urban settings or social justice, critical, or transformative educational practice).	IN PROGRESS
Admissions: Our admission processes must support the admission of students likely to be successful in our programs and who are also inclined to serve diverse and underserved populations and/or take up research and/or practice dilemmas that are central to advancing diversity, equity, and inclusion. The SOE will, therefore, develop robust and holistic admissions applications and protocols towards these ends, as permissible by law. As the greatest opportunities for growing the diversity of student body rest with our teacher certification programs, our work will begin by revising the admissions applications and protocols associated with our teacher certification programs. In pursuing these revisions, the school will:	<p>Redesign the admissions application and processes to capture in substantive ways applicants' commitment to and proclivity for advancing diversity, equity, and inclusion as part of their teaching practice. These processes should include questions, interviews, and/or performance evaluations that assess applicants': propensity for engaging in teaching practices that contribute to social justice; commitment to and/or experience working in diverse settings or with diverse populations; inclination or predisposition to engage critical perspectives around issues of educational practice; and/or demonstrated resilience or persistence in the face of obstacles.</p> <p>Develop admissions procedures and provide professional development opportunities to guard against unconscious bias on the part of reviewers and the inadvertent privileging of measures that do not predict student academic and teaching success.</p> <p>Conduct research and analysis to: facilitate the design and evaluation of the admissions applications, protocols, and processes developed in accordance with the aforementioned objectives; and inform the revision of the admissions processes associated with other academic programs.</p>	COMPLETE
Financial Aid and Scholarships: The SOE will develop and leverage scholarships and funding streams to facilitate, in legally permissible ways, the recruitment, admission, and retention of students who have backgrounds, experiences, and inclinations consistent with the SOE's commitment to promote diversity and to advance equity and inclusion. Towards these ends, the SOE will:	<p>Develop the "Dean's Scholars Program" to fund a select number of MA and PhD students who have demonstrated a commitment to working in diverse and/or underserved settings and/or on problems of research or practice that advance diversity, equity, and inclusion as pathways to achieving social justice.</p> <p>Fund a range of named teacher education scholarships to support undergraduate students who have demonstrated a commitment to working with or on behalf of diverse and/or underserved communities and/or have backgrounds that will increase the range of vantage points represented among our undergraduate student body (e.g., students who are first generation college goers; grew up in underserved communities; and/or have proficiency in a language other than English). Such scholarships should include the following: Tuition Scholarships; Spring/Summer Scholarships; Transportation Scholarships.</p>	NOT STARTED
Student Support and Retention: The SOE is committed to providing comprehensive support to all students who enroll in the school. Such supports inhere in our institutionalized efforts to establish scholarships, diversify our curriculum, support the development of more inclusive pedagogical practices on the part of instructors, and otherwise work to cultivate a more inclusive environment in the SOE (topics covered elsewhere in the Plan). However, the SOE also recognizes that some students may benefit from other institutionally coordinated opportunities to facilitate effective transitions into the SOE and to support student efficacy, success, and completion. In addition to the mechanisms outlined elsewhere in the Plan, the SOE will extend its capacity to support, retain, and graduate a diverse student body through the implementation of the following complementary strategies:	Establish supports, guidelines, and expectations for programs that may be particularly challenged in their ability to meet the needs of a diverse student body. Such challenge may be the result of the unanticipated rise in the number or diversity of the students enrolled during a particular admissions cycle. Alternatively, it may be a function of a program's ongoing struggle to narrow differences in the performance outcomes between student subgroups (e.g., time to degree, time to candidacy, rates of completion, competency in practicum and student teaching). These supports, guidelines, and expectations will position the programs to restructure aspects of their organization and provide students with targeted resources to support the transition to and success in the program in ways that guard against stigmatization and that ensure full empowerment and inclusion.	IN PROGRESS
		NOT STARTED

	Establish a peer-mentoring program in which an incoming student partners with a more advanced student who provides guidance to: ease the academic and social transition to U-M and the SOE; facilitate resource-finding at the school and university; identify strategies for successful navigation of the program and school; and address transition-related issues that may be unique to the student or the social groups of which she or he may be member.	COMPLETE
	Enhance the consistency and transparency with which programs communicate to students the range of program-specific and school-level academic and institutional expectations that have bearing on every student's progress through the program and time to and achievement of the degree. This will create a more equitable climate of shared information and knowledge about resources, opportunities, department and school-wide efforts, changes, and issues.	IN PROGRESS
	Continue to fund through a small-grants program student-initiated diversity-related efforts. The school currently supports student organizations in their efforts, but not all students are engaged in student organizations. Therefore, this would extend the opportunity for students to self-initiate diversity-related conversations, dialogues, presentations, etc. on topics and areas that may not already be addressed through other organizational mechanisms.	IN PROGRESS
Continue to develop, refine, and employ recruitment and hiring processes to attract and secure a demographically and intellectually diverse faculty committed to advancing the school's goals for diversity, equity, and Inclusion.	Develop and refine proactive and inclusive recruitment strategies aimed at maximizing the intellectual and racial diversity of applicant pools and especially the representation of persons of color within those pools. At minimum, these efforts will require the SOE to: Review, monitor, and refine the recruitment principles, policies, and practices that were developed between fall of 2012 and fall of 2013 to guide conventional searches (See: University of Michigan School of Education Principles, Practices, and Procedures for Faculty Searches and Campus Visits to Support Diversity and Equity Goals).	IN PROGRESS
	Leverage, in compliance with university policy and federal guidelines, "person-specific" hires as a vehicle for proactively recruiting faculty members whose background, scholarly expertise, professional practice, and personal commitments are likely to advance the strategic and diversity mission of the school, contribute to our focus on excellence, and provide a diversity of perspectives and curricular offerings. In order to support such person specific efforts, the SOE will: Identify and prioritize areas of potential hiring.	IN PROGRESS
	Leverage, in compliance with university policy and federal guidelines, "person-specific" hires as a vehicle for proactively recruiting faculty members whose background, scholarly expertise, professional practice, and personal commitments are likely to advance the strategic and diversity mission of the school, contribute to our focus on excellence, and provide a diversity of perspectives and curricular offerings. In order to support such person specific efforts, the SOE will: Develop structured forums and mechanisms (e.g., speaker series, visiting faculty positions) aimed at assessing the promise and cultivating the interest of prospective person-specific hires.	NOT STARTED

	Leverage, in compliance with university policy and federal guidelines, "person-specific" hires as a vehicle for proactively recruiting faculty members whose background, scholarly expertise, professional practice, and personal commitments are likely to advance the strategic and diversity mission of the school, contribute to our focus on excellence, and provide a diversity of perspectives and curricular offerings. In order to support such person specific efforts, the SOE will: Provide written criteria for departments to propose person-specific hires consistent with university guidelines and the SOE strategic and diversity mission.	NOT STARTED
Develop proactive and inclusive recruitment and hiring processes to attract and secure: a demographically diverse staff; and staff members who have worked in diverse settings and/or have advanced diversity, equity, or inclusion in the workplace or in an area applicable to the position to which they are applying. Develop supports and mechanisms to orient and reinforce staff members' individual and collective work on and for diversity, equity, and inclusion. Develop processes and practices for staff members to personally experience equity, inclusion, and opportunity in their work lives.	Develop principles and protocols for staff hiring that are akin to those that were developed to diversify the faculty and faculty expertise. At minimum, these principles and protocols will entail: Establishing, when feasible, hiring committees that include members who range in background, experience, and status within the SOE. In instances when a hiring committee is not appropriate, hiring decisions will require the supervisor to consult substantively with a key administrator and staff member.	NOT STARTED
	Develop principles and protocols for staff hiring that are akin to those that were developed to diversify the faculty and faculty expertise. At minimum, these principles and protocols will entail: Posting job positions using outlets and networks likely to facilitate the cultivation of a diverse pool of high quality applicants.	NOT STARTED
	Develop principles and protocols for staff hiring that are akin to those that were developed to diversify the faculty and faculty expertise. At minimum, these principles and protocols will entail: Designing an application and interview process that: invites applicants to document (via cover letters and resumes) how their backgrounds, experiences, and commitments facilitate their ability to work productively in diverse environments; involves students, faculty, and staff; and requires applicants to demonstrate (e.g., via responses to interview questions and engagement with performance-based assessments or simulations) that they have requisite skills and/or dispositions likely to facilitate the SOE's agenda to promote diversity and to advance equity and inclusion.	IN PROGRESS
	Develop principles and protocols for staff hiring that are akin to those that were developed to diversify the faculty and faculty expertise. At minimum, these principles and protocols will entail: Documenting in writing the search, interview, and selection process for review by the chief administrative officer (CAO) and the Education Diversity Advisory Committee (EDAC) and to generate permanent records of all hiring activity within the SOE.	NOT STARTED
	Develop principles and protocols for staff hiring that are akin to those that were developed to diversify the faculty and faculty expertise. At minimum, these principles and protocols will entail: Requiring EDAC to review these records prior to extending hiring offers to make sure that the search, interview, and selection processes were in compliance with the school's diversity, equity, and inclusion agenda.	NOT STARTED
	Structure opportunities to cultivate the commitment and overall capacity of the staff to contribute to the SOE's efforts to promote diversity and to advance equity and inclusion. At minimum these opportunities will entail: Providing supervisors with training in how to search for, hire, and supervise diverse staff.	IN PROGRESS

Structure opportunities to cultivate the commitment and overall capacity of the staff to contribute to the SOE's efforts to promote diversity and to advance equity and inclusion. At minimum these opportunities will entail: "On-boarding" new staff members by having the director of human resources and/or the supervisor orient them to how the duties and responsibilities of their positions contribute to the school's diversity, equity, and inclusion agenda.	IN PROGRESS
Structure opportunities to cultivate the commitment and overall capacity of the staff to contribute to the SOE's efforts to promote diversity and to advance equity and inclusion. At minimum these opportunities will entail: Identifying, posting, encouraging, and tracking staff participation in SOE-specific and campus-wide opportunities designed to cultivate diversity-related skills and dispositions.	COMPLETE
Structure opportunities to cultivate the commitment and overall capacity of the staff to contribute to the SOE's efforts to promote diversity and to advance equity and inclusion. At minimum these opportunities will entail: Establishing peer mentoring and other professional development opportunities through which staff will be able to learn from and collaborate with others in developing their professional practice in ways that advance the school's diversity, equity, and inclusion agenda.	NOT STARTED
Make opportunities for professional advancement more transparent and opportunities for learning and development more accessible. Towards this end, the SOE will: Document, when feasible, the extant career ladders within the SOE and the proficiencies, expertise, and accomplishments that facilitate movement up that ladder.	NOT STARTED
Make opportunities for professional advancement more transparent and opportunities for learning and development more accessible. Towards this end, the SOE will: Build systems for advancement that guard against unintentional bias, discriminatory practices, and favoritism.	IN PROGRESS
Make opportunities for professional advancement more transparent and opportunities for learning and development more accessible. Towards this end, the SOE will: Establish formal opportunities for staff members to discuss their long-term professional ambitions with their supervisor to identify prospective professional opportunities that are consistent with the staff member's current role but establish a platform for developing the knowledge, skills, or practices consistent with his/her ambitions. Staff members will be able to invite a peer or other mentor to meetings organized for this purpose.	NOT STARTED
Develop mechanisms to otherwise increase the satisfaction of the staff and the ability of other constituents to work and interact with staff in a respectful and professionally generative manner. At minimum, such mechanisms will entail: Identifying and developing, via a staff committee, a plan to make better sense of and address areas of particular staff dissatisfaction as per the findings of the 2013-2014 staff climate survey.	IN PROGRESS

Develop mechanisms to otherwise increase the satisfaction of the staff and the ability of other constituents to work and interact with staff in a respectful and professionally generative manner. At minimum, such mechanisms will entail: Cultivating, in consultation with staff, an assessment in which staff members would document and evaluate their experiences with faculty members and supervisors as a means of developing faculty members' and supervisors' knowledge, skill, and accountability in facilitating and contributing to a more equitable and inclusive environment (e.g., a 360 review for supervisors and faculty administrators).

NOT STARTED

Develop mechanisms to otherwise increase the satisfaction of the staff and the ability of other constituents to work and interact with staff in a respectful and professionally generative manner. At minimum, such mechanisms will entail: Designing faculty and student professional development opportunities to enhance faculty and student awareness of, inclination to, and skill and etiquette in working with staff in a respectful, equitable, and inclusive manner (e.g., orientations, workshops, annual school coordinated exchanges between staff and faculty).

NOT STARTED

Relocate the Office of Human Resources to a more conducive space. The new location will address concerns raised around privacy and confidentiality and will establish a space for job postings, training, on-boarding of faculty and staff, and private conferencing to manage HR matters and concerns.

COMPLETE

Manage salary equity concerns at the school level in a systematic and proactive manner. On an annual basis, the chief administrative officer and the director of human resources will review all staff salaries. In order to ascertain whether staff members are being equitably compensated, the review will capture all staff full time rate (FTR) salaries, university average information per title, degree held, years of service, and market information when available. Potential equity issues will be addressed and resolved with the staff member's supervisor as part of the annual staff performance assessment process.

IN PROGRESS

The SOE will incentivize and facilitate programs', instructors', students', and staff members' engagement with teaching, learning, and planning efforts that will build our collective capacity to instantiate our commitment to diversity, equity, and inclusion in our curriculum, instruction, and interactional norms.

Further, the SOE will consistently recognize the diverse group of instructors who work with students and teach in our courses, including faculty members, graduate student instructors, and other course instructors (e.g., mentor teachers, field supervisors), and will actively provide opportunities to support and monitor the instructional commitments and activity of all groups. More specifically, the SOE will:

Include questions about diversity, equity, and inclusion in the teaching and learning process in all applications and interviews associated with hiring new instructors (i.e., tenure-track and clinical-track faculty members, lecturers, and graduate student instructors) to assess applicants' inclination for this work and to build awareness at an early stage that the SOE places a high value on these issues.

IN PROGRESS

Create a fund to: Sponsor collaborative retreats in which program chairs, instructors, students, and/or staff members voluntarily convene to advance some teaching and learning agenda central to realizing a sufficiently diverse curriculum and/or inclusive norms and practices. Instructors receiving these funds would be expected to share the nature and outcomes of their efforts with the broader SOE community to grow our collective capacity.

NOT STARTED

Create a fund to: Support instructors' travel to and/or enrollment in professional development workshops aimed at developing their pedagogical expertise in cultivating inclusive classrooms. Instructors receiving these funds would be expected to share the nature and outcomes of their efforts with the broader SOE community to grow our collective capacity.

NOT STARTED

Create a fund to: Support efforts on the part of individual instructors to develop the diversity or inclusiveness of their courses. Instructors receiving these funds would be expected to share the nature and outcomes of their efforts with the broader SOE community to grow our collective capacity.

NOT STARTED

Recognize, via honorary and financial awards and public receptions, excellence in and commitment to: a) teaching in ways that maximize diversity, equity, and inclusion in formal instruction; and/or b) leading efforts aimed at realizing the school's pedagogical and curricular commitment to diversity, equity, and inclusion.

IN PROGRESS

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. The dean and/or the associate deans will: Identify, in consultation with program chairs, faculty members, and experienced graduate student instructors, options for midterm evaluation mechanisms that would support faculty in assessing the inclusiveness of their pedagogical practices (e.g., CRLT's midterm student feedback; peer observation and feedback; individually developed surveys or feedback forms). Faculty would be encouraged to take advantage of some midterm mechanism as a means of receiving feedback to improve upon their practices during a given term.

NOT STARTED

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. The dean and/or the associate deans will: Identify and pilot, in consultation with program chairs, faculty members, and experienced graduate instructors, Evaluation and Examination End-Term Evaluation survey items and/or open-ended questions from which instructors must select in the interest of evaluating their efforts to facilitate more inclusive classroom environments.

NOT STARTED

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. The dean and/or the associate deans will: Design, in consultation with program chairs and the SOE Executive Committee, Faculty Annual Reports that require faculty members to record their goals and progress as they pertain to teaching and learning activity related to diversity, equity, and inclusion.

COMPLETE

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. The dean and/or the associate deans will: Conduct faculty annual reviews to illuminate, in part, areas of accomplishments and areas that warrant development on the part of faculty members in terms of advancing the SOE's curricular and instructional agenda in the service of diversity, equity, and inclusion to identify/refine relevant benchmarks and/or goals for the upcoming academic year.

COMPLETE

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. The dean and/or the associate deans will: Convene annually a meeting of program chairs to outline and share program specific curricular and instructional goals related to diversity, equity, and inclusion and to develop and share strategies for implementing these goals. The dean will also facilitate end-of-year and possibly mid-year reviews as it applies to these goals.

COMPLETE

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. The dean and/or the associate deans will: Design more systematic opportunities for the training, mentoring, and support of graduate student instructors across all coursework.

COMPLETE

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. Program chairs will: Conduct an audit of extant courses to assess where we have strengths and where we warrant improvement in terms of advancing our curricular and pedagogical agenda concerning diversity, equity, and inclusion.

NOT STARTED

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. Program chairs will: Facilitate the development of course offerings (required and/or elective) that redress areas of weakness when it comes to enacting our commitment to diversity, equity, and inclusion via our curriculum (disciplinary, content area, and/or methodologically specific). Further, program chairs will examine the ways in which current programmatic requirements do and do not support or align with courses more focused on issues of diversity, equity, and inclusion and make needed adjustments.

COMPLETE

Establish systems of accountability that delineate the roles and expectations of administrators, instructors, students, and staff members in terms of advancing the school's commitment to diversity, equity, and inclusion via its curricular and pedagogical agenda. At minimum, accountability will be delineated as follows. Program chairs will: Facilitate the development of units or specializations that bring together the scholarly and teaching expertise of instructors around some diversity or equity agenda that would enhance our institutional capacity to engage research and practice on issues of diversity, equity, and inclusion and would support the recruitment of students and faculty with these interests.

NOT STARTED

	Establish mechanisms for increasing instructors' awareness and enactment of specific teaching strategies and routines that facilitate diversity, equity, and inclusion in the classroom. At minimum, the SOE will: Identify, coordinate, and publicize, each year, a range of in-house and/or cross-campus professional development opportunities to enhance the ability of faculty members and graduate student instructors to embed issues of diversity, equity, and inclusion into the teaching and learning process and expect instructors to participate in or select from among them to advance shared and/or personal curricular or instructional goals. The shared options will revolve around some theme or area of work that was established as worthy of deliberate study and development over the course of the academic year (i.e., akin to how the subject of "listening"-actively and across boundaries of difference-was threaded throughout the many professional development and community building activities that were scheduled during the 2014-2015 academic year).	COMPLETE
	Establish mechanisms for increasing instructors' awareness and enactment of specific teaching strategies and routines that facilitate diversity, equity, and inclusion in the classroom. At minimum, the SOE will: Identify instructors who excel at pedagogical work that advances diversity, equity, and inclusion and/or who are eager to build school-wide capacity around this work, and provide them with the requisite supports and resources to co-design and co-facilitate professional development efforts for both faculty and graduate student instructors towards this end.	IN PROGRESS
	Establish mechanisms for increasing instructors' awareness and enactment of specific teaching strategies and routines that facilitate diversity, equity, and inclusion in the classroom. At minimum, the SOE will: Create explicit programmatic or school-wide norms for discussing and engaging with one another in classrooms around diversity, equity, and inclusion that will help to foster more inclusive, trusting, equitable environments in our classrooms.	NOT STARTED
	Establish mechanisms to grow students' capacities to contribute to the cultivation of inclusive classrooms. At minimum, the SOE will: Coordinate school-wide or program-level orientations for new students to learn how to participate in difficult, courageous, and constructive dialogues concerning diversity, equity, and social justice.	NOT STARTED
	Establish mechanisms to grow students' capacities to contribute to the cultivation of inclusive classrooms. At minimum, the SOE will: Establish one or two other educational forums for students to contend further with issues of diversity, equity, and inclusion as part of their academic, research, or professional development.	COMPLETE
Facilitate shared values, norms, and practices that foster mutual respect, courageous conversations, constructive disagreement, and democratic collaborations. Ensure all members of our community feel recognized and supported. Increase the cross-cultural competencies of all constituents.	Communicate the SOE's commitment to diversity, equity, and inclusion on the SOE website and in other public places. Use these venues also to communicate about our efforts to fulfill the ambitions outlined herein.	COMPLETE

Host a series of all-school events that facilitate community building and also host teaching, learning, and assessment forums that make evident our commitment to and progress towards building a more equitable and inclusive environment. These events should be hosted at protected times and/or with permissions or releases (e.g., from work or class attendance) that would facilitate maximum participation across all constituencies. Towards this end, the SOE will: Continue hosting the all-school meeting at the beginning of the year and include in the agenda reports from the dean, associate deans, and program chairs that outline the diversity, equity, and inclusion goals and/or activities for the current academic year in light of the dilemmas or achievements of the previous year.

COMPLETE

Host a series of all-school events that facilitate community building and also host teaching, learning, and assessment forums that make evident our commitment to and progress towards building a more equitable and inclusive environment. These events should be hosted at protected times and/or with permissions or releases (e.g., from work or class attendance) that would facilitate maximum participation across all constituencies. Towards this end, the SOE will: Establish an end-of-the-year meeting in which the dean, in collaboration with associate deans and program chairs, reports on and facilitates discussion about institutionalized efforts that were aimed at advancing diversity, equity, and inclusion. This forum would establish an interactive opportunity for all members of the SOE community to think together about our accomplishments over the past year, where improvements are needed and why, and what work is warranted in the coming year.

NOT STARTED

Host a series of all-school events that facilitate community building and also host teaching, learning, and assessment forums that make evident our commitment to and progress towards building a more equitable and inclusive environment. These events should be hosted at protected times and/or with permissions or releases (e.g., from work or class attendance) that would facilitate maximum participation across all constituencies. Towards this end, the SOE will: Coordinate social events that showcase the talents, commitments, and personal and cultural biographies of members of our community and diminish status divides between community members by providing opportunities for members of different constituencies to interact with each other on more equal footing (e.g., dance party; BET's Outspoken).

COMPLETE

Host a series of all-school events that facilitate community building and also host teaching, learning, and assessment forums that make evident our commitment to and progress towards building a more equitable and inclusive environment. These events should be hosted at protected times and/or with permissions or releases (e.g., from work or class attendance) that would facilitate maximum participation across all constituencies. Towards this end, the SOE will: Design all-school professional learning opportunities to help establish norms and practices that facilitate mutual respect, constructive dialogue across difference, brave spaces for difficult conversations, and collaborative work and agendas surrounding diversity, equity, inclusion.

IN PROGRESS

Host a series of all-school events that facilitate community building and also host teaching, learning, and assessment forums that make evident our commitment to and progress towards building a more equitable and inclusive environment. These events should be hosted at protected times and/or with permissions or releases (e.g., from work or class attendance) that would facilitate maximum participation across all constituencies. Towards this end, the SOE will: Host public forums that make evident to ourselves, the university at large, and the broader community the SOE's commitment to showcasing and/or advancing research, practices, and policies that forward diversity, equity, and inclusion. These forums would include, but would not be limited to, the Race and Social Justice in Education Symposium and Workshops, and the MLK Children's Day Event.

COMPLETE

Develop accessible and visible means by which individuals can make sense of, document, and/or seek counsel or redress for inequitable, exclusionary, or biased interactions or practices that were reported to them or that they personally witnessed or experienced. Towards this end, the SOE will: Educate community members about policies and practices designed to protect against bias and discrimination (e.g., U-M policies and practices concerning discrimination, mandatory reporting, sexual harassment, protection of minors, etc.).

NOT STARTED

Develop accessible and visible means by which individuals can make sense of, document, and/or seek counsel or redress for inequitable, exclusionary, or biased interactions or practices that were reported to them or that they personally witnessed or experienced. Towards this end, the SOE will: Delineate and make highly visible those offices, outlets, and individuals within the school and the university at large charged with advising and/or adjudicating issues relevant to access, equity, and bias (e.g., ombudspersons; Office for Institutional Equity; LGBTQI allies; Expect Respect; anonymous reporting to the dean via the SOE website).

IN PROGRESS

Develop accessible and visible means by which individuals can make sense of, document, and/or seek counsel or redress for inequitable, exclusionary, or biased interactions or practices that were reported to them or that they personally witnessed or experienced. Towards this end, the SOE will: Publicize and encourage participation in training opportunities aimed at growing our collective capacity to meet the needs of a diverse population (e.g., Ally Development Training; Training Group Processes of Intergroup Dialogue Facilitation).

COMPLETE

Develop accessible and visible means by which individuals can make sense of, document, and/or seek counsel or redress for inequitable, exclusionary, or biased interactions or practices that were reported to them or that they personally witnessed or experienced. Towards this end, the SOE will: Coordinate in-house professional development opportunities and/or socialization programs aimed at advising and supporting members of our community about how to respond when they witness, experience, or receive reports of bias or exclusion.

NOT STARTED

Develop visible and accessible means by which individuals can document those day-to-day and institutionalized experiences that provide evidence of our progress towards establishing a more equitable and inclusive environment.

NOT STARTED

	Recognize annually or biannually via honors, awards, and/or public receptions members of our community who have contributed substantively to the SOE's commitment to advancing our diversity, equity, and inclusion agenda. Each of the honors/awards should be named in a way that makes evident the nature of the contribution and should allow for the recognition of members from each constituent group (i.e., students, staff, and faculty).	COMPLETE
	Require all senior leadership (i.e., dean and associate deans, program chairs, chief administrative officer) to plan for and document their contributions to advancing the school's vision for diversity, equity, and inclusion and to implementing those aspects of the Plan that are applicable to their program or administrative area. This requirement will entail senior leaders: Developing and publicly reporting on their annual goals towards these ends.	COMPLETE
	Require all senior leadership (i.e., dean and associate deans, program chairs, chief administrative officer) to plan for and document their contributions to advancing the school's vision for diversity, equity, and inclusion and to implementing those aspects of the Plan that are applicable to their program or administrative area. This requirement will entail senior leaders: Documenting publicly and as part of their annual review process their progress towards these goals.	COMPLETE

SCHOOL OF INFORMATION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase diversity of students in all degree programs.	Continually monitor recruitment processes across all programs to promote diversity, equity and inclusion.	COMPLETE
	Begin recruiting external transfers into the BSI Program.	COMPLETE
Equitable assessment of each applicant in the admissions review process.	Charge the Ph.D. program committee to evaluate and restructure the applicant review process.	COMPLETE
	All program committees: Evaluate whether GRE scores are being used appropriately in the admissions processes.	IN PROGRESS
Develop clear lines of responsibility and accountability for promoting diversity in student applicant pools, establish policies and reporting procedures, and provide appropriate training.	The Office of Student Affairs (OSA) and Academic Program Directors (APD) will establish clear responsibility around recruitment and admissions.	COMPLETE
	OSA and APD will develop consistent best practices for all faculty and staff to ensure applicant review is done in an equitable manner.	IN PROGRESS
Continue to increase diversity of staff.	Continue to identify recruitment mechanisms to increase diversity of applicant pools.	COMPLETE
Increase diversity of faculty.	Revisit the diversity planning process to identify mechanisms, beyond the President's Postdoctoral Fellowship Program, to increase diversity of faculty applicant pools.	IN PROGRESS
	Encourage all UMSI faculty to do STRIDE training.	COMPLETE

Create a teaching and learning environment that prepares student for careers in a diverse and global environment.	MSI Program: Assess diversity and multiculturalism content in courses as part of the implementation of the new MSI curriculum.	IN PROGRESS
	BSI Program: Conduct an evaluation of diversity/multicultural content in BSI courses.	COMPLETE
	Convey to faculty and students what the rewards are for impactful research.	COMPLETE
Amplify the impact of existing educational programs that address diversity, equity and inclusion.	Align individual goals for diversity (in FARs) and staff performance reviews with one or two UMSI broader UMSI diversity goals.	COMPLETE
Raise awareness among faculty and staff of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive. This requires a particular focus on inclusiveness for women (at all levels -- i.e., faculty, staff, students) and international faculty and students.	Developing programming for faculty that targets: Strategies to address behaviors that result from subconscious biases (targeted to individual behavior).	COMPLETE
	Developing programming for faculty that targets: UMSI-specific issues by identifying scenarios that have occurred (from 1:1 interviews with faculty and staff).	COMPLETE
Raise awareness among PhD students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.	Identify and develop mechanisms to raise doctoral students awareness of diversity, equity, and inclusions issues.	COMPLETE
Provide comprehensive career planning that allows for work/life balance considerations, familial commitments, and non-academic careers.	Identify or develop opportunities or programs through which doctoral students can discuss career planning and the job search process.	COMPLETE
	Work with the Career Development Office to ensure that doctoral students have access to information about alternative careers.	COMPLETE
Raise awareness among MSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.	Charge the MSI committee and the Office of Student Affairs with evaluating the current MSI orientation offerings concerning diversity, equity, and inclusions issues and revise or develop more effective educational alternatives.	COMPLETE
Ensure that BSI students feel integrated into larger UMSI community (based on preliminary data that suggests that inclusion is a key issue).	Conduct surveys and focus groups with undergraduates to assess community identification and integration.	COMPLETE

SCHOOL OF KINESIOLOGY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of the applications to Kinesiology Undergraduate and Graduate Degree Programs.	Visit at least five (5) local (Detroit, Ypsilanti, Belleville, Romulus) and three (3) regional entities such as high schools, Peace Neighborhood, Boys & Girls Clubs, and other programs/events that serve/enroll demographically diverse students.	COMPLETE

	Identify/compile e-mail contacts of entities that serve high performing demographically diverse students (Minority Serving Institutions (MSI) [such as Historically Black Colleges/Universities (HBCUs) Hispanic Serving Institutions (HIS), and Tribal Colleges], McNair Scholar Programs, and list serves and associations to send targeted e-mails regarding educational opportunities in Kinesiology.	COMPLETE
	Visit at least four (4) entities that serve/enroll a diverse student population to recruit for Kinesiology Graduate Program (visiting at least two [2] per semester).	COMPLETE
	Involve current Kinesiology students from demographically diverse high schools or colleges in at least one outreach and engagement activity (return to home high schools and home colleges) to share information about educational opportunities in Kinesiology.	COMPLETE
	Establish High School UM Campus Visitation Day(s) for students from high schools that serve demographically diverse students.	COMPLETE
	Implement a system for waiving the UG and Graduate application fees for need-based students.	COMPLETE
	Create Graduate Admission metrics beyond the traditional 'GRE scores that are viable indicators of academic merit, potential, and 'grit'.	COMPLETE
	Increase the amount of the Kinesiology Merit Fellowship for Graduate students and establish a Kinesiology Merit Fellowship for Undergraduate students using the same criteria that is used to select Rackham Merit Fellows.	IN PROGRESS
	Offer need-based bridge support for deserving students with financial hardships.	COMPLETE
Provide a supportive and welcoming learning environment for all students.	Elevate the presence of the Kinesiology Student Diversity and Inclusion Network at UG and Graduate Fall Orientations.	COMPLETE
	Establish an Inclusive Mentoring and Peer-Support program for students.	IN PROGRESS
	Offer a dedicated physical multicultural space for students.	COMPLETE
	Offer at least one DEI program, event, or activity per semester that will promote cultural learning and facilitate interactions among diverse groups of Kinesiology graduate and undergraduate students.	COMPLETE
	Administer a Student Climate Survey Winter 2017.	IN PROGRESS

Obtain more diverse applicant pools for all Kinesiology faculty hires, with a notable increase in applicants of Color.	Research and scour various Kinesiology websites, entities, and academic associations to identify potential Faculty of Color who might apply for Kinesiology positions.	IN PROGRESS
	Comprise a list of potential hiring, advertising, and job posting outlets with high reach and high return with Faculty of Color so that postings will reach a broader audience.	IN PROGRESS
Ensure that search committees adhere to best practices to achieve diverse applicant pools for all Kinesiology faculty hires.	Establish a protocol document (per the approval of the OGC) containing principles, practices, and procedures for all faculty searches relative to DEI	IN PROGRESS
	Require each search committee to document the actions taken to achieve a diverse applicant pool.	IN PROGRESS
	Mandate STRIDE training/meetings for each search committee.	COMPLETE
Enhance faculty's instructional competence with DEI.	Support program area faculty workgroups for Inclusive Instruction (to review the undergraduate and graduate curriculum and establish program area baseline metrics/content regarding DEI content and competency).	IN PROGRESS
	Offer Diversity Training/Inclusive Instruction Workshops for faculty.	COMPLETE
	Create an online/e-portal of DEI related resources and information for faculty.	IN PROGRESS
Encourage faculty's commitment to DEI.	Offer Inclusive Instruction Grants for faculty course redesign.	IN PROGRESS
	Require faculty to document their DEI contributions and commitment (i.e., inclusive mentoring, inclusive instruction, diversity outreach, etc.) in their annual evaluations.	COMPLETE
Enhance the faculty's skills for career advancement.	Proactively communicating and advertising UM professional development/career advancement programs to faculty.	IN PROGRESS
	Encouraging and supporting faculty's participation in professional development/ career advancement programs and activities.	IN PROGRESS
Obtain diverse applicant pools for all Kinesiology staff hires.	Compile a list of potential hiring, advertising, and job posting outlets with high reach and high return with diverse staff so that postings will reach broader audience.	IN PROGRESS
Ensure that search committees adhere to best practices to achieve diverse applicant pools for all Kinesiology staff hires.	Establish a protocol document (per the approval of the OGC) of principles, practices, and procedures for all Staff searches relative to DEI.	IN PROGRESS
	Require each search committee to document the actions taken to achieve a diverse applicant pool.	COMPLETE
	Mandate STRIDE training/meetings for each Search Committee.	COMPLETE

Enhance staff's development and competence with DEI.	Offer Diversity/Inclusion Training Workshop for staff.	IN PROGRESS
	Create an e-portal of DEI resources for staff.	IN PROGRESS
Encourage staff's commitment to DEI.	Ensure that DEI is an agenda item at all staff Meetings.	COMPLETE
	Offer staff grants for DEI programs and events.	IN PROGRESS
	Require staff to document their DEI commitment and contributions (i.e., attendance at DEI related workshops, webinars, etc.) in their annual reviews.	COMPLETE
Enhance the staff's skills for career advancement.	Proactively communicating and advertising UM professional development/career advancement programs to staff.	IN PROGRESS
	Encouraging and supporting staff's participation in professional development/career advancement programs and activities.	IN PROGRESS
Assess the DEI 'pulse' and competence of Kinesiology faculty.	Administer the IDI to faculty.	IN PROGRESS
Enhance Kinesiology faculty's embrace of DEI scholarship.	Establish criteria (as approved by the OGC) for awarding funds for faculty on matters of DEI in Kinesiology.	IN PROGRESS
Assess the DEI 'pulse' and competence of Kinesiology staff.	Administer the IDI to staff.	IN PROGRESS
Assess the DEI 'pulse' of Kinesiology students.	Administer the IDI to students in selected required/core Kinesiology courses.	IN PROGRESS
Enhance Kinesiology students' embrace of DEI research and scholarly activities.	Establish criteria (as approved by the OGC) for awarding funds for student research/scholarly activities on matters of DEI.	IN PROGRESS
	Continue to offer the Graduate Research Showcase Winter 2017 to feature the intellectual diversity of Kinesiology student's scholarship.	COMPLETE
Transparency in Kinesiology policies, practices, and procedures.	Review, revise/update, and post Undergraduate Student Handbook.	COMPLETE
	Review, revise/update, and post Graduate Bulletin.	COMPLETE
	Review, revise/update, and post Faculty and Staff Handbook.	IN PROGRESS
Establish conflict resolution procedures.	Consult with Kinesiology HR officer, STRIDE, OGC, and other UM offices for templates and best practices for conflict resolution.	IN PROGRESS
Increased presence of diversity and inclusion in marketing materials.	Review current Kinesiology print and electronic materials and premiums for DEI content and presence (narratives, images, brand markers, etc.).	COMPLETE

Enhance Kinesiology constituents' understanding and embrace of DEI.	Create an online portal of DEI resources.	IN PROGRESS
	Disseminate Kinesiology DEI Update (Winter 2017).	COMPLETE
	Offer at least one School-wide DEI program each semester.	COMPLETE
Assess the 'pulse' of DEI in Kinesiology.	Administer a climate survey to Kinesiology faculty, staff, and students.	IN PROGRESS
Establish a mechanism for continual DEI feedback and response.	In consultation with OIE, OGC, and other UM entities, create an online 'Suggestion Box' for faculty, staff, and students to provide continual feedback and develop a corresponding response system/process.	IN PROGRESS
Ensure that all Kinesiology course materials are accessible to a diverse group of learners.	Require faculty to attest in their syllabi that all print and electronic materials are accessible to individuals with visual, hearing, or other impairments or learning challenges.	COMPLETE
Ensure access to Kinesiology development activities by women and People of Color.	Review and adjust the current and prospective lists of external partners, constituents, and stakeholders to promote diverse and inclusive representation.	IN PROGRESS
Ensure access to Kinesiology buildings and spaces.	Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.	IN PROGRESS
Ensure access to all Kinesiology materials.	Review all print and electronic materials and website to ensure that they are ADA compliant and accessible to individuals with visual, hearing, and other impairments.	COMPLETE
Improve staff's ability to counsel and advise Kinesiology students.	OUSA and OGSA staff meeting with UM Counseling services (CAPS and others) to learn best practices for counseling/advising diverse students.	COMPLETE
Encourage all recognized Kinesiology student associations to engage in inclusive service.	Encourage each Kinesiology sponsored student association to participate in at least one event per year with diverse and/or underserved populations or communities.	COMPLETE
	Prioritize funding of voluntary student organization events that have a DEI theme.	COMPLETE

SCHOOL OF MUSIC, THEATRE AND DANCE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the number of applicants to SMTD from underrepresented minorities.	Begin to establish strong partnerships with several strategically chosen high schools and collegiate institutions with the aim of encouraging students at those schools, especially students from underrepresented minority groups, to apply to SMTD.	IN PROGRESS
	Explore the creation of a new staff position in the Office of Admissions to facilitate expanded recruitment efforts.	NOT STARTED
	Use existing resources to arrange recruitment visit(s) on the part of a current faculty member or members to a potential partner institution.	NOT STARTED

	Develop admissions procedures that are more inclusive of and attractive to URM by collecting feedback from potential applicants and using such information to provide training to faculty to promote assessment of candidates more equitably and holistically.	IN PROGRESS
	Partner with other University recruitment programs, such as Wolverine Pathways, to broaden potential SMTD candidates' access to scholarship and mentoring in preparation for pursuing college.	IN PROGRESS
Increase in the percentage of underrepresented minority students who accept offers of admission from SMTD (i.e., admissions yield rate).	Explore the idea of designating some existing scholarship resources at the undergraduate and master's level specially for students who meet one or more of the same criteria used to determine eligibility for the Rackham Merit Fellowship at the doctoral level (i.e., superior academic achievement; underrepresented educational, cultural, or geographic background; demonstrated commitment to diversity; financial hardship; or first-generation college graduate or U.S. citizen).	IN PROGRESS
	Increase the professional development opportunities for students in preparation for pursuing employment options after graduation, which includes the use of SMTD's EXCEL Department for entrepreneurial projects within the field of performing arts.	IN PROGRESS
	Offer grants to current SMTD students and student organizations for professional development, conference attendance, or emergency support; students will be able to combine the grants with other funding sources to pursue their ambitions and complete their degree.	IN PROGRESS
More effectively utilize the Youth and Adult Community Programs as a means of recruiting a more diverse undergraduate cohort.	Build on current efforts to fund staff, faculty, and program development to recruit more students from underrepresented populations.	IN PROGRESS
Recruit a more broadly diverse cohort of graduate students at SMTD.	Require that all faculty members who serve on graduate admissions committees (or otherwise evaluate graduate applications) attend the Rackham Faculty Workshop on Graduate Admissions for Excellence and Diversity.	IN PROGRESS
	More consistently inform graduate students of the financial and consultative resources available through Rackham Graduate School, and further develop and clarify requirements and opportunities for advisement to support graduate student progress towards matriculation.	IN PROGRESS
	Equitably support and promote graduate student research, performances, and projects that focus and highlight historically underrepresented minorities.	IN PROGRESS
	Explore how to more equitably fund terminal-degree graduate students and GSIs throughout their tenure; one approach is to evaluate the workload of GSIs to ensure assignments are sufficient to compensate graduate students time and effort.	IN PROGRESS
Enhance access to peer tutoring for students, particularly undergraduates.	Explore ways to enhance and formalize peer tutoring structures, with an eye especially toward utilizing graduate students to provide undergraduates with tutoring in academic areas.	NOT STARTED

Establish a reliable and efficient method for collecting demographic information from applicants to faculty positions at SMTD.	Devise or otherwise make plans to obtain a reliable method for collecting and maintaining data on the demographics of applicants who apply to faculty positions at SMTD.	NOT STARTED
Increase the number of applicants/hires to faculty positions from underrepresented minority groups.	Revise policy for faculty searches such that search committee members must attend STRIDE training before serving on search committees (or have taken the training sometime within the last three years). Also put in place some mechanism for ensuring that search committees have made genuine efforts to diversify the applicant pool.	IN PROGRESS
Increase the diversity of the staff, as represented by the percentage of underrepresented minorities and by men.	Revise the staff hiring process such that the Director of Inclusion must approve the wording of all job postings to ensure equity and inclusiveness. Additionally, the staff hiring process will involve the use of search committees rather than being overseen by a single individual.	IN PROGRESS
Provide more professional development opportunities for staff.	Explore opportunities to provide staff with professional development training, especially that which can be tailored to meet the needs of working in the performing arts. We will further explore the opportunity to combine professional development training for faculty and staff on a designated Faculty and Staff Professional Development Day.	IN PROGRESS
Raise the awareness of issues related to diversity, equity, and inclusion among undergraduates.	Explore the creation of a requirement for all undergraduates to take a course that somehow foregrounds issues related to diversity, equity, and inclusion, perhaps in relationship to the arts.	IN PROGRESS
Better address music theory deficiencies of incoming freshmen.	Establishment of a "Music Theory Boot Camp" (i.e., a new, fall-term section) for all incoming freshmen who perform poorly on the diagnostic Theory Proficiency Exam.	COMPLETE
Enhance teacher training for GSIs.	Explore the possibility of requiring CRLT GSI-orientation training for all masters and doctoral students who serve as GSIs students. This training would be in addition to SMTD's current requirements around GSI training.	IN PROGRESS
	Inclusive Teaching workshop series for GSIs.	IN PROGRESS
Stimulate conversations around what diversity and inclusion mean relative to the repertory and artistic traditions with which our faculty and students engage as performers, scholars, and creative artists, with the hope that such conversations lead to a greater diversity of repertory performed and studied by faculty and students.	Compile data offering some sense of the diversity of student/ensemble performances, mainstage productions and curriculum at SMTD over the past three years, using such measures as the presence of works by persons of color or of offerings from outside the Western (European-based) canon.	IN PROGRESS
	Fund, coordinate, and support students, faculty, and staff engaging as performers, scholars, and creative artists in SMTD and campus-wide performances and events that demonstrate the value of diversity and inclusion in repertory and artistic traditions.	IN PROGRESS
Bring about greater awareness of issues of diversity, equity, and inclusion as they relate to research/creative activity, teaching, and service.	Include a question on the annual Faculty Activity Report (FAR) that asks about activities undertaken during the prior year concerning issues of diversity, equity, and inclusion as they relate to one's research/creative activity, teaching, and/or service.	COMPLETE
	Put in place the requirement for the inclusion of a Diversity, Equity, and Inclusion (DEI) Statement in the promotion/tenure dossier that explains how s/he has pursued such objectives in relation to research/creative activity, teaching, and/or service. The expectation to include a DEI statement will be determined by hire date and/or position within the promotion and/or tenure schedule.	COMPLETE

Create a more inclusive environment overall.	Use the results of the Winter 2016 ADVANCE survey to suggest potential revisions to the five-year strategic plan.	COMPLETE
Create a more inclusive and open classroom/studio/office environment.	Establishment of an Inclusive Teaching Series for faculty and GSIs.	IN PROGRESS
	Establishment of an Inclusion Series aimed more broadly at faculty, staff, and students.	IN PROGRESS
	Explore the idea of creating a Faculty and Staff Professional Development Day(s) at SMTD.	IN PROGRESS
	Research, compile and make more accessible multiple funding resources and consultative support to faculty, in order to better prepare faculty to share the responsibility of promoting diversity, equity, and inclusion within the classroom and among colleagues.	IN PROGRESS
Increase student awareness of SMTD and university resources related to academic assistance, mental health and well-being, and conflict resolution.	Devise ways to more effectively convey to students the resources available to them at SMTD, including the embedded CAPS counselor.	IN PROGRESS
	Explore the idea of dedicating a staff member who is trained and equipped to help meet the unique needs of international students, many of whom require academic assistance and help with English-language skills beyond the available resources of the school.	IN PROGRESS
	Recognize and support the importance of maintaining mental health through mental & physical stress reducing programming and mental health awareness & management workshops for students, faculty, and staff.	IN PROGRESS
Improve awareness among faculty of issues related to students with disabilities.	Provide training to faculty on how to better meet the needs of students requiring accommodations as a result of a disability. This training should also include information about what is and is not legally permissible with respect to inquiring about the disability status of students or about whatever accommodations may be required to meet the needs of certain students.	IN PROGRESS
Do a better job of publicly acknowledging the contributions of the staff to the excellence of SMTD.	Establish staff recognition awards to be given out annually.	IN PROGRESS
	Begin the practice of including at least one article a year in the SMTD alumni publication, Michigan Muse, that profiles a staff member and highlights the role s/he plays at the school.	IN PROGRESS
Do a better job of helping new staff members acclimate to SMTD.	Devise an orientation process for new staff members.	IN PROGRESS
	Explore the idea of assigning new staff members a senior staff mentor during the first three months of employment at SMTD.	IN PROGRESS
Improve access to resources for staff concerning conflict resolution and equity issues.	Establish methods of better communicating with staff regarding existing resources at both the school and university level.	IN PROGRESS
	Explore the idea of establishing a formal grievance process internal to SMTD, including the possible creation of a staff ombudsperson.	NOT STARTED

Increase the number of performances given by SMTD students (and faculty) in underserved communities.	Undertake research to discern roughly how often SMTD ensembles and student organizations are performing in venues that reach members of the broader community outside of those individuals who are inclined toward attending SMTD concerts; convene the students groups annually to network, share best practices, and leverage connections.	IN PROGRESS
	Explore the idea of chamber music ensembles at SMTD being required to perform in underserved communities as part of the chamber music curriculum.	NOT STARTED
	Facilitate and support opportunities for students and student groups to perform independently (i.e., not as part of a credit-bearing ensemble) within the broader community and particularly in underserved communities.	IN PROGRESS
Ensure that SMTD is serving the needs of students across the university in ways that are broadly inclusive.	Assess the manner in which students across campus come to know about and audition for various non-major ensembles at SMTD, ensuring that awareness and access to such opportunities is broad and equitable across campus.	IN PROGRESS
Enhance the School's Michigan Artist Citizen (MAC) Program.	Find ways to offer better and more effective support to SMTD students participating in the Michigan Artist Citizen Program as it expands its scope and seeks to engage with a broader swath of the southeastern Michigan region.	IN PROGRESS

SCHOOL OF NURSING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Significantly increase the proportion of faculty, staff and students from populations underrepresented in nursing [PUN] – URM, Asian and males.	Search committees are formed that represent PUN in composition whenever possible; committee members are required to attend Advance or similar training prior to search activity.	IN PROGRESS
	Search processes will document efforts to seek PUN diversity in the pool of candidates presented to department chairs and the Dean for consideration for hire; every effort should be made by committees to have a diverse pool of candidates.	COMPLETE
	PUN data of faculty and staff are tracked annually and reported within the school and university.	IN PROGRESS
	Progress towards goal achievement is assessed with course correction made as needed.	COMPLETE
	Continue and deepen the recruitment outreach, retention, and progression efforts to prospective applicants and current students of the School of Nursing to increase the diversity of the applicant pool, including through outreach to a variety of communities.	COMPLETE
	Leverage university, health science schools and colleges, and other units' outreach resources, such as the Council for Educational Outreach, the Office of Undergraduate Admissions, K-12 summer programs, and others already active on campus.	COMPLETE

	Student recruitment, application, and matriculation data are tracked annually and reported within the school and university.	IN PROGRESS
	Progress towards goal achievement is assessed with course correction made as needed.	COMPLETE
Increase our retention of PUN faculty, staff and students	Continue to assure every newly appointed faculty has appropriate mentor(s).	COMPLETE
	Link prospective and current faculty mentors to campus-wide resources that support our goals and objectives, e.g., Rackham's Faculty Ally Support; the Center for Research on Learning and Teaching; the Institute for Research on Women and Gender; ADVANCE Stride training, and others.	COMPLETE
	Research best practices, develop and pilot a retention toolkit for all assistant professors.	IN PROGRESS
	Train supervisors in strategies for successful recruitment of PUN.	COMPLETE
	Search committees or hiring supervisors document the efforts to achieve a diverse pool of applicants for each position.	COMPLETE
	Develop appropriate tracking methods to identify individuals who are having difficulties in career progression.	IN PROGRESS
	Review current practices for student advisement and progression tracking to determine better ways of early identification of students at risk.	COMPLETE
	Determine and utilize best practices in assisting at-risk students to progress in their academic program; for example, expand the use of the Clinical Learning Center in providing practice opportunities for students with clinical practice difficulties; utilize class advisors and faculty counselors to work with students identified as at-risk.	COMPLETE
	Examine best practices for student success models that will facilitate timely academic progression and degree completion.	COMPLETE
Encourage all faculty, as appropriate, to complete STRIDE Advance training.	Review what faculty should complete STRIDE Advance training.	COMPLETE
	Promote STRIDE Advance training to faculty broadly.	COMPLETE
	Request that those faculty who have completed the training share what they learned with other faculty, formally through Faculty Meetings and Faculty Forum and informally.	IN PROGRESS

Enhance existing curricular requirements to include broader understandings of diversity, equity, and inclusion in both didactic and clinical experiences (including virtual and actual clinical placements and simulations).

Conduct audits to establish baseline of DE&I in the curriculum for all undergraduate and graduate core courses.

IN PROGRESS

Revise courses as needed to include DE&I content.

IN PROGRESS

Create a plan for future regular audits of the incorporation and presentation of DE&I topics within courses.

IN PROGRESS

Identify specific clinical placements in non-traditional settings and/or engaging with diverse populations for undergraduate and graduate student as appropriate.

COMPLETE

Encourage specific graduate research and clinical areas of focus in non-traditional settings and/or engaging with diverse populations.

COMPLETE

Encourage diverse faculty, researcher, and student research teams for publications and grant submissions.

IN PROGRESS

Increase cultural competence of all members of our community.

Establish a competency-based model for creating cultural competency workshops and experiential activities.

IN PROGRESS

Provide a variety of cultural competency trainings that include both didactic and experiential methodologies; utilize university wide resources whenever possible.

COMPLETE

Develop a method to track success measures as described above.

COMPLETE

Identify cultural competence resources and professional development opportunities for each constituency, e.g., CRLT training for instructors and faculty for inclusive classrooms, Rackham Faculty workshops, etc.

COMPLETE

Develop a DEI "updates" in School newsletters for faculty, staff, students and alumni.

COMPLETE

Create greater awareness of the diversity among us through activities that provide a 'safe' and engaging methods of sharing values, beliefs, perspectives and personal identities.

COMPLETE

Utilize faculty, student, staff and other appropriate constituents for panel discussions illustrating issues of inclusivity for broad community engagement.

COMPLETE

Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics related to diversity, equity and inclusion.

COMPLETE

Insure all members of the school's community have opportunity to attend educational seminars or sessions.

COMPLETE

	Encourage faculty, staff and students (as appropriate) to engage in campus-wide events, e.g., MLK Health Sciences seminars, MLK Annual symposium, Women of Color Career Conference, etc.	COMPLETE
	Create multiple ways for constituencies to discuss and respond to the proposed DEI strategic plan, their commitment to it, and additional activities to support its objectives; seek input from multiple constituencies on the plan updates and actions for FY18.	COMPLETE
	Review the faculty, staff and student climate surveys with appropriate constituents to seek community identification and understanding of the dynamics, behaviors and actions that promote positive culture of inclusivity.	IN PROGRESS
Improve awareness of formal systems and policy for reporting and managing instances of prejudice or discrimination at the School of Nursing.	Clarify and better communicate pathways for conflict resolution (roles, procedures, communication, deeper analyses); clarify role of the faculty ombuds, student conflict resolution officers, Office for Institutional Equity and other roles and offices at the university.	IN PROGRESS
	Conduct focus groups and surveys to determine efficacy in persons using resources.	IN PROGRESS
Explore the possibility of requiring a DEI-specific course for students, at undergraduate and graduate level.	Faculty members and committees responsible for curricular oversight will review the possibilities and options for DEI course development or DEI course content in existing courses.	IN PROGRESS
Improve methods for collecting, vetting, integrating and reporting feedback from the campus community.	Establish best practices for data collection.	COMPLETE
	Monitor changes and modifications in the university plan to ensure consistency and assess need for timely course correction.	COMPLETE
Improve access to face-to-face resources for counseling prospective students and parents.	Expand total office hours available for counseling.	COMPLETE
	Conduct best practice research on best approaches for counseling prospective students and parents (where appropriate).	COMPLETE
	Build on and develop partnerships between UMSN and local communities to reach out to students who have an interest in a nursing career using best practices developed and proven through past efforts; make every effort to include a diverse group of students.	IN PROGRESS
	Expand best practices of retention and support at the graduate level through Rackham Diversity grants to reach a wide range of applicants to our graduate programs; make every effort to reach a diverse population of potential applicants.	COMPLETE

SCHOOL OF NATURAL RESOURCES & ENVIRONMENT

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Internal approval of DEI strategic plan.	All SNRE constituents have opportunity for final review and discussion of diversity statement and strategic plan culminating with a plan adoption statement from the dean.	COMPLETE
	Modifications are made to milestones, processes, and basic metrics.	COMPLETE
Refine work priorities.	Dean's office, program chairs, governing bodies, and constituent groups confer with each other to determine what objectives, strategies, and actions outside of those recommended herein should be prioritized in Year 1, Year 2, and Year 3 of the plan.	IN PROGRESS
	Decide on implementation strategies including naming the operational leads for achieving goals.	IN PROGRESS
Create public accountability mechanisms.	Develop a progress report template or scorecard for incorporation into dean's report to the SNRE at the end of the academic year.	NOT STARTED
	Processes are generative and data and information are being used for public accountability, public celebration, and personal and community growth.	COMPLETE
Implement plan.	Specify in more detail the mechanisms by which the DEI work will be conducted and plans implemented. This includes collecting, analyzing, disseminating data and sharing information to evaluate the status and outcomes of the plan's implementation.	IN PROGRESS
Establish DEI Committees.	Establish all committees identified in Table 18. Develop and circulate committee charge for each.	IN PROGRESS
Develop admissions procedures that are more inclusive of historically underrepresented students.	Develop strategies to identify and reach venues to facilitate broader and more effective recruiting. <ul style="list-style-type: none"> Track number and types of venues/outlets used in recruiting When possible, track number and types of potential applicants reached When possible, track which venues produce applicants If possible, track which contacts turn into applicants 	COMPLETE
	Develop admissions procedures that overtly guard against unconscious bias on the part of decision makers.	IN PROGRESS
	Develop marketing materials that appeal to the diversity we hope to attract and develop a plan to reach the intended audience.	COMPLETE
	Use our website to post biographies or testimonials from current students who came from diverse backgrounds.	COMPLETE
	Review doctoral student admissions criteria and process.	NOT STARTED
	Plan a diversity activity as part of Visit Day.	COMPLETE

Develop admissions procedures that are more inclusive of historically underrepresented students.	Develop mechanisms for interacting with students who are unable to attend Visit Day. This can include Skype, conference calls, and chat time with current students.	COMPLETE
Solicit more applications from historically underrepresented students.	Change SNRE application form to collect more diversity data on applicants to enhance our ability to measure progress on DEI. <ul style="list-style-type: none"> • Whether applicants were in the foster care system • Whether applicants were raised in single-parent households • Whether applicants are first-generation US residents • Whether the applicants' parents, guardians, or grandparents graduated from college 	COMPLETE
	Change the SNRE application form to ask applicants to address, in their essay on commitment to diversity, if they want to be considered for an Envoys fellowship, why they qualify for it, and what skills or insight they would bring to the fellowship.	COMPLETE
	Develop recruitment partnerships with minority-serving institutions and specific departments that are most likely include diverse students with academic interests resembling those who usually apply to SNRE.	COMPLETE
	Recruit through college access programs, such as McNair Scholars, Gates Millennium Scholars, POSSE, and the Doris Duke Conservation Scholars Program.	COMPLETE
Increase the matriculation of students from underrepresented groups in SNRE by making attendance more affordable.	Provide increased funding, in legally permissible ways, to assist students to attend SNRE.	NOT STARTED
	Develop and leverage scholarships and funding streams to facilitate, in legally permissible ways, the recruitment, admission, and retention of a diverse student body.	NOT STARTED
	Create a scholarship fund for low-income, first generation, and geographically underrepresented graduate students at SNRE.	NOT STARTED
	Additional application fee waivers from SNRE, with greater eligibility than Rackham's application fee waiver program.	NOT STARTED
	All faculty should continue to be encouraged to attend Visit day to engage with admitted students and facilitate recruiting.	COMPLETE
	Track and evaluate the diversity of the pool of students who are potential applicants to SNRE, apply to the school, are admitted, and matriculate.	COMPLETE
Develop practices that facilitate meaningful engagement of all students in SNRE in the life of its community.	Develop procedures for training SNRE students in inclusion practices in partnership with Intergroup Relations (IGR), the Spectrum Center, and other appropriate campus resources.	IN PROGRESS
	Begin exposure to and training in DEI at the Biological Station orientation.	COMPLETE
	Have training for returning students early in the school year.	NOT STARTED

	Provide incoming students with a list of SNRE and campus-wide DEI resources.	NOT STARTED
	Develop an inclusion plan for all students, including specific planning for international students, global outreach initiatives, and students admitted through the new 5-year undergraduate-master's program.	NOT STARTED
	Develop international student orientation with welcome dinner, in partnership with campus centers and resources.	COMPLETE
	Develop a peer mentoring system to increase community building.	IN PROGRESS
	Develop Visit Day activities for doctoral students.	IN PROGRESS
	Hold a school-wide diversity mixer at the beginning of the school year.	COMPLETE
	Include master's and doctoral students, domestic and international students, and alumni on DEI committees.	IN PROGRESS
Increase the professional development of all SNRE students.	Provide professional training for students in DEI activities, consider for credit modules as an option.	IN PROGRESS
	Track the job placements and internships of SNRE graduates by multiple demographic categories.	COMPLETE
	Report DEI metrics to SNRE community and beyond.	COMPLETE
Create a more inclusive community for SNRE students.	Schedule Master's and Doctoral Students review and listening sessions to solicit further input on the SNRE DEI Plan.	COMPLETE
	Evaluate Visit Day for opportunities to showcase SNRE DEI activities and commitments more effectively.	COMPLETE
	Develop Visit Day activities for doctoral students.	IN PROGRESS
	Student leadership should be utilized to build a more inclusive community. <ul style="list-style-type: none"> Incentivize track leaders for community development and recruitment work. Provide DEI training for all track leaders Track leaders should plan DEI activities within and between tracks. 	IN PROGRESS
	Track leaders and student government representatives should bring students together for more social, educational, and cultural events.	COMPLETE
	Explain SNRE's traditions as expressed through activities such as the Great Roast, Camp Fire, and Sustaina-ball to new students.	COMPLETE

	Evaluate traditions and make adjustments as the needs and expectations of the student body change.	IN PROGRESS
	Consider non-alcoholic options at student gathering and social events.	COMPLETE
	Include international cultural celebrations as part of evolving SNRE traditions.	COMPLETE
	Develop student-initiated cross cultural activities and events	COMPLETE
	Create a buddy system that matches first year with second/third year students	NOT STARTED
	Develop student peer mentoring program.	NOT STARTED
Increase level of staff diversity through a more comprehensive hiring process.	Use the DirectEmployers program to share our job announcements a broad array of job sites and on government agency job boards.	COMPLETE
Update mission statement.	Update SNRE's mission statement to reflect our commitment to DEI and ensure this updated mission statement is in each job announcement.	NOT STARTED
Develop hiring procedures.	Create guidelines for incorporating DEI into the hiring process. These guidelines will include recommendations on how to screen and interview for candidates who have experience or aptitude with diversity, equity, and inclusion programming.	NOT STARTED
Increase awareness of hiring protocols.	Distribute hiring guidelines to all personnel involved in staff hiring.	NOT STARTED
	Implement staff training on DEI and hiring practices.	NOT STARTED
Improve pay equity for staff.	Conduct pay equity study – pay attention to gender, racial and field of studies inequities. Report on the findings. <ul style="list-style-type: none"> Identify areas of inequity across gender and race Identify areas where SNRE's wages lag behind comparable units on campus 	IN PROGRESS
	Develop a plan to make salaries equitable, in consultation with existing campus resources.	COMPLETE
Improve retention among SNRE staff.	Develop a strong mentoring program that incorporates a workshop on mentoring diverse staff.	NOT STARTED
	SNRE should identify and reach out to appropriate offices on campus to develop this workshop and to identify a model staff mentoring program.	NOT STARTED
Conduct regular climate assessments.	Implement biennial staff climate assessments, 2015; 2017; 2019; 2021.	COMPLETE
Build a more inclusive work environment in the SNRE.	Schedule staff DEI activities and cross-cultural exchanges.	IN PROGRESS
	Staff will help to organize and participate in DEI activities related to students and faculty.	IN PROGRESS

Create a staff lounge.	Designate a room for staff use (for lunch, break, etc.)	NOT STARTED
	Use space for staff DEI conversations and activities.	NOT STARTED
Provide information about DEI campus resources.	Create a list of campus-wide DEI training opportunities to be distributed to current staff and new hires.	COMPLETE
	Staff report on their DEI involvement on their annual review.	COMPLETE
	Track and report on staff involvement in DEI activities.	COMPLETE
Build a support system for staff to promotion inclusion in the SNRE.	Develop on-boarding protocol to include rights and responsibilities of new hires regarding diversity, equity, and inclusion.	COMPLETE
	Review DEI related on-boarding at other schools and units on campus.	NOT STARTED
	Hiring Managers will be responsible for assigning a mentor to new hires that will provide professional support or opportunities for greater inclusion in the SNRE staff community.	NOT STARTED
	Develop a peer mentoring system amongst staff.	NOT STARTED
	Report on mentoring activities in annual reviews — consider as part of merit review.	NOT STARTED
Conduct regular climate assessments.	Implement biennial staff climate assessments, 2015; 2017; 2019; 2021.	COMPLETE
Increase diversity in the SNRE Faculty.	<p>Develop a guide for searches that will include recruitment principles, policies and practices for faculty searches and campus visits to support DEI goals. Utilize the School of Education's current guide as a starting point. The guide should advise that:</p> <ul style="list-style-type: none"> • Position descriptions should be as broad as possible, to the extent the school's needs are addressed while maximizing the number of qualified applicants for each position. Ex., the school should advertise for a fish ecologist, rather than a fresh water fish ecologist with a certain methodology. This objective does not mandate an interdisciplinary hire for each position. • Members of search committee should be required to go to an ADVANCE workshop on diversity. • Attempts should be made to advertise the position in many different outlets, including those targeting diverse populations of potential applicants. • Search committee reports should include a discussion of what attempts were made to diversify the pool and the gender and ethnic characteristics of the pool • Searches that produce a homogeneous pool of candidates should be extended until more diverse applicants are found or a justification should be made if the search is to be continued. 	IN PROGRESS

	<p>The SNRE will continue to use the Targets of Opportunity (TOPs) and the Provost's Faculty Initiative Program (PFIP) to recruit new faculty whose background, scholarly expertise, professional expertise and personal commitments are likely to advance the School's DEI goals. In this regard, the school should:</p> <ul style="list-style-type: none"> • Identify outstanding scholar that will fit within the prioritized areas of potential hiring • Develop a forum talks, visiting scholar, etc., by which the SNRE community can assess the promise of potential candidates and cultivate their interest. • Develop a formal mechanism for faculty to propose person-specific hires. • Retention and equity adjustment packages for faculty. • Note: the PFIP and TOP hire candidates for a two year term, followed by an evaluation and voting process to determine if they will receive a permanent position. 	COMPLETE
Improve retention rates of all faculty and specifically faculty from underrepresented groups in the SNRE.	SNRE should develop a mechanism by which faculty efforts to create a more inclusive community are recognized and rewarded. By recognizing and rewarding these efforts, faculty will be more likely to contribute to a more inclusive community, which in turn will promote retention.	IN PROGRESS
	Faculty should be given opportunities to learn how to contribute to this more inclusive community, accessible through the SNRE and university.	IN PROGRESS
Improve development of SNRE faculty.	<p>Develop and hold a workshop or other training session on mentoring diverse faculty and develop a mentoring program in place for new hires beginning 2017.</p> <ul style="list-style-type: none"> • Improve the training of mentors • Restructure the existing mentoring program to better meet the needs of assistant and associate professors and scientists • Enhance the mentoring of postdoctoral fellows. 	NOT STARTED
	<p>SNRE should identify and reach out to appropriate offices on campus to develop this training and to identify a model faculty mentoring program</p> <ul style="list-style-type: none"> • Seek help from CLRT and STRIDE committee. 	IN PROGRESS
Improve pay equity	Follow suggestions from pay equity study. Report on the findings.	IN PROGRESS
Provide resources for faculty to foster a more inclusive environment in their classroom and SNRE community.	Develop DEI sensitivity training for faculty to develop the skills to facilitate potentially difficult conversations.	NOT STARTED
	Provide increased opportunities for faculty to share their experience sin classroom. Faculty report on curricular changes that incorporate DEI action steps in courses on annual report.	IN PROGRESS
	Encourage faculty to increase international and environmental justice content in new and current courses.	NOT STARTED
Build a more aware and competent DEI community for faculty.	Devote at least one of the Dean's Speaker Series events to examining issues of diversity in academia.	NOT STARTED
	Encourage speaker series of various tracks and program events to consider DEI goals when inviting speakers.	NOT STARTED

	Recruit and encourage faculty participation in SNRE and campus-wide training.	IN PROGRESS
	Faculty report on DEI training in annual review form.	NOT STARTED
	Provide DEI training for all master's project advisors.	NOT STARTED
Encourage faculty to play a more active role in the recruitment of historically underrepresented students.	Faculty should be as accessible as possible during the recruitment period, including during Visit Day.	COMPLETE
	SNRE's Communications Office should profile faculty and highlight their desire to work with diverse students.	IN PROGRESS
	Combine SNRE-related travel with recruitment activities.	IN PROGRESS
Improve the mentoring experience by increase faculty's skills in working with students from underrepresented groups.	All faculty will be reminded to establish contact with advisees (and be open to unassigned student inquiries) by email, telephone, visit, etc., before they begin classes at SNRE.	COMPLETE
	<p>Norms for student mentoring will be established, including faculty meeting with advisees at least once per semester during the time they are in SNRE.</p> <ul style="list-style-type: none"> Remind faculty to check their Wolverine Access to see advisees and monitor their progress. Faculty report advisee changes to OAP Faculty report on advising activities on annual report. 	IN PROGRESS
Conduct regular climate assessments.	Implement biennial faculty climate assessments, 2015; 2017; 2019; 2021.	COMPLETE

SCHOOL OF PUBLIC HEALTH

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
To create an elected and empowered Diversity-Equity-Inclusion Committee to help the school in developing, evaluating, and prioritizing actions to reflect our commitment.	Create an inaugural committee with departmental representation of faculty, staff and students.	COMPLETE
	Formalize the committee's charge and resources.	COMPLETE
	Committee meets monthly.	COMPLETE
	Develops outreach plan.	COMPLETE
	Develops SPH DEI Canvas Site/Calendar.	COMPLETE

To develop a system for sharing and responding to individual concerns.	Collect comments, both anonymous and not, from faculty.	COMPLETE
	Install comment boxes around SPH buildings to collect comments.	COMPLETE
	Develop process for handling concerns.	COMPLETE
	Develop process for responding to individual comments by school leadership and ensure OIE referrals as needed.	COMPLETE
To recruit and retain a diverse faculty.	Change search committee process to recruit from larger applicant pools.	COMPLETE
	Change search committee process to interview a larger pool using Skype, Zoom, etc.	COMPLETE
	Evaluate past history of retention by department (five-year retrospective).	COMPLETE
To improve faculty's ability to teach and mentor a diverse graduate and undergraduate study body.	Promotion of CRLT Inclusive Teaching Workshops.	COMPLETE
	Templates for syllabi created and disseminated to include statement of DEI commitment.	COMPLETE
	Identify DEI questions to add to course evaluation.	COMPLETE
To create a Continuing Professional Education (CPE) system for faculty focused on the leadership, communication, and supervision skills to develop and maintain a diverse, equitable, and inclusive environment.	Identify existing faculty leadership, communication, and supervision workshops that incorporate DEI issues.	COMPLETE
	Define the expectations for faculty involvement – e.g. number of credits needed per year.	COMPLETE
To recruit and retain a diverse research and administrative staff.	Assess applicant pools, interview pools, and yield for two key job titles to understand starting point (e.g. research area specialist intermediate, admin assist).	IN PROGRESS
	Require hiring supervisors to explain steps they took to attract and/or interview a diverse pool of candidates.	IN PROGRESS
	Work with Department Admins to create strategy to increase diversity in applicant and interview pools.	IN PROGRESS
	Require DE&I language in all staff postings.	COMPLETE
	Revise staff compensation philosophy to include expanded salary hiring ranges, rewards system and greater transparency around salary.	COMPLETE
To promote an inclusive and supportive staff environment.	Establish and report out an exit interview process to understand why staff leave.	IN PROGRESS

	School-wide new staff orientations conducted every 6-8 weeks.	COMPLETE
	Create a consistent new employee orientation across all departments for staff within the first 1-2 weeks upon their arrival.	IN PROGRESS
	Create a consistent form of communication for all staff for School and University topics.	COMPLETE
	Continue education efforts around effective supervision techniques and the new performance review process to ensure employees are: 1) engaged with unit goals, 2) setting goals in coalition with supervisor, 3) receiving positive and constructive feedback that help grow their skills and career.	IN PROGRESS
To create a Continuing Professional Education (CPE) system for staff focused on the leadership, communication, and supervision skills to develop and maintain a diverse, equitable, and inclusive environment.	Identifying existing staff leadership, communication and supervision workshops that incorporate DEI issues.	COMPLETE
	Define expectations for staff involvement.	COMPLETE
	Offer LEA assessment and coaching sessions to a group of top staff leaders in the school (dept admins, executive directors, etc.).	COMPLETE
	Bring a menu of professional development learning opportunities to SPH and offer to staff free of charge to the department.	IN PROGRESS
	Develop a School wide policy regarding professional development expectations for staff. Clarify these expectations and parameters for all staff, specifically grant-funded research staff (e.g., when should they be given release time from work or be required to take vacation).	COMPLETE
	Market comment boxes around SPH buildings to staff.	IN PROGRESS
	Set up system for review of comments.	COMPLETE
To recruit and retain a diverse student body.	Partner with Associate Dean Stephen Gay (UMMS) to recruit health science graduates through joint recruitment, including information sessions and outreach programs.	IN PROGRESS
	Improve recruitment from existing pipeline programs, such as the SPH Summer Enrichment Program (SEP) and Future Public Health Leaders Programs (FPHLP), by giving admissions presentations to these groups and increasing participants' connections to UM faculty and alumni during time on campus.	IN PROGRESS
	Train faculty to be aware of areas for inclusion during the admissions process through STRIDE workshops and other training opportunities.	IN PROGRESS
	Expand capacity to reach out to admitted students — e.g. email campaign to connect them with diversity-focused organizations to illustrate our DEI commitment.	IN PROGRESS

	Hold DEI events and workshops to engage students as well as gather and analyze data on climate.	COMPLETE
To improve student-student interactions in the classroom.	Provide workshops, such as Change It Up (bystander intervention), to empower students to identify and address issues of bias, discrimination, and microaggressions.	IN PROGRESS
	Provide workshops, such as Change It Up (bystander intervention), to empower students to identify and address issues of bias, discrimination, and microaggressions.	IN PROGRESS
	Bring Center for Research on Learning and Teaching workshop on faculty handling of student-student bias in classrooms to SPH-wide faculty meeting.	COMPLETE
To increase student's understanding of the role of diversity and inclusion in public health by incorporating ASPPH diversity and inclusion competencies into our classes.	Disseminate ASPPH Diversity and Equity in Public Health competencies to Faculty.	COMPLETE
	Faculty work to identify how these competencies are or can be met in their classes.	IN PROGRESS

SCHOOL OF SOCIAL WORK

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of students from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions (LGBTQIA+ - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexuality, and others not included in the acronym).	Increase number of diverse locations for recruitment.	IN PROGRESS
	Create preferred admissions status with Flint & Dearborn undergrad social work programs.	IN PROGRESS
	Office of Student Services staff to increase its presence in Detroit.	IN PROGRESS
Assure consistent support for a successful learning experiences.	Increase the overall amount of financial assistance.	IN PROGRESS
	Increase the number of students who receive financial assistance.	IN PROGRESS
	Increase the number of programs available to support all students academically and psychologically.	IN PROGRESS
Increase the diversity of staff from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions (LGBTQIA+ - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexuality, and others not included in the acronym).	Increased transparency in hiring & recruitment by, for example, posting all new staff positions on a page on the School of Social Work website.	COMPLETE
	Human Resource Administrators will provide quarterly reports to the School's leadership on: a) Number and location of positions posted, b) Number of internal and external applicants, c) Number of internal and external interviews, d) Number of hires or promotions, e) Number of internal applicants that did not receive the position but instead received career counseling.	COMPLETE

Assure consistent support for supportive career development and professionally rewarding work experiences.	Identify additional ways of communication to inform all staff of career development opportunities.	IN PROGRESS
Increase DE&I focus of offices dealing with outside communities, including: <ul style="list-style-type: none"> • Curtis Center Program Evaluation Group • Office of Global Activities • Continuing Education Program • Community Action and Social Change (social work minor) 	Assess the degree to which these offices' programs contribute to the DEI plan objectives.	IN PROGRESS
	Consult with office directors and staff to strengthen DEI focused activities.	IN PROGRESS
	Integrate DEI goals into each offices' annual plan.	IN PROGRESS
Increase the diversity of faculty from underrepresented groups, including racial and ethnic minorities, people with disabilities, and diverse sexual identities, and gender expressions (LGBTQIA+ - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexuality, and others not included in the acronym).	The Executive Committee will identify specific efforts to increase diversity that will be included in every faculty search or new appointment. These specific efforts will be distributed in writing to every faculty member, but specifically to members of the Search Committee.	COMPLETE
	Require all new faculty searches to include documentation of efforts to reach diverse candidates as part of the search process.	COMPLETE
	Identify professional associations, networks, and individuals who may include or reach underrepresented scholars and assure that they receive any new faculty posting.	COMPLETE
	All members of the search committee should participate in ADVANCE training for faculty search committee members.	COMPLETE
	Increased numbers of LEO faculty from underrepresented groups.	IN PROGRESS
	Demonstrated effort to increase diversity in every aspect of LEO faculty recruitment.	IN PROGRESS
Students will gain greater skill and ability to participate, lead and respond in transformational conversations.	Increase the number of formalized procedures for students to address concerns with an emphasis on the identification of solutions.	IN PROGRESS
	Increase student opportunities to share their voices/concerns with faculty at faculty meetings.	NOT STARTED
	Continue to ensure that SEED (part of our student orientation) activities help students and faculty strengthen their skills at holding transformational conversations.	IN PROGRESS
	New opportunities will be created for students to participate in DEI initiatives.	IN PROGRESS
	Connect social work students with DEI opportunities across campus.	IN PROGRESS

Faculty will acquire greater skill and ability to participate, lead and respond in transformational conversations.	Maintain or increase the number of faculty development activities devoted to acquiring transformational conversations skills.	IN PROGRESS
	Provide rewards that are part of annual review process that are tangible and of value to Faculty, i.e.: "Excellence in Facilitating Transformative Conversations Award".	COMPLETE
Advisors or mentor will conduct regular check-ins with students and clarify the role of the faculty advisor and provide them with more specific training so that the faculty as a whole can be more consistent.	Increased number of faculty who meet with their advisees at least 1x.semester.	IN PROGRESS
Create accountability Mechanisms that support inclusive participation.	Create a "Bias Response Team" or other mechanism in SSW to address expressions of bias.	IN PROGRESS
	Increase awareness of what the SSW Student Union Ombudsperson does, what that role entails.	IN PROGRESS
Greater skill and ability to participate, lead and respond in transformational conversations.	Continue to require all incoming MSW students to take the diversity and social justice course (SW 504) with no exceptions to be able to opt out.	COMPLETE
	Examine the 504 Focus Group Report to create refinements to the course.	IN PROGRESS
	Add Question about Transformative Conversations and/or related issues on course evaluations.	IN PROGRESS
Students will learn more about current events, process these events in a meaningful way, and then learn how to apply relevant social work skills to actions related to the event.	More faculty will create opportunities for students to learn to write policy briefs and for Students to engage in advocacy-related work.	COMPLETE

SECRETARY OF THE UNIVERSITY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improve applicant pool diversity for open positions.	Research best practices, collaborate with central HR, and develop new outreach and recruitment strategies when positions are open and available. Utilize UM Mediation Services, Learning and Professional Development courses and staff assistance programs for conflict resolution, as necessary.	NOT STARTED
Cultivate a diverse team of undergraduate student employees and encourage their successful transition to graduate school and/or professional careers. Identify formal and informal opportunities for all staff to attend events, workshops, etc. to expand understanding of DEI issues and greater competency in this area.	Dedicate staff time to training and development of student employees' professional awareness/understanding of diversity and equity issues; and provide mentoring, and connect our student employees with existing university resources and programming as part of their undergraduate education, along with assistance entry-level career planning or post graduate education. Staff will attend various programs throughout the year on an ongoing basis.	COMPLETE
Encourage staff to identify, register, and attend Learning & Professional Development (formerly HRD) courses, and/or other conferences and events on/off campus to improve staff diversity and cultural awareness competencies, cultivate individual skill sets for professional growth, and elevate staff core job capabilities. Identify events of interest to members of the Board of Regents and then coordinate their remarks and other aspects of their engagement at the leadership level.	The VP&S and office staff will collaboratively identify courses and conferences with potential to benefit individuals and/or the unit as a whole, and ensure participation; share experience/ideas with full staff [as well as Regents].	IN PROGRESS

Develop regent meeting agendas that include diverse speakers and topics, including reports of progress on the institutional DEI plans. The VP&S will also participate in DEI presentations at professional meetings with other universities in Michigan and around the country.	We will continue to look for opportunities to have diverse speakers and programs from all three campuses at the regents' meetings, and we will continue to advocate for DEI topics to be presented at professional meetings.	COMPLETE
Support the president and the other executive officers in the implementation of their respective DEI plans, and work with the board and others on governance and senior leadership matters [in relation to DEI] such as bylaw amendments, personnel appointments, and recruitment/retention efforts.	Support the president and the other executive officers in the implementation of their respective DEI plans. We will also continue to provide support with bylaw, recruitment/retention and personnel actions.	COMPLETE
Work collaboratively with the president, VP&S and other executive offices [within the Fleming Building] to organize DEI focused educational presentations that address a variety of relevant issues to all of our offices. Encourage staff participation and involvement in other campus events.	Work with other executive office staff members interested in participating in such activities, collaboratively develop potential topics and event schedule, and begin planning for such events. Example: several staff attended a Kelsey Museum tour led by the President's office staff, on archeology and the city of Pompeii. Discussed with full staff, and encouraged other such activities.	COMPLETE
Dedicate a portion of the Administrative Assistant's responsibilities to the advancement, planning, and execution of the unit's DEI plan.	Research, review, and revise job responsibilities accordingly to emphasize the importance of these new responsibilities.	COMPLETE
Evaluate the Board of Regents' website design and operation to determine compliance with HTML web design accessibility standards. Work with CSG and student leadership to promote meetings/website to students for their participation and information.	Ask Michigan Creative to review the board's website compliance with evolving accessibility standards and make recommendations for future improvements.	IN PROGRESS
Evaluate the Board of Regents' website design and operation to determine compliance with HTML web design accessibility standards. Work with CSG and student leadership to promote meetings/website to students for their participation and information.	Work with CSG and other student leaders to assist in encouraging students involvement in meetings, and information on regent actions via website.	IN PROGRESS
Evaluate the Board of Regents' monthly meetings to determine potential accessibility issues related to audio and visual configurations and alter them to improve the meeting experience for all meeting attendees, including public comment participants and students. Assure a respectful and welcoming gateway to UM, the Board of Regents, and the monthly board meetings.	The unit will consult with campus accessibility experts and event planners and students to request a review of the existing meeting structure and make recommendations for improvements as relates to DEI.	NOT STARTED
Provide staff support and coordination for regent involvement in campus events that involve DEI activities in its broadest forms.	Inform regents of potential campus events and provide logistical support when regents are engaged.	COMPLETE
Support the diverse University community through the VP&S's service on the residency appeals committee, ABIA and the honorary degree committee. The VP&S attends events in support of the Campaign, including support for student scholarships and Student Life programs, as well as events supporting external programs, like the Alumni Association LEAD scholars program, etc., that benefit University students. Staff develops dossiers of broadly diverse potential honorary degree recipients for consideration by the honorary degree committee. The VP&S will continue to meet with and mentors students as an adjunct lecturer in the Program in the Environment in LS&A, including many first generation students, those from various socioeconomic backgrounds, and other diverse backgrounds.	Continue work and advocacy on important campus committees; to solicit, research and submit broadly diverse nominees for honorary degrees; and to support and mentor students.	COMPLETE

STAMPS SCHOOL OF ART & DESIGN

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Identify and attract top faculty from diverse backgrounds. Increase the number of diverse tenured/tenure track faculty in the school. Increase the number of tenure and tenure-track faculty targeting areas related to diversity, equity, and inclusion in art & design, with demonstrated professional and education leadership and creative work record related to social and climate justice, creative citizenship, community engagement, public advocacy, civil rights, etc.	Increase participation in the various professional graduate student organizations, e.g., AIGA, IDSA, SEGD, etc.	IN PROGRESS
	Recruit through professional societies, e.g., CAA, AIGA, IDSA, SEGD, etc.	IN PROGRESS
	Encourage and promote diverse applicant pool.	IN PROGRESS
	Continue to review the faculty interviewee list throughout the process.	IN PROGRESS
	Create flexibility in number of offers for competitive qualified candidates.	IN PROGRESS
	Strengthen collegial relationships to identify potential candidates.	IN PROGRESS
	Utilize established visiting artists and designers programs, e.g. Witt Faculty Fellowships, Stamps Lecture Series, to help identify and invite a broadly diverse pool of established artists/designers.	IN PROGRESS
	Mentoring at all levels of institutional engagement (professional development, teaching, service).	IN PROGRESS
Create an inclusive environment in which all faculty can thrive with a commitment to diversity.	Develop formal mentoring programs for junior faculty.	IN PROGRESS
	Provide written mentoring policy to guide faculty.	IN PROGRESS
	Promote and encourage informal networks.	IN PROGRESS
	Provide CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity for all faculty.	IN PROGRESS
Assessment of Faculty Evaluations.	Identify and rectify bias, if any, in faculty evaluations that are administered by Executive Committee and students.	IN PROGRESS
	Provide fair, equitable and transparent re-evaluations and recourse.	IN PROGRESS
Build diverse pipeline of potential applicants to attract a diverse applicant pool.	Find new high schools across the country with diverse populations and strong art/design programs and build partnerships with them.	IN PROGRESS
	Establish articulation agreements with 2 diverse area community colleges to increase the number of students transferring from those institutions.	IN PROGRESS
	Offer portfolio and application workshops in locations with diverse populations.	IN PROGRESS

	Identify new avenues for finding and communicating with younger high school students to promote the School and, ideally, increase diversity of applicant pool both for pre-college and the undergraduate programs.	IN PROGRESS
Increase matriculation and retention of URM undergraduates year over year.	Incorporate DEI principles in marketing materials to all applicants and admits.	IN PROGRESS
	Consider commitment to diversity in the admissions and scholarship processes.	IN PROGRESS
	Offer travel grants to admitted students with high financial need so that they are able to come visit campus.	IN PROGRESS
	Help new students connect with established diverse communities on campus.	IN PROGRESS
	Foster efforts from groups interested in diverse populations, such as Stamps in Color.	IN PROGRESS
	Implement mentorship program for students at risk academically (peer to peer, faculty mentor, academic coaching/advising).	IN PROGRESS
	Address students' needs as identified on climate survey.	IN PROGRESS
Create an inclusive climate in which all students can thrive, and where diversity, equity and inclusion are valued.	Inclusion of DEI principles in all Stamps classes.	IN PROGRESS
	Offer Sensitivity/Inclusivity Workshops to all students.	IN PROGRESS
	Provide opportunity for interaction with a diverse set of mentors (advisors, faculty, alumni, art/design leaders).	IN PROGRESS
Attract, recruit and maintain staff from diverse backgrounds in an inclusive environment.	Increase and broaden school-wide efforts to emphasize and raise awareness about the value of diversity, equity and inclusion in the workplace.	IN PROGRESS
	Casting a wide net for recruiting efforts in diverse publication.	IN PROGRESS
	Partnering with UM Central HR diversity recruitment initiative.	IN PROGRESS
	Create the expectation that managers and supervisors will participate in DEI education and provide them the departmental and university support need to be accountable for outcomes in their units.	IN PROGRESS
	Aligning the short-term and long-term diversity, equity and inclusion goals set forth in this plan as part of the yearly performance goal setting exercise for all staff (not just managers and supervisors).	IN PROGRESS

	Provide a confidential venue to offer assistance to staff to voice their concerns and suggest remedial action by subject-matter experts from the Office for Institutional Equity & Human Resources.	IN PROGRESS
Create an environment that fosters cross-cultural engagement and understanding.	Build an environment of trust, respect and engagement by continuing staff involvement group initiatives.	IN PROGRESS
	Conduct focus groups in units where helpful.	IN PROGRESS
	Co-ordinate existing diversity-focused websites to include access to information/tools/ resources to allow a variety of options for staff members to self-manage their individual needs to increase awareness levels and develop an effective skill-set that supports their ability to demonstrate their importance of diversity, equity and inclusion in the workplace.	IN PROGRESS
	Provide resources to help managers handle any ensuing conflict as change progresses.	IN PROGRESS
Create an environment that uses diversity as a lever to foster innovation and creativity.	Support and prepare managers with the skills needed to discuss diversity, equity and inclusion in their departments.	IN PROGRESS
	Create a program of incentives and recognition for all staff and supervisors for taking initiatives to promote innovation and come up with creative solutions in their work processes.	IN PROGRESS
	Create opportunities for cross-cultural participation and inclusion in staff committees to benefit from diverse opinions brought to the table for discussion.	IN PROGRESS
Improve diversity awareness and equity sensitivity among faculty in the classroom.	Conduct CRLT workshops on Inclusive Teaching goals and outcomes open to all faculty, lecturers, and graduate students at Stamps: Fall 2016 and Winter 2017.	IN PROGRESS
	Develop and test an education module pilot on inclusive teaching goals and outcomes for Stamps Studio Courses on 8 Stamps faculty (at least two of whom would be lecturers).	IN PROGRESS
	Develop classroom feedback mechanism – include relevant language in Student Evaluation questions.	IN PROGRESS
	Encourage and incentivize mid-term evaluations focused on DEI sensitive teaching.	IN PROGRESS
	Get feedback on best practices in teaching peer-review for potential replication at Stamps.	IN PROGRESS
Make Inclusive Teaching Skills Part of Faculty Accountability.	Create a working group comprised of faculty, lecturers, and graduate students to work with faculty council and administration on identifying best practices for implementation at Stamps to make Inclusive Teaching Skills part of faculty's teaching accountability in annual evaluation, tenure and promotion processes. Present their findings to faculty council and administration by the end of FY2016.	IN PROGRESS

Increase Offering of Studio and Academic Courses Offered by Stamps Explicitly Targeting Diversity Issues in the Fields of Art & Design.	Include in Budget Proposal a request for Senior Faculty Hire targeting areas related to diversity, equity, and inclusion in art & design, with demonstrated professional and education leadership and creative work record related to social and climate justice, creative citizenship, community engagement, public advocacy, civil rights, etc.	IN PROGRESS
	Include in Budget Proposal a request for existing faculty Stamps-originated grants to work on existing and new courses to increase diversity-related content and equity-aware assignments in their syllabi.	IN PROGRESS
	Identify volunteers among faculty and provide incentives to develop and teach such courses.	IN PROGRESS
Create an inclusive climate in which all members of Stamps community can thrive and strive for excellence.	Create an inclusive climate in which all members of Stamps community can thrive and strive for excellence.	IN PROGRESS
Create an equitable and diverse Stamps community on all employment levels – administration, tenured and tenure-track faculty, lecturers, studio coordinators. Communications and marketing campaign that integrates diversity as a core value of Stamps School both internally and externally. Branding of Stamps as a school that reflects diversity of trends, perspectives, and makers within the professional world of art and design; where it is demonstrated across the curriculum (on all levels, from the foundation year to the IP course in the senior year; in Witt Residency Program; in the Stamps Lecture Series, and in research and creative practice by the faculty.	Yearly climate surveys of staff and faculty for the next five years.	IN PROGRESS
	Setting up structures for expressing climate-related concerns, regular (once a semester at least) open forums, guest speakers targeting issues of equity and inclusion in art and design careers, integration of Stamps with other climate driven initiatives at the university; collaboration with North campus schools on issues related to DEI.	IN PROGRESS
	Provide faculty with an anonymous year-end report on students' experiences of discrimination at Stamps by soliciting feedback from advisors, students, staff and other faculty.	IN PROGRESS
Create an inclusive climate in which all students can thrive.	Develop student survey to assess school climate for undergraduate students.	IN PROGRESS
	DEI related curricular initiatives (discussions/projects in intersections, engagement course offerings, IP/BA Capstone).	IN PROGRESS
	Add specific questions to course evaluations to track student perceptions of DEI in classroom climate.	IN PROGRESS
Provide opportunities to increase cross-cultural interactions and develop intercultural competency.	Work with student organizations like Stamps in Color and Art & Design Collective to meet the needs of their members and encourage/promote the continued development student org DEI initiatives.	IN PROGRESS
	Develop faculty or staff led DEI related "Wonderful Wednesday" sessions for students.	IN PROGRESS
Improve undergraduate experience for first-generation and URM students.	Seek input about issues affecting current first-gen and URM students on school climate through discussion and focus group.	IN PROGRESS
	Develop advising/faculty mentorship program for first-gen and URM students.	IN PROGRESS

Increase cultural awareness of different cultural groups and identities among Stamps School staff.	Conduct 5 Brown Bag education sessions for staff.	IN PROGRESS
	Create an expectation that staff participate in diversity, equity and inclusion education and experiences by providing them – both access to opportunities and release time to participate.	IN PROGRESS
	Provide multiple opportunities from which individuals may choose, while creating a clear understanding that competence is expected for all Stamps School staff. The UM CFO's organization, the Business and Finance Diversity Passport program that requires all B&F managers and supervisors to participate is a good example of this strategy.	IN PROGRESS
Improve accessibility of online and printed resources at Stamps, focusing on admissions, alumni relations, and Stamps exhibitions.	Conduct ADA review of all websites, web resources, and printed materials at Stamps, as well as exhibition practices.	IN PROGRESS
	Work with ADA and Stamps Director of Facilities to develop a workshop for Stamps faculty and staff related to accessibility and post materials online.	IN PROGRESS
Position Diversity, Equity and Inclusion as core values of Stamps School, part of our Strategic Plan on our website and other materials.	Communications staff and development staff training on DEI service objective, and resources provided for implementation (a new staff member focused on DEI who will coordinate this objective).	IN PROGRESS
Improve access to face-to-face resources for prospective students and parents.	Expand offerings of workshops and Stamps information sessions/ portfolio reviews in areas with highly diverse populations.	IN PROGRESS
	Offer travel grants for admitted students to visit Stamps.	IN PROGRESS
	Conduct best practice research on best approaches for counseling prospective students and parents (including underrepresented minorities, first generation and low SES students).	IN PROGRESS
	Dedicated outreach (mail, phone) to parents of URM admitted students.	IN PROGRESS
Improve accessibility of DEI resources for current students, including online resources, advisors, and facilities.	Ensure that students have adequate access to facilities/studios outside of class, including those needing monitors to be present.	IN PROGRESS
	Provide a wide variety of advisors (peer advisors, academic advisors, faculty advisors, CAPS counselor) with varied availability to address students' needs.	IN PROGRESS
	Offer faculty or staff advisors for student organizations.	IN PROGRESS
	Maintain an emergency fund to help with students' financial emergencies.	IN PROGRESS

STUDENT LIFE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Develop a more strategic introduction to student life on campus to encourage a more global and inclusive mindset.	Develop the capacity to administer the Intercultural Development Inventory (IDI) to all new students and again in a subsequent year to determine effectiveness.	IN PROGRESS
	Refine existing and craft new intercultural programming targeted at addressing areas of need (identified via the IDI) for intercultural development within the incoming student population, including developing individualized learning plans based on IDI feedback.	IN PROGRESS
	Offer expanded access to and promote increased participation in training for incoming students on conflict management and peacebuilding through an intercultural lens.	IN PROGRESS
Build a new Trotter Multicultural Center in the heart of campus, with enhanced staff capacity for innovative programming to encourage productive dialogue across difference and create opportunities for students to come together.	Build a new center to be a hub for multicultural education and activities and a space for students to develop cultural awareness and skills for collaborative engagement in an increasingly global and diverse community.	IN PROGRESS
	Designate space in the new center for student organizations to hold events.	NOT STARTED
	Increase the center's capacity to offer a full range of educational and support programs for students experiencing bias, including health and wellness topics such as resiliency and self-care.	NOT STARTED
	Develop the center to increase access and opportunities for all students to explore heritage and cultural traditions.	NOT STARTED
Enhance all Student Life staff (including student employees and volunteers) skills and awareness around diversity, equity, and inclusion.	Infuse diversity, equity and inclusion expectations and competencies into staff training, evaluation and performance appraisals.	IN PROGRESS
	Inventory and assess current diversity, equity and inclusion staff development efforts to inform future investment and capacity-building.	IN PROGRESS
	Expand Unconscious Bias training for all staff.	IN PROGRESS
	Train Student Life supervisors in conflict management practices grounded in diversity, equity and inclusion.	NOT STARTED
	Informed by assessment work, develop more accessible and relevant professional development opportunities related to diversity, equity, and inclusion training experiences for all Student Life staff teams.	NOT STARED

Using data-driven decision-making, sustain and increase the capacity of existing Student Life initiatives, units and work teams engaged in best practice advocacy, adjustment support, and related enrichment programs devoted to building a more inclusive campus climate.	Increase professional and student staffing and program funding for specific Student Life teams and programs demonstrating effective engagement, advocacy and support for students experiencing bias and for enrichment programs addressing related challenges associated with campus climate concerns.	IN PROGRESS
	Prepare an inventory of all relevant existing advocacy, adjustment and enrichment programs within Student Life devoted to supporting and retaining students experiencing bias and addressing related challenges associated with campus climate concerns.	IN PROGRESS
	Increase the capacity of educational programs devoted to improving campus climate by fostering identity and cultural enrichment, leadership programming and related skills development for students.	IN PROGRESS
	To ensure sufficient and sustainable support for students, review available assessment and evaluation data to a) affirm successful resources and programs and b) identify and bridge gaps in current approaches to building a more inclusive campus climate.	NOT STARTED
Increase the capacity of Student Life's existing successful First Year Experience (FYE) curriculum and programs devoted to equalizing access to resources, removing perceived organizational obstacles to seeking help and decreasing barriers to academic and social pursuits for all students.	Inventory and assess existing FYE retention curricula and co-curricular programming.	COMPLETE
	Improve and coordinate FYE offerings to be more strategic and intentional in order to maximize student engagement and development.	NOT STARTED
	Informed by assessment efforts, increase capacity and expand access to effective FYE curricular and co-curricular programming.	NOT STARTED
Develop and implement inclusive and equitable recruitment and hiring practices throughout Student Life to build a staff and student employee workforce that reflects diverse identities.	Create a shared hiring philosophy.	COMPLETE
	Develop and implement search/selection committee training (including Unconscious Bias training for all search committee members).	IN PROGRESS
	Adopt competency-based interviewing practices and implement best practices in application review.	IN PROGRESS
	Focus on cultivating a diverse student staff team and inclusive workplace for over 2,000 student employees: Increase the number of student internships (paid or course credit) to facilitate equitable access, regardless of socioeconomic and national background. Develop and implement recruitment strategies and best practices for attracting a diverse student staff. Develop and implement hiring policies and best practices for a diverse student staff.	IN PROGRESS
Construct a consistent onboarding process to ensure equitable and consistent preparation, acclimation and integration experiences for all new Student Life staff.	Create, pilot, and disseminate hiring manager onboarding checklist and employee-facing onboarding tool.	IN PROGRESS
	Evaluate and assess new staff resources, training, orientation, and programs to inform proposals for alignment with DEI best practices and future support tools and mechanisms.	COMPLETE

	Review and improve current Student Life New Staff Orientation to align with diversity, equity and inclusion best practices.	NOT STARTED
	Develop support tools and delivery mechanisms for consistent new staff training content and processes across Student Life.	NOT STARTED
Increase Student Life's capacity in research and assessment on matters of diversity, equity and inclusion to align programs and initiatives.	Implement strategic and consistent research and assessment of existing and pilot programs and services.	IN PROGRESS
	Invest in building staff capacity in research work teams to meet current demands for research, evaluation and assessment support for Student Life units.	IN PROGRESS
	Increase research, evaluation and assessment professional development education and training opportunities for Student Life units.	IN PROGRESS
On behalf of the University and in partnership with units across campus, facilitate broad and diverse student engagement with the University's diversity, equity and inclusion efforts to ensure relevancy and responsiveness to current community needs.	Develop an Undergraduate and Graduate/Professional DE&I Student Advisory Board to enlist student perspectives on DE&I plan implementation and assessment efforts.	IN PROGRESS
	Use existing infrastructure devoted to facilitating student voices in shaping the institution to ensure the DE&I Plan is responsive, relevant and community-owned.	IN PROGRESS
	Advocate for necessary refinement and realignment during the implementation phase to ensure relevancy and responsiveness to student needs.	IN PROGRESS

TAUBMAN COLLEGE OF ARCHITECTURE & URBAN PLANNING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Coordinate strategic interventions for recruitment.	The existing administrative structure isolates key diversity-related student recruitment, retention and academic development issues. Therefore, the CDO and Administrative Director shall develop more structured and intentional coordination among program chairs and student services staff to implement Plan ideas and objectives, establishing clear year-by-year objectives and goals, and holding staff accountable for meeting the established goals - including recruitment aspirations (number of visits, number of recruitment trips, etc.), planned trips to HBCU and HSI institutions, etc.	IN PROGRESS
Invest in internal systems to attain accurate applicant pool info.	Implement Student Explorer (an early warning system that leverages the Learning Management System for identifying at risk students) through each student's academic advisor - the program is offered through the Digital Education & Innovation. Taubman College will benefit from Interfolio's technology in improving the college's access to critical information regarding faculty and student applicant pools. By Committee is enterprise software that helps institutions control costs and make informed, strategic choices about recruitment, tenure, and professional service. The platform improves decision-making by simplifying the logistics of committee review, providing transparency into data about faculty milestones, and reducing inefficiencies in administrative workflows.	IN PROGRESS

Invest in pre-degree outreach programs.	In order to address the chronic and institutionalized issues that prevent diverse US-based populations from participating in the professions of architecture and planning, the college needs to institutionalize its pre-degree architecture enrichment programs. These programs open new pathways and engage new urban student populations in thinking about careers in architecture at the undergraduate level. Therefore the committee recommends that the college's two pre-degree outreach programs be financially strengthened and more aggressively marketed.	IN PROGRESS
Targeted faculty mentorship.	We recognize that minority faculty and women face different challenges regarding teaching evaluations and service demands. Some scholars find strong gender bias in teaching evaluations. Diverse faculty are also called at the university level for service. Sometimes faculty may focus on issues that are not considered central to architecture and planning. Intellectual diversity is a fundamental aspect of higher education and marginalizing topics may deter retention efforts. Therefore, program chairs should discuss service assignments and channel select faculty into more targeted mentoring programs - such as the NCFDD.	IN PROGRESS
Revise staff search protocol to ensure commitment to diversity is a priority.	Identifying promising pools of potential professional staff requires consistent commitments on the part of the college - commitments to expanding conventional applicant pools to include persons who do not necessarily emanate from the same educational or professional environments as the persons currently on the staff, and commitments to ensure that once potential candidates appear on recruitment lists and in interviews - that extra safeguards are in place to eliminate stereotype, bias and discrimination from the process. The Taubman Diversity Committee shall develop a detailed proposal for a new college Staff Search Protocol, including: Checklist for Staff Searches; Diversity and Staff Searches: Recommended Principles and Practices for Campus Visits; Diversity and Staff Searches: Interview Guidelines for the Search Process.	IN PROGRESS
Salary equity, compensation and work load: potential goals/ideas.	Develop a systematic process of evaluating the appropriate staffing and salary levels for the college over 5-year period. Use this system, with transparency across the academic leadership team, to make decisions on hiring and promotion. Provide salary adjustments based on job duties/descriptions in relation to others within the University. Ensure that merit increases are equitable and that top performers are rewarded for their efforts. Provide small perks and incentives to reward and motivate all staff.	IN PROGRESS
Participation and engagement: potential goals/ideas.	The college should examine college-level committees and other opportunities for staff to participate in the overall intellectual life of the college. In turn, staff must be willing to learn, take courses, and partner with colleagues to be innovative in achieving new tasks for the college with the provision that time and money be allocated to this task such that it does not fall on individual employees to fund their own professional development. The academic leadership should make investments in staff productivity – such as updated technology, lighting, workstations and space – appropriate to a professional college of its stature and size.	IN PROGRESS
	The college should develop an institutionalized process for employees and staff to express themselves freely when they feel that they have observed wrongful behavior and or experienced wrongful behavior themselves. Develop a process by which staff can be critical of the college's operations. Develop ways to address various staff-related concerns about power hierarchies, criticism of operations, salary equity concerns and concerns about lack of advancement opportunities, in part by identifying a college ombudsmen or university ombudsmen.	NOT STARTED

Professional development and adjudicating conflict: potential goals/ideas.	Develop a systematic process of evaluating applications by staff for professional development seminars, educational training, etc. that will benefit the employee and the college. Be proactive in addressing individual growth by suggesting or requiring employees to attend focused and select training activities. Consider job rotations, mesh networks, and other innovations to keep staff nimble at doing their jobs effectively. Provide productive annual reviews for all staff. The college should develop professional advancement opportunities that are communicated transparently to all staff including information dissemination on career ladders within Taubman College and formal opportunities for staff to discuss their aspirations. The college should develop a set of activities to cultivate the overall commitment and capacity of the staff to contribute to the college's DEI efforts through supervisorial training, on-boarding for new staff, and managerial coaching to ensure staff know and meet expectations, and systems and procedures to guard against unconscious bias.	IN PROGRESS
Develop a college-wide studio and classroom culture policy.	The office of the associate dean of academic affairs is currently developing a college-wide policy covering student academic and professional conduct for all college students in any and all degree and pre-degree programs offered by the college. The policy aims to facilitate an inclusive, open environment free of bias and harassment, with clear protocols for a zero-tolerance policy for egregious acts of bias and harassment. The policy is also pedagogical - with the goal of educating students on academic integrity, professional conduct, mutual respect and recognition. The policy will be completed in Fall 2016.	COMPLETE
Diversity course content in planning and architecture: potential goals and ideas.	Accelerate Architecture Design Studio/Seminar Pairings Begun Five Years Ago: Seminar and studio pairing is a direct way to connect humanities- and theory-based courses to the design studio. The connection deepens the intellectual nexus between architecture-focused questions with larger social issues and could be an opportunity to thematize the pairings to highlight DEI topics.	IN PROGRESS
	Utilize the Architecture Wallenberg Studios to Highlight DEI-Related Themes: The Wallenberg Architecture Design Studio (a penultimate undergraduate design studio focused on social/political issues) is a tremendous platform for overt discussions of politics and space. Reinstate the practice of scheduling three lectures in the winter term to coincide with the Wallenberg pedagogical agenda - which could include researchers outside of Taubman College who work on social justice and basic human rights issues, designers whose work leverages current debates on inclusive architecture and urbanism, and senior faculty who have unique perspectives on topics of focus. The Wallenberg Studio work also receives broader college exposure as competition finalists have their projects exhibited publicly.	IN PROGRESS
	Global Travel in Overlooked Regions (US, Africa, Latin and South America) and Topics: Taubman College continues to support opportunities for faculty and students to engage in international study. Over the past several years urban planning has taken this a step further by focusing on specific cities and their geographies with an explicit position on locating DEI at the center of the curriculum. In architecture, the Master of Urban Design One City Studios focus on Latin/South American cities, as well as Detroit and India, has allowed cross-cultural connection with US-based diaspora of Latin and Indian descent to be developed as an intellectual project. Likewise, Africa-based travel (such as the Ghana Studios) could perform a similar intellectual role. Travel to China and Europe should be topics-based, interrogating social and political issues beyond conventional frameworks and canon-based pedagogies.	IN PROGRESS

	Taubman College could use monies associated with its internal research/creative work funding to more explicitly align competitive grants with a diversity consciousness.	NOT STARTED
Engage students and faculty in selection of lecturers and exhibitors.	Explicit strategies to help foster a more diverse, equitable, and inclusive engagement between teaching, research, and learning are a necessary aspect of public outreach and educational programming. A standing committee or ad hoc taskforce would help insure that the college's commitment to diverse, DEI-aligned lectures and exhibitions remains a priority.	IN PROGRESS
Develop concrete protocols for bias and harassment cases.	The college should develop specific set of protocols – supported by clear articulation of its values and expectations of each and every student, faculty and staff – that detail the procedures and consequences for acts of explicit bias and harassment, and lesser acts of insensitivity and injustice. While the college has established procedures for particular instances of rule-breaking, wrongdoing, and procedural neglect, a less formal system for addressing everyday concerns surrounding equity and inclusion does not yet exist. Inclusiveness involves brave recognition that opening and altering the climate of engagement in the college will create occasional short-term increases of friction and miscommunication in pursuit of long-term improvements in the culture. Brave spaces require more willingness and toleration. A systems for the prevention and adjudication of bias should be set in place to work to establish and define a sense of understandable limits and unacceptable conduct, in order to more to restrain poor conscientiousness. Develop a user-friendly studio and classroom culture policy for students; Develop a user-friendly professional conduct policy for faculty and staff; Develop an ad hoc committee procedure (when appropriate) for cases that need to be adjudicated and penalties assessed (similar to cases of academic integrity).	IN PROGRESS

UNIVERSITY AUDITS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Consider federally mandated affirmative action goals for all relevant UA positions.	Use recruiting resources targeting under-represented groups.	COMPLETE
	Incorporate our commitment to diversity, equity, and inclusion to the process for choosing guest auditors by considering an individual's commitment to diversity, equity, and inclusion in selecting guest auditors.	IN PROGRESS
	Develop ongoing relationships with UM-Flint, UM-Dearborn, the Ross School of Business and Eastern Michigan's auditing program for recruitment of short-term interns.	NOT STARTED
	Eliminate personally identifiable information from resumes prior to screening.	COMPLETE

Equity in assignment of assignments.	Continue to recalibrate audit and project scheduling on an on-going basis to ensure equity in work assignments, depending on skill level.	IN PROGRESS
	Examine performance appraisal process to ensure equity.	IN PROGRESS
	Provide periodic reports on status of department goals and changes in policies and procedures from MTeam (department management) at team meetings.	COMPLETE
	Discuss reporting misconduct at team meetings and reinforce message with periodic emails to the department.	COMPLETE
Improved awareness of reasons for inclusion through training and learning opportunities for University Audits personnel.	Work with University Human Resources to explore performance review options.	IN PROGRESS
	Incorporate a periodic report of MTeam discussion into the team meeting agenda.	COMPLETE
	Ensure that skip-level meetings are done on a regular basis to obtain staff feedback and suggestions.	COMPLETE
	Continue efforts at improving departmental communications through the use of innovative structures.	IN PROGRESS
	Examine creation of mentoring relationships with executives outside of University Audits and/or University Audits management.	IN PROGRESS
Improve cultural sensitivity demonstrated by auditors and managers.	Completion of required ADA training by all University Audits individuals with supervisory responsibilities. Share lessons learned at team meetings.	COMPLETE
	Scheduling of presentations related to diversity, equity and inclusion. Include in team meeting minutes.	IN PROGRESS
	Scheduling of team meeting guests/presentations related to diversity, equity, inclusion (Dealing with disabilities, Adaptive technologies).	IN PROGRESS
	Provide diversity, equity and inclusion content at team meetings on a regular basis. Schedule civility presentation.	IN PROGRESS
	Schedule educational presentations on diversity-related topics.	IN PROGRESS
	Schedule regular discussions of diversity, equity, and inclusion actions and goals in team meetings.	IN PROGRESS
Enhance relationships with the constituencies with whom university audits interacts.	Provide diversity, equity, and inclusion content at team meetings on a regular basis.	IN PROGRESS
	Continue to invite speakers from other university areas to team meetings.	IN PROGRESS

Improve accessibility of physical and on-line resources. Periodically review site and office to gauge compliance with ADA standards.	Update web site, as appropriate.	IN PROGRESS
	Replace current University Audits office front door opening mechanism with ADA compliant mechanism.	COMPLETE

UNIVERSITY DEVELOPMENT

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of the OUD staff, particularly at the leadership level (director and above), and support hiring of under-represented candidates across the U-M development community.	Define & measure diversity within OUD and across the U-M development community.	COMPLETE
	Communicate definition of diversity to university leaders.	COMPLETE
	Establish strategies for increasing the diversity of applicant pools, thereby increasing the diversity of final candidate pools.	COMPLETE
	Survey OUD on culture and climate issues, including voluntarily provided demographic information.	COMPLETE
Improve retention rate of under-represented (UR) individuals across the U-M development community.	Define & measure diversity within OUD.	COMPLETE
	Prepare to conduct baseline assessment of culture, demographics, intercultural competence, and related issues, possibly using outside consultants.	COMPLETE
Help staff grow in their existing positions and establish transparent guiding principles to help them advance as appropriate.	Prepare to conduct baseline assessment of culture, demographics, intercultural competence and related issues, using outside consultants.	COMPLETE
	Assess current policies, communication practices, and gaps (e.g., performance appraisals, policies on promotion).	IN PROGRESS
Dedicate a director-level staff position to lead strategic implementation of DEI initiatives.	Develop DEI director job description.	COMPLETE
	Identify this person's ideal competencies.	COMPLETE
	Acquire funding.	COMPLETE
Increase diverse pipeline of entry-level professionals who are trained to enter the development field and inclined to do so at U-M.	Assess strengths and opportunities of pipeline (example: D-SIP is a strength; Telefund is an opportunity).	COMPLETE
	Create an advancement structure specific to student employees.	NOT STARTED
	Identify new recruitment markets to find/attract talent pool for entry-level positions.	IN PROGRESS

Align OUD's cultural norms and practices with the values of diversity, equity, and inclusion.	Conduct IDI baseline assessment of OUD staff (IDI assessment voluntary; training/explanation sessions required).	IN PROGRESS
	New hires take IDI as hired over next five FYs.	NOT STARTED
	Define & measure diversity using available demographic information within OUD.	COMPLETE
	Communicate definition with university leaders.	COMPLETE
	Incorporate DEI strategic objectives into OUD FY plan.	COMPLETE
	Research and discuss incentives for participation in DEI; more than a "checkbox" on annual performance review.	IN PROGRESS
Provide all staff and leaders the opportunity to develop intercultural knowledge, skills, and mindset, including development departments of other schools, colleges and units (SCUs).	Conduct IDI baseline assessment of OUD staff (new hires take IDI as hired over next five FYs).	IN PROGRESS
Development constituents, including staff, faculty, and volunteers have clear expectations around respectful behavior toward one another, and staff are aware of and educated on available resources if they are subjected to discrimination or inappropriate behavior.	Review existing policies/procedures around harassment.	COMPLETE
	Assess past complaints/incidents and themes.	IN PROGRESS
	Prepare to conduct baseline assessment of culture, demographics, intercultural competence, harassment/bias, and related issues, using outside consultants.	COMPLETE
	Communicate university policies and staff rights and responsibilities around bias and discrimination.	IN PROGRESS
Develop higher levels among all staff of intercultural competence in relationships internal and external to the university.	Conduct IDI baseline assessment of OUD staff (all new hires take IDI as hired over next five FYs).	IN PROGRESS
	Define & measure diversity using available demographic information within OUD.	COMPLETE
	Communicate definition with university leaders.	COMPLETE
	Incorporate DEI strategic objectives into OUD FY plan.	COMPLETE
	Define dedicated director-level position for DEI initiatives.	COMPLETE
	Leverage existing surveys and tools (e.g., Denison Culture Survey, sales force, etc.) to capture demographic information.	COMPLETE
	Create standing committee with broad, diverse representation from all of OUD to help plan and implement DEI initiatives.	COMPLETE
	Rewrite OUD values to include DEI.	COMPLETE

Make OUD a fully open and welcoming place, where a multicultural community is nurtured and where commitment to DEI is a daily and ongoing process.	Conduct IDI baseline assessment of OUD staff (all new hires take IDI as hired over next five FYs).	IN PROGRESS
	Define & measure diversity within OUD.	COMPLETE
	Communicate broader definition (aligned with development profession) with university leaders.	COMPLETE
	Incorporate DEI goals into OUD FY plan.	COMPLETE
	Define dedicated director level position for DEI initiatives.	COMPLETE
	Create standing committee with broad, diverse representation from all of OUD to help plan and implement DEI initiatives.	COMPLETE
	Articulate clear OUD values that include DEI.	COMPLETE
	Prepare to conduct baseline assessment of culture, demographics, intercultural competence and related issues, using outside consultants.	COMPLETE
Diversify leadership (director level and above) of OUD.	Track formal complaints of bias or lack of inclusion; include questions about perceived bias and discrimination as routine part of exit interviews; re-assess past exit interview data for evidence of both.	IN PROGRESS
	Define & measure diversity within OUD.	COMPLETE
	Communicate broader definition of diversity to university leaders.	COMPLETE
	Seek diversity in candidate pools by conducting targeted outreach to ensure broad awareness of open positions.	IN PROGRESS
	Evaluate existing practices around promotions and retention packages.	IN PROGRESS
Ensure compensation is equitable across genders and social identities and fair across job families; make progress toward compatibility with pay scales in SCUs and external markets.	Continue to offer opportunities such as Conversation Circles to discuss various under-represented experiences: race, ethnicity, ability, "invisible disabilities," religion, etc.	IN PROGRESS
	Perform review of pay scales and equity; method TBD.	IN PROGRESS
Gain an understanding of the demographics of our donor pool to use as a basis for the fundraising strategies in this plan.	Identify problem areas and develop strategies to address, potentially to include reduction in number of single-incumbent market titles to ensure better market data.	IN PROGRESS
	Use existing method of alumni data collection to capture demographic data.	COMPLETE

Engage a fully inclusive prospect/donor pool that aims to better reflect, in a myriad of ways, the larger University community.	Leverage existing surveys and tools (e.g., sales force, etc.) to capture demographic information.	COMPLETE
	Document demographic information for all campaign volunteer committees (this should include top 5% of donors to the campaign).	IN PROGRESS
	Research volunteer programs for annual giving, corporate/foundation relations, and planned giving that could be used at Michigan.	COMPLETE
	Identify areas to engage under-represented individuals on University committees.	IN PROGRESS
Understand the demographics of our donor pool to use as a basis for the fundraising initiatives in this plan.	Inventory OUD training and education offerings offered to SCU development teams.	COMPLETE
	Add DEI component to at least one major training program.	COMPLETE
Identify and support faculty diversity in philanthropic endeavors, and support faculty research and teaching on DEI subjects.	Conduct faculty focus groups and a gap analysis to identify opportunities to support DEI faculty projects and research.	NOT STARTED
	Identify faculty working on DEI projects/research to serve as speakers and UM representatives (note: we need to identify if this information exists elsewhere at UM).	NOT STARTED
For university-wide and unit-based DEI initiatives in support of students or other constituencies for which OUD provides fundraising support (e.g., Wolverine Pathways), help set and achieve fundraising goals.	Leverage existing surveys and tools (e.g., Sales Force, etc.) to capture demographic information.	IN PROGRESS
	For university initiatives that benefit students from under-represented populations (e.g., first-generation college students, undocumented students, students from under-represented geographic areas, etc.), help set and achieve fundraising goals.	IN PROGRESS
Support DEI recruitment and retention initiatives in SCUs.	Begin relationship building and best practice sharing between key SCU HR staff, SCU development staff and OUD Talent Management team.	COMPLETE
Development staff are aware of and promote fundraising initiatives in support of DEI.	Leverage existing surveys and tools (e.g., sales force, etc.) to collect demographic information.	IN PROGRESS
	Document demographic information for all campaign volunteer committees (this should include top 5% of donors to the campaign).	IN PROGRESS

UNIVERSITY LIBRARY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
We will be a leader in the realm of research libraries and publishers as places that attract and retain a diverse workforce. This will be done through the programs we create to attract, develop and support this diverse workplace. In addition, we will bolster the campus diversity-focused recruitment and retention of students by serving as a support and resource.	Create a recruitment process to allow the library to attract and hire critical talent from diverse applicant pools.	IN PROGRESS
	Assess the working climate and culture of the library, implement strategies to identify and build upon current strengths, and take opportunities to improve the workplace environment and positively impact retention.	IN PROGRESS

	Support library staff in development and enhancing intercultural competencies and Association of College and Research Libraries Diversity Standards.	IN PROGRESS
	Actively encourage, support and promote research and scholarship in areas related to diversity.	IN PROGRESS
	Create strategic partnerships to engage with and support the diversity efforts of U-M colleges, schools, units and health system.	IN PROGRESS
	Create and cultivate inclusive learning environments that accelerate self-agency through outreach, programs, events and services responsive to learner, researcher and scholar needs.	IN PROGRESS
We will offer physical and virtual spaces that are welcoming to all of our constituencies and serve as a second home on campus for all students. We will also grow and leverage our capacity to advance inclusive and collaborative academic work to enhance the student experience.	Provide equitable and reliable internal and outreach communication.	IN PROGRESS
	Ensure that library spaces, services, programs and collections are inclusive and welcoming for all users.	IN PROGRESS
	Make technology choices that hold accessibility as a core value.	IN PROGRESS
We will provide services that meet each individual at the place from which they arrive - culturally, socially and academically. Our leadership in diversity, equity, inclusion and accessibility will be recognized by the campus and by our peer institutions, just as they now recognize our leadership and excellence in the realm of research libraries and publishers.	Enhance user-centered customer service strategies.	IN PROGRESS
	Demonstrate our leadership on DEI&A both on campus and within the professions of librarianship and publishing.	IN PROGRESS

UNIVERSITY OF MICHIGAN MUSEUM OF ART

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Continue the development and preparation of student leaders in the arts, creating a more diverse pipeline for curatorial, education, registration, administration, communications, and fundraising. Maintain and expand diversity of opportunities for student interns, fellows and volunteers, training and mentoring future professionals.	Recruit via recognized student organizations, and programs with relevant missions and established and new collaborations. Actively seek to co-sponsor programming or otherwise partner strategically with U-M units and colleagues to ensure diversity of programs and activities, as well as those served in student programs and mentored learning.	COMPLETE
	Continue with SEC, mentored learning activities, including utilizing current large grant projects (IMLS, Third Century Initiative) as outreach opportunities to attract diverse applicants from the undergraduate and graduate pools for research assistant positions.	COMPLETE
	Create paid summer jobs/internships for national candidates under grant-funded projects, widening pool of applicants.	COMPLETE
	Explore future fellowship development with Rackham colleagues.	COMPLETE
	Explore future arts administrative leadership ideas with Ross School of Business, Ford School of Public Policy, UMS, SOAD, and other campus partner.	NOT STARTED

Assess, evaluate, and adopt practices to achieve diverse staff. Make strides toward a diverse workforce compared to relevant labor pools by position.	Assess and evaluate current staff composition and practices in recruitment, retention, and development. Document findings.	IN PROGRESS
Ensure that all staff has the appropriate knowledge and training to create a welcoming and inclusive climate for all.	Conduct staff climate study and evaluate results. Provide information and training to support staff as a key resource in achieving an inclusive organization for staff and visitors.	IN PROGRESS
Continue to create new and dynamic scholarship through the creation and presentation of exhibitions and publications that represent the diversity of today's artists and global art world, past and present, to present multiple perspectives relevant to contemporary concerns and issues.	Continue to develop new U-M strategic partnerships while maintaining and nourishing existing relationships with recognized student organizations, campus units and community partners.	COMPLETE
	Continue to develop sources of funding that allow for sustainable and successful programming.	COMPLETE
	Curators and others work across campus and beyond to stay current on new opportunities, artists and ideas, leveraging UM's research and scholarship resources.	COMPLETE
	Plan for baseline visitors survey to include exhibitions and programs experiences.	NOT STARTED
Expand upon and extend the successes in faculty, instructor and GSI outreach and teaching and learning relevant to DEI through student class visits already achieved from 2012-2015 while mentoring future professionals. Launch The UMMA Exchange. Plan for new collections acquisitions to support DEI goals in teaching.	Continue outreach, resource development. Train faculty and students to use The Exchange, load The Exchange with initial content via Third Century grant-supported work.	IN PROGRESS
	Conduct outreach and training to faculty, instructors, GSI's and students about creating and sharing their own resources through The Exchange.	IN PROGRESS
	Complete IMLS project with a diverse group of graduate student researchers in order to offer better, more complete data on collections for teaching and research while mentoring them as future faculty and museum staff	COMPLETE
	Develop priorities for new acquisitions to support study room teaching for DEI.	COMPLETE
Continue to support diverse scholarship, creating exhibitions and publications that represent the full diversity of today's artists and global world art, past and present.	Explore new strategic partnerships—already underway—while maintaining and nourishing existing relationships with recognized student organizations, campus units and community partners.	COMPLETE
	Actively convey co-sponsorship benefits and decision making (free space, shared promotion) to new program partners.	IN PROGRESS
	Work in partnership with facility and security staff to ensure a welcoming environment around the visitor experience including public and student programs.	COMPLETE

Continue to partner with recognized student organizations, campus partners and community organizations to provide free public programming that is diverse, welcoming and inclusive. Work in partnership with facility and security staff to ensure a welcoming environment around the visitor experience including public and student programs. Explore baseline audience study of those who come and don't come to Museum.	Review collaborations for past 3 years. Explore new ideas and increased activity through intentional and strategic partnerships.	COMPLETE
	Maintain and expand upon strategic outreach to ensure goals are met.	COMPLETE
	Continue to work with partners with demonstrated success in promoting Inclusive cultural access inclusive and diverse participation.	COMPLETE
	Partner with DPSS and building services supervisors to develop goals and plans for training.	COMPLETE
	Review available data, and knowledge among Management Team members.	COMPLETE
	Assess campus and national resources for assistance. Evaluate models and scope appropriate for U-M and UMMA.	COMPLETE
Continue outstanding service to K-12 students and teachers, and Faculty and staff at U-M who study, serve and partner with the K-12 community.	Inclusive teaching and unconscious bias training for docent corps to foster an inclusive learning community that includes docent corps and those they serve.	COMPLETE
Focus on U-M strategic partnerships relevant to DEI initiative	Inclusive teaching and unconscious bias training for docent corps to foster an inclusive learning community that includes docent corps and those they serve.	COMPLETE
Expand diversity of docent corps as identified in this plan.	Inclusive teaching and unconscious bias training for docent corps to foster an inclusive learning community that includes docent corps and those they serve.	COMPLETE
Recruit and train more diverse docent corps.	With assistance from campus and community partners, recruit more diverse docent corps applicants via new messaging, personal networks, and institutional networks.	COMPLETE
Provide advanced inclusive classroom training.	Ensure that existing corps is well prepared and understands the value of diversity and inclusion among their own members.	IN PROGRESS

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