

# YEAR TWO: STATUS OF FY 18 UNIT-BASED STRATEGIC OBJECTIVES AND ACTION ITEMS

YEAR  
ONE

YEAR  
TWO

YEAR  
THREE

YEAR  
FOUR

YEAR  
FIVE

# APPENDIX: UNIT ACTION ITEMS

During Year Two, 50 units across the university implemented 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 2,177 action items and indicates the current status of each: Not Started, In Progress or Complete.

## ACADEMIC INNOVATION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improve Office of Academic Innovation inclusive recruitment practices (in consultation with the Office of the General Counsel) with specific attention to women in technical roles, people of color (POC) and/or those with disabilities.	Work with HR, STRIDE, CEW+ and WISE to post positions in more places where women and POC applicants will see them and feel encouraged to apply.	COMPLETE
Strengthen Office of Academic Innovation onboarding schema to explicitly address difference (i.e., by role, new to U-M versus not, etc.) ensuring an equitable and individualized process for each new AI hire.	Update our onboarding process to reflect DEI values.	COMPLETE
Create mechanisms for acculturating new staff to AI while finding ways for new staff to diversify the AI community.	Initiate monthly all-staff meetings.	COMPLETE
	Put in place a mentoring program.	COMPLETE
	Highlight skills of staff in various ways.	COMPLETE
Design personalized professional development opportunities for AI staff responsive to individual goals and in alignment with AI DEI goals; realize more continuity between professional development plans.	Put aside an amount of funding for each staff member to choose training s/he would like to have.	COMPLETE
Respond to "whole person" retention strategies finding ways to increase the flexibility and responsiveness of AI to staff differences.	Create job pathways and collect job descriptions for each job within AI so that staff know what their next career steps are to move up the path.	IN PROGRESS
Expand upon our accessibility efforts.	Surveys about our accessibility.	IN PROGRESS
	Include written transcriptions with all audio programs.	COMPLETE
	Create focus groups.	IN PROGRESS
Reach new audiences with our messaging and initiatives (in consultation with the Office of the General Counsel).	Begin sharing events on a larger scale across the University, increase advertising on Google Ads and Twitter, target underrepresented groups when making announcements (along with normal advertising avenues).	COMPLETE
	Hold student showcases.	COMPLETE
Create a collection of MOOCs with topics related to DEI.	Continue to create (with faculty) and advertise MOOCs that have DEI components.	COMPLETE



Be intentional about the communities we reach out to, including those preparing for college (teachers and learners).	Create specific tasks that can be accomplished in FY18.	COMPLETE
Include DEI principles when guiding faculty during course or project design.	Be sure to share our DEI goals with all faculty we work with on MOOCs or projects.	COMPLETE
Work with other universities on a tool that will leverage diversity in the classroom.	Create tool that focuses on residential learners at U-M that leverages diversity in the classroom.	COMPLETE
Work to build AI wide support and work on why we as a group would benefit from being more inclusive. Everyone brings to the table different skills, experiences, perspectives and new solutions.	Share kudos at monthly all-staff meetings.	COMPLETE
	Have spotlight reports from various teams that highlights skills of those on that team.	COMPLETE
Improve communication channels and keep ideas fresh.	Complete overhaul of our Intranet.	COMPLETE
	Include a feedback mechanism where suggestions can be shared anonymously.	NOT STARTED
	Include 360° reviews in our performance process.	COMPLETE
When someone new joins AI get them involved and make them feel welcomed.	Put a mentoring process in place that includes all this and more.	COMPLETE
Have a commitment towards DEI. Create a safe environment for courageous conversations.	Add phone to Bates conference room for private conversations.	COMPLETE
Raise awareness about current accessibility efforts and opportunities within AI initiatives.	Collect analytics about accessible initiatives.	IN PROGRESS
Promote and encourage Office of Academic Innovation (AI) staff service.	Set up AI staff service project days and recruit volunteers.	COMPLETE
Report on the progress that the Office of Academic Innovation (AI) has made in areas of accessibility efforts and staff service.	Include information about our accessibility and service efforts in our newsletters and at all staff meetings.	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 ADVANCE Workshops).	COMPLETE
	Consider offering one or more FRW in Spring (for Spring 2017 or 2018). STRIDE's satellite committee, STRIDE in the Medical School, has begun offering workshops in spring/summer to meet this need. We will continue to monitor workshop needs and respond as necessary.	COMPLETE
	Revised action item for AY18: Update the FRW yearly to include new material, drawing from relevant research and evidence-based practices.	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).	<b>COMPLETE</b>
	Develop a more systematic approach to ensure 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 continue and revise the process over time.	<b>COMPLETE</b>
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).	<b>IN PROGRESS</b>
	Collect post-interview feedback about search process from those who participated (e.g., search committee members).	<b>IN PROGRESS</b>
	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).	<b>IN PROGRESS</b>
Expand President's Postdoctoral Fellowship Program.	Increase number of fellows (double for 3 years; then triple).	<b>NOT STARTED</b>
	Increase professional development activities (this only becomes feasible when there are more fellows, so hinges on the preceding; not before 2017–2018).	<b>IN PROGRESS</b>
	Increase unit understandings of President's Postdoctoral Fellowship Program by more direct interaction with chairs about how to use the program effectively.	<b>COMPLETE</b>
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 2017–2018. A report could be prepared within one year, given the difficulties of collecting data like this from somewhat reluctant participants.	<b>NOT STARTED</b>
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.	<b>COMPLETE</b>

Expand the new Faculty Launch Program.	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).	<b>COMPLETE</b>
	Enhance collaboration of health sciences schools in a modified version of Launch (began in 2016–2017 with Medicine, Dentistry and Pharmacy; Kinesiology joined in 2017–2018).	<b>COMPLETE</b>
	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).	<b>IN PROGRESS</b>
Increase support after departmental climate assessments.	Offer post-assessment support to units including: Good practices document. Assess value of good practices document from chairs. Consultation with ADVANCE leadership and/or outside experts for assistance after departmental climate assessments. Small grants to support change efforts.	<b>NOT STARTED</b>
	Encourage units to prepare an Action Plan after climate assessments.	<b>COMPLETE</b>
	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.	<b>NOT STARTED</b>
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); it will be fully implemented in 2017–2018 and evaluated and altered as needed through 2021.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	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.	<b>NOT STARTED</b>

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 consider alternative intervention models (a workshop, formal training for committee members, and use of CRLT Players, etc.) and then initiate development of that program in 2017–2018.	<b>IN PROGRESS</b>
	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.	<b>COMPLETE</b>
Continue to support a positive climate among ADVANCE staff members.	ADVANCE staff work hard on diversity, equity and inclusion in every setting, but our own community requires our attention as well. For that reason, we will ensure that issues of our own internal climate are addressed both proactively through regular interaction and in response to specific issues that arise.	<b>COMPLETE</b>
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 2017–2018 it could be implemented in the two colleges.	<b>IN PROGRESS</b>
	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.	<b>NOT STARTED</b>
	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.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>

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.	IN PROGRESS
	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 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. We are already engaged in a process of attempting to enhance our pool of coaches for faculty. As of 2018, School of Information now participates in this program.	IN PROGRESS
	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 we could partner with Rackham and/or UMOR or others on campus to address some of the needs of some of these groups. This is something we can do in an ongoing way.	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.	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 minority student-athletes with a goal of attaining a critical mass.	Establish a working group of coaches, student-athletes, administrators and Diversity Committee reps to assess opportunities to expand efforts to reach more talented underrepresented minority student athletes for recruitment consideration without negatively impacting competitiveness of programs.	NOT STARTED
	Working Group will disseminate strategies and resources to all coaching staffs.	NOT STARTED

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.	<b>IN PROGRESS</b>
	Use Diversity Committee to extend networks when recruiting for positions; explore a variety of associations and organizations to generate pool of candidates.	<b>IN PROGRESS</b>
Increase the percentage of underrepresented minorities in supervisory positions within Athletics.	Evaluate supervisors within the Athletics Department on their efforts to promote the professional development of employees reporting to them.	<b>NOT STARTED</b>
	Adjust annual performance evaluation for supervisors to include an assessment of what developmental opportunities they provided to employees.	<b>NOT STARTED</b>
	Include opportunity for employees to evaluate supervisor on DEI issues as part of annual performance review process.	<b>NOT STARTED</b>
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).	<b>COMPLETE</b>
	Develop an assessment tool for measuring impact and effectiveness of program. Development of programming may require a budget commitment in future years for consultant.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
Use sports as a vehicle to promote understanding, respect and equality by working with the RISE (The Ross Initiative in Sports for Equality – risetown.org) program to co-create a curriculum for Michigan student-athletes.	Build on conversations with the teams from FY17 to take a “deeper dive” and get additional feedback.	<b>IN PROGRESS</b>
	Continue introduction of the RISE program to student-athletes through training and educational sessions during FY18.	<b>IN PROGRESS</b>
Create a DEI 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.	<b>COMPLETE</b>
	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.	<b>NOT STARTED</b>
	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.	<b>COMPLETED</b>



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 identify current space in the department that can be easily transformed into inclusive spaces.	IN PROGRESS
	Review future building plans to ensure inclusive spaces are a part of the plans.	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.	NOT STARTED
	Identify potential trainers/facilitators.	NOT STARTED
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 w/the Learning and Professional Development Office (LPD) on campus as well as FASAP to develop appropriate pathways for conflict resolution.	Explore campus educational opportunities dealing with conflict resolution.	COMPLETE
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.	IN PROGRESS
	Develop plan to implement with necessary stakeholders.	IN PROGRESS
	Roll out incremental updates to content over course of 5-year period.	IN PROGRESS
	Beginning in FY18, ensure all video content on MGoBlue.com and social media is closed captioning capable.	COMPLETE
Implement inclusive customer service training for all staff members to equip them with tools to support fans and community members from all identities.	Determine best practices in inclusive service training.	NOT STARTED
	Solicit feedback from fans and community members about their experiences as baseline data.	NOT STARTED
	Develop mechanism to gather feedback.	NOT STARTED

## 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 policies.	IN PROGRESS
Articulation of leadership principles by director, associate director and two assistant directors.	Continue work with consulting firm.	COMPLETE

Enhancing the undergraduate learning experience in the archives.	Third Century Initiative: Engaging the Archives is a project to develop pedagogical practices and provide learning experiences for undergraduates in using primary historical sources, while fostering engaged collaborations between faculty and archivists to develop new learning objectives, tools and analytics for use and reuse by faculty and students. An MCubed Project entitled "Engaging the Archives: Researching Best Practices for Student Success in the Archives" funded in Winter 2016 builds upon data gathered through Third Century Initiative.	IN PROGRESS
Enhancing access through uncovering hidden collections.	Systematic review of Bentley catalog records and archival finding aids with additional description added where content relating to diversity, equity and inclusion is uncovered.	IN PROGRESS
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 the Bentley's visual identity for distribution in Fall 2018.	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 staff committee taken in Summer 2017; it will 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
Enhance onsite accessibility for the benefit of staff, student employees, volunteers and all visitors to the Bentley.	Bentley disability awareness committee to continue to confer with Office of Services for Students with Disabilities on communications and services and to organize LPD workshops on Disability Awareness and Etiquette.	IN PROGRESS
Enhance records management archival administration of the university's essential and historical records at U-M by operationalizing a records management program to enable and enrich historical research by scholars, students and the general public. This will also ensure access to the university's history of commitments and decision making for current and future administrators.	Records management archivist to continue to develop program.	IN PROGRESS
Sustain the success of the University of Michigan Bicentennial in 2017; enhance access to the University's history through newly digitized collections.	Ongoing support for units preparing histories and for faculty teaching courses; completion of public access to digitized records of the Department of Afroamerican and African Studies and the archival collection of President James B. Angell.	IN PROGRESS

## BUSINESS & FINANCE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Enhance Career Path Development and Advancement Opportunities.	Conduct further analysis on the use of the tuition reimbursement benefit among B&F staff to create a deeper understanding of the impact of this benefit. Develop recommendations for B&F senior leadership about possible additional B&F-specific support we could provide to further enhance the impact.	COMPLETE
	Partner with the Department of Organizational Learning to explore a competency-based professional development model that outlines specific participation and behavioral expectations for B&F staff at all levels.	IN PROGRESS

	Continue succession planning across B&F for the top three levels of the organization's leadership by holding a succession planning conversation for each position.	<b>COMPLETE</b>
	Convene a cross-departmental action learning team to investigate a rotation program for one or two job functions in which staff could try out positions in other areas of B&F or the university.	<b>IN PROGRESS</b>
Attract and maintain a diverse staff population to cultivate an inclusive and diverse applicant pool.	Based on the report on current hiring practices, develop recommended changes to the process that may better support B&F's commitment to a diverse workforce and present to senior staff. Develop an action plan based on direction decided.	<b>COMPLETE</b>
	Develop a common set of DEI-related interview questions and pilot with a limited number of B&F units.	<b>COMPLETE</b>
	Track and assess the use of student interns and student workers in B&F. Develop a marketing and outreach effort, consistent with the law, to broaden the internship and student employment program across B&F, and track its utility in enhancing the pipeline of diverse candidates for full-time positions.	<b>IN PROGRESS</b>
	Based on analysis of current process used to identify and select apprentices, we will convene a working group to review findings and evaluate future opportunities regarding the apprentice program, relative to DEI.	<b>IN PROGRESS</b>
	Develop a hiring and selection training approach that combines competency-based interviewing with hiring and selection-specific unconscious bias training; launch a pilot within F&O.	<b>COMPLETE</b>
Continue to invest in and build cultural competency of B&F staff, managers and supervisors.	Partner with the Department of Organizational Learning to develop a customized education and learning plan to address climate issues surfacing from the climate survey and other data. Plan would be designed to address the unique needs of B&F staff and tailored to address issues within the microclimates of the B&F divisions.	<b>IN PROGRESS</b>
	Create a process to garner high-level themes of feedback staff are providing related to the question "In what ways have you supported your own or the development of your staff related to DEI?"	<b>IN PROGRESS</b>
Commit to improve the B&F culture related to Diversity, Equity and Inclusion by building awareness of the university's commitment.	Develop a method to gauge employee awareness of our commitment to DEI and changes in awareness levels over time. Develop a plan to 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.	<b>COMPLETE</b>
	Conduct an assessment of B&F upper management regarding their knowledge of B&F DEI plan; use findings to inform a targeted awareness-building strategy among leadership populations.	<b>COMPLETE</b>

	Continue to encourage all B&F managers and supervisors to demonstrate their support for and promote B&F's commitment to diversity, equity and inclusion by encouraging staff to participate in related activities, discussions and professional development.	<b>COMPLETE</b>
Build a more inclusive cross-functional community within B&F via facilities, events and 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.	<b>COMPLETE</b>
	Continue to track and summarize requests from B&F staff related to accessible or inclusive facilities; develop B&F-wide planning principles to guide future decision-making on these issues.	<b>IN PROGRESS</b>
	B&F senior leadership will conduct team site visits, hold cross-departmental activities and otherwise take steps to get to know staff and the work they do. They also promote an organizational culture and give staff access to leadership.	<b>COMPLETE</b>
	Develop a comprehensive communications plan designed to promote an inclusive organizational culture, with a particular emphasis on highlighting efforts across the organization to create a line of sight for B&F staff that connects their roles to the university's mission impact; begin implementation of the plan.	<b>COMPLETE</b>
Maintain robust and systematic accountability systems and techniques for conflict identification and resolution (including discrimination, bias, harassment, bullying).	Conduct an assessment of staff awareness of the current policies and mechanisms available to report, investigate and resolve conflicts relating to identity harassment, bias, discrimination and bullying. Develop a targeted awareness-building plan (as needed) based on the assessment findings.	<b>NOT STARTED</b>
	Continue to conduct small group discussions within bargained-for units, including education on respect and inclusion and describing mechanisms to raise concerns (outside the work group).	<b>COMPLETE</b>

## 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.	<b>IN PROGRESS</b>
Analyze communications/messaging about our diversity-related programs, services and resources to determine how effectively we provide timely information about these across campus.	Review ways we publicize services to determine whether any significant gaps could be addressed.	<b>NOT STARTED</b>
	Where necessary, revise communications (e.g., fliers, emails, website).	<b>NOT STARTED</b>



Use and regularly refresh guidelines regarding principles and practices to help staff ensure that our programs and resources are accessible to as wide a range of clients as possible.	Review, update and disseminate principles and practices for inclusion and accessibility in our programs. Elicit outside perspectives to inform these.	<b>COMPLETE</b>
	Integrate principles and practices into workflow, including adding guidelines about accessibility and inclusion to event planning guidelines.	<b>IN PROGRESS</b>
	Follow up at retreat and/or staff meetings to expand guidelines 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.	<b>COMPLETE</b>
	Maintain our focus on accessible web practices as we implement our updated website (the design of which emphasized accessibility).	<b>IN PROGRESS</b>
	Brainstorm practices for working with non-CRLT venues to provide accessible spaces for our events.	<b>IN PROGRESS</b>
Build a vibrant, inclusive climate that facilitates productive collegial relationships across differences in backgrounds, identities, experiences and professional roles and goals. This includes enhancing our ability as individuals and as an organization to work in spaces of possible disagreement, ambiguity or uncertainty produced by our many differences.	Continue a series of staff conversations to respond to the issues and questions raised by our pilot climate survey of Spring 2017.	<b>COMPLETE</b>
Expand the capacity of staff in all roles to navigate diverse environments and constituencies in our work, including working effectively with people of diverse social identities and institutional roles.	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.	<b>COMPLETE</b>
Develop internal communications to reflect and reinforce CRLT's and CRLT-Engin's commitment to a positive workplace climate for a diverse staff.	Communicate to all staff appropriate University resources/pathways to resolution when climate concerns arise in the workplace.	<b>IN PROGRESS</b>
Increase success in attracting and retaining colleagues with diverse social identities in all roles.	Continue using expanded hiring criteria for event planners to include candidates without BAs as a way of diversifying our staff socioeconomically.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>

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.

Ongoing revision and updating of “Diversity and Inclusion” section of CRLT website by Diversity Team members.

**IN PROGRESS**

Creation of a STEM DEI page housed on CRLT-Engin’s website.

**IN PROGRESS**

Ongoing use of the CRLT blog as a space to provide guidance and information related to campus diversity and inclusive teaching.

**IN PROGRESS**

Further strengthen our existing focus on diversity, equity and inclusion across all CRLT/CRLT-Engin programs and resources. UPDATE:

Maintain the diversity and inclusion focus in major campus-wide programs/initiatives.

**COMPLETE**

Revise and train staff to implement a new version of the GSITO session on “Inclusive Teaching in the First Days and Beyond”; shift session plan to more effectively focus on inclusion throughout and to reflect our evolving resources in inclusive teaching used in other arenas.

**COMPLETE**

Program Managers in charge of any given program — seminar series, GSI Teaching Orientations, Teaching Academies — review agendas to make sure content/focus is not lost from iteration to iteration.

**COMPLETE**

Continue to use two standard questions about inclusive teaching on our CRLT seminar series workshop evaluation form.

**COMPLETE**

Continue using staff activities reports to provide a 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**

Continued DEI 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 with these practices: provide professional development (individually and collectively) where appropriate/needed. This might include staff reading groups, in-house workshops on specific skills or retreat activities with experts in relevant domains (e.g., accessibility).

**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**

Pilot a new May program on inclusive course design, to be offered alternately with the very successful May Inclusive Teaching @ Michigan workshop series.

**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.	<b>IN PROGRESS</b>
	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 will be changed from “multicultural” to “diversity, equity and inclusion,” with the Drupal 8 update, and this provides impetus for a staff conversation about when we use this tick-box and how we would use the data collected.	<b>IN PROGRESS</b>
	Make sure Diversity Team continues to track customized programs and other workshops focused on DEI.	<b>COMPLETE</b>
	Build on FY17 successful pilot of offering one Players sketch multiple times in a given period: continue to highlight “Distress Signals,” the Players session focused on student mental health, and “Cuts,” the session focused on microaggressions and climate, to a wide range of campus audiences.	<b>COMPLETE</b>
	When compiling the annual report, once again compare DEI offerings to previous years.	<b>COMPLETE</b>
	Track both CRLT and CRLT-Engin programs: including the total number of registrants/participants and overall evaluation ratings.	<b>COMPLETE</b>
	In order to clarify “pathways” of professional development for instructors, more regularly differentiate intended audience of our programs (through program titles, linked series, self-assessment resources, etc). As one example, in Seminar Series, offer and specify one “foundations” session each for faculty and GSIs as well as 2–3 “specialized topics” sessions.	<b>COMPLETE</b>
	Increase programs that are particularly focused on lecturers’ professional development in inclusive teaching.	<b>COMPLETE</b>
Stay well-informed about evolving campus needs around DEI in order to provide programs and resources well attuned to current conversations. This includes continuing a broad range of practices that we already use to stay abreast of and share our insights about evolving campus discussions.	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.	<b>COMPLETE</b>
	Read other units’ DEI strategic plans to understand their specific needs and goals around teaching and learning environments.	<b>IN PROGRESS</b>
	Use evaluations from key DEI programs (e.g., May series, customized programs) to gather data on key questions.	<b>COMPLETE</b>

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.

Share and consult about tailored implementation of the framework for professional development, 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.

**IN PROGRESS**

Develop flexible resources to assist units in developing PD for instructors (implementation of 3-part structure).

**COMPLETE**

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.

**COMPLETE**

Provide support for teaching in courses and disciplines specifically focused on DEI.

Work with LSA to support teaching in the Race & Ethnicity requirement.

**COMPLETE**

Continue our collaborations with ADVANCE and the Provost's Office (including Provost Campus Leadership Program) to work on cultivating an institutional climate (beyond formal teaching and learning spaces) where faculty, administrators and students of all backgrounds can excel.

Programming with Advance and PCLP, continue these collaborations through our established meetings and programs.

**COMPLETE**

## CENTER FOR THE EDUCATION OF WOMEN+

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
CEW+ will be responsive to the needs of nontraditional students.	Define nontraditional based on qualitative and quantitative data.	<b>IN PROGRESS</b>
CEW+ will develop assessment model for understanding the impact of financial support in student success and sense of belonging.	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.	<b>IN PROGRESS</b>
CEW+ will contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition.	Data model will be tested with CEW+ student constituents, including: CEW+ counseling participants.	<b>NOT STARTED</b>
	Data model will be tested with CEW+ student constituents, including: CEW+ Critical Difference Grant recipients.	<b>NOT STARTED</b>
	Data model will be tested with CEW+ student constituents, including: CEW+ scholarship recipients.	<b>IN PROGRESS</b>
	Data model will be tested with CEW+ student constituents, including: CEW+ Scholar Community participants.	<b>NOT STARTED</b>



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.	CEW+ will continue to lead the Council for Nontraditional Students (COUNTS) 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.	<b>COMPLETE</b>
	CEW+ will work with university leadership to collect needed data on nontraditional students (e.g., caregiver status).	<b>COMPLETE</b>
	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).	<b>IN PROGRESS</b>
To effectively target and reach nontraditional students with CEW+'s financial resources in the form of scholarships, fellowships, research grants and critical difference grants.	Align financial resources with the goal of supporting nontraditional students, including scholarships, Critical Difference grants and the establishment of new fellowships.	<b>COMPLETE</b>
	Develop assessment model for understanding the impact of financial support on student success and sense of belonging.	<b>NOT STARTED</b>
Promote career development of women of color faculty.	Implement Write-Ins and Writing Retreats for WOCAP members.	<b>COMPLETE</b>
	Implement leadership development initiatives for WOCAP members.	<b>COMPLETE</b>
	Organize Community Conversations for WOCAP members on various topics of interest.	<b>COMPLETE</b>
	Establish mentoring program for/among WOCAP members.	<b>NOT STARTED</b>
	Disseminate information about resources (e.g., career development programs, funding opportunities) to WOCAP members and other faculty who can benefit from the resources.	<b>COMPLETE</b>
Build community among women of color faculty.	Host community conversations on various topics of interest for WOCAP members.	<b>COMPLETE</b>
	Organize fall welcome dinner for WOCAP members to promote networking and informal connections.	<b>COMPLETE</b>
	Organize spring end-of-year celebration dinner to recognize WOCAP members' year-long accomplishments.	<b>COMPLETE</b>
	Host faculty promotion reception to recognize WOCAP scholars who were promoted and tenured.	<b>COMPLETE</b>
	Organize groups around specific interests and issues of relevance to WOCAP Members.	<b>NOT STARTED</b>
	Use various social media to promote networking and connection among WOCAP members.	<b>COMPLETE</b>

Increase usage of CEW+ services by staff members, including programs, counseling and WCTF membership.	CEW+ will collaborate with UHR to develop and pilot an online mini course that includes information about career development resources and the emerging needs of nontraditional students.	<b>IN PROGRESS</b>
	Establish a communication system to inform WCTF members of internal and external career development opportunities.	<b>COMPLETE</b>
	New members will be recruited during general sessions at the WCTF conference and at staff outreach activities.	<b>COMPLETE</b>
	Update CEW+ website to include professional development opportunities, open to all, that address issues affecting women of color staff.	<b>IN PROGRESS</b>
WCTF will support the professional development of under-represented staff, in particular women of color, at U-M by providing career planning events and networking opportunities.	WCTF, in partnership with the Career Development Passport Program, will create a career development plan template and tracking system to follow progress of regular WCTF members who have an individual career development plan.	<b>IN PROGRESS</b>
	Annually, a calendar will be distributed to WCTF members including all networking and professional development events.	<b>COMPLETE</b>
	WCTF Facebook page will include upcoming career planning and networking events.	<b>COMPLETE</b>
	Events will be publicized at least two times before an event, ideally 1-week and 2-days before the event.	<b>COMPLETE</b>
CEW+ will increase attendance and quality of its leadership trainings offered to staff by partnering with University Human Resources (UHR), Michigan Medicine Human Resources, WCTF and TIAA Financial Services.	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.	<b>COMPLETE</b>
	Work with TIAA Financial Services to identify speakers for the 2018 WCTF Conference.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
Increase the diversity of WCTF membership by intersections/identity and job classification type.	Outreach to U-M staff groups such as PLUMA and ABPFAS.	<b>COMPLETE</b>
	Encourage WCTF members to recruit additional members to join the group.	<b>COMPLETE</b>
	Recruitment for new members at the Women of Color Task Force annual conference.	<b>COMPLETE</b>

To contribute to U-M's current understanding of the nontraditional student experience across campus and emerging needs over time.	Continue to disseminate the results of the nontraditional student data analysis to stakeholders across campus.	<b>IN PROGRESS</b>
	Continue to meet with key stakeholders across campus who are interested in supporting and advancing nontraditional student populations.	<b>COMPLETE</b>
	Develop a data model that incorporates qualitative and quantitative data that can be replicated by units.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
Establish a process for CEW+ to serve as a resource 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.	<b>COMPLETE</b>
	Update the CEW+ webpage to include the presenter list.	<b>IN PROGRESS</b>
	Promote list to key stakeholders across campus who are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.	<b>NOT STARTED</b>
Support WOC staff in the service/maintenance job family whose goal is to advance their careers through educational attainment and/or professional development.	CEW+ will disseminate information regarding career and professional development resources to individuals in the service/maintenance job families.	<b>COMPLETE</b>
	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.	<b>IN PROGRESS</b>
CEW+ will continue to employ a diverse group of staff members to serve its constituency, and CEW+ staff will be trained and equipped with the tools and knowledge to serve its diverse constituency of students, faculty and staff.	New hires in 2017–18 will be screened for core competencies in serving the needs of faculty, staff and nontraditional students.	<b>COMPLETE</b>
	Current staff will receive ongoing, appropriate training to enhance understanding of and sensitivity to nontraditional student experiences.	<b>COMPLETE</b>
Review and strengthen CEW+'s process for conflict resolution.	Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed for compliance with U-M policies.	<b>COMPLETE</b>
	Policy will be revised, as needed, in consultation with CEW+ staff and the General Counsel's office to align with U-M policies.	<b>COMPLETE</b>
	The updated policy will be adopted and implemented by CEW+ staff.	<b>COMPLETE</b>
Improve and increase the sense of belonging and community for nontraditional students at U-M.	Create physical & virtual spaces for nontraditional students to connect.	<b>IN PROGRESS</b>
	Continue to develop programs relevant to and that meet the needs of nontraditional students.	<b>IN PROGRESS</b>

	Continue to educate faculty/staff on issues faced by nontraditional students including collaboration with other units to provide training for working with this student constituency.	<b>COMPLETE</b>
	Assure representation of nontraditional students (e.g., MONTS members) at orientation programs.	<b>COMPLETE</b>
	Development of nontraditional student advisory board.	<b>COMPLETE</b>
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.	<b>NOT STARTED</b>
	Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured.	<b>COMPLETE</b>
	Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner — see Objective 5 activities for details).	<b>COMPLETE</b>
	Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW+ website and WOCAP newsletter.	<b>COMPLETE</b>
Increase presence of women of color faculty in leadership positions on campus.	Document the number of women of color faculty and WOCAP members who have advanced to leadership positions.	<b>IN PROGRESS</b>
	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.	<b>NOT STARTED</b>
	Strengthen linkages to senior leaders by identifying and suggesting names of WOCAP members who are potential aspiring leaders.	<b>NOT STARTED</b>
	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.	<b>NOT STARTED</b>
Advocate for institutional change on behalf of faculty women of color.	Identify potential collaborators in and out of the University community, including strengthening partnerships with Faculty of Color Network, ADVANCE, IRWG and Academic Women's Caucus, to examine needs of women of color.	<b>IN PROGRESS</b>
	Participate as a campus resource in faculty hiring processes as appropriate.	<b>IN PROGRESS</b>
	(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.	<b>IN PROGRESS</b>



	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.	<b>IN PROGRESS</b>
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 webpage and for inclusion in the WCTF newsletter.	<b>COMPLETE</b>
	Revise WCTF webpage to include a link to U-M job postings.	<b>IN PROGRESS</b>
Expand staff networking opportunities by partnering with ABPFAS, PLUMA and other staff groups.	Schedule a meeting with WCTF, ABPFAS and PLUMA officers to plan an annual networking event.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
	Develop and distribute outcomes survey for students who have participated in counseling services.	<b>IN PROGRESS</b>
	Review and revision of services based on outcomes survey and emerging needs of nontraditional students.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	CEW+ will redesign website for usability and accessibility across platforms and devices.	<b>COMPLETE</b>

## CLEMENTS LIBRARY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase diversity representation on permanent and temporary staff.	Broaden recruitment strategies to encourage a more diverse applicant pool through additional postings at, among others: Society of American Archivists — Archivists and Archives of Color Roundtable, Multi-Ethnic Information Exchange (U-M), Queer & Trans at S.I. (U-M).	<b>COMPLETE</b>
	Review available data on race, gender orientation, etc. composition of applicant pools to assess efficacy of recruitment strategies.	<b>IN PROGRESS</b>
	Include commitment to diversity language consistent with U-M policies in all postings.	<b>COMPLETE</b>
	Apply for FY19 funds to create a new DEI Coordinator position [unfunded FY18, will reapply].	<b>NOT STARTED</b>
	Consult with peer institutions on recruitment strategies.	<b>IN PROGRESS</b>
	Consult with Office of General Counsel on Prop. 2 compliance.	<b>IN PROGRESS</b>

Broaden commitment to DEI on governing and friends boards.	Review board policies and strategies to identify/pursue nominees for board membership demonstrating a commitment to DEI.	<b>IN PROGRESS</b>
	Canvass Clements Library Associates and University faculty for nominations of candidates with a commitment to DEI.	<b>COMPLETE</b>
	Survey CLA membership on both DEI metrics and climate.	<b>COMPLETE</b>
Promote teaching with Clements Library materials related to DEI in class sessions within the University.	Continue to publish electronic newsletter featuring available research and teaching resources.	<b>COMPLETE</b>
	One-to-one interactions with targeted faculty members.	<b>COMPLETE</b>
	Filling three undergraduate internships and one graduate-student internship in pre-1900 American diversity history, to be supervised by curators from Clements divisions (Books, Conservation, Graphics, Manuscripts, Maps) with the goal of amplifying under-represented voices in American history, making visible hidden or overlooked materials related to DEI themes and conserving fragile materials for future generations of scholars.	<b>COMPLETE</b>
	Promote DEI internship program in Fall 2017 e-newsletter to campus recapping FY17 results.	<b>COMPLETE</b>
Increase onsite research by on- and off-campus scholars into topics related to diversity/underrepresented groups in American History.	Implement Aeon, Mirlyn and other tools for tracking collection use.	<b>IN PROGRESS</b>
	Record and review process for selecting research fellows based on research topics; track their research topics annually.	<b>IN PROGRESS</b>
	Fill post-doctoral research fellowship in 19th century American diversity history.	<b>COMPLETE</b>
	Fill three Price Fellowship positions focusing on American diversity history.	<b>COMPLETE</b>
	Create online teaching/resource guides pointing to diversity topics in current library collections.	<b>IN PROGRESS</b>
	Presentations on DEI internship programs and acquisitions to Clements Library Associates Board members.	<b>COMPLETE</b>
	Create graduate research fellowship for students from targeted Historically Black Colleges and Universities offering Masters degrees in history and/or African American Studies.	<b>COMPLETE</b>
	Targeted cataloging and digitization of collections including photographs, prints and sheet music.	<b>COMPLETE</b>
	Annual measures of request frequency (Aeon). Annual measure of Digital Image Bank contents classification.	<b>IN PROGRESS</b>

Expand holdings in areas related to DEI including race, immigration, sexual orientation and identity, religion and underrepresented or overlooked voices in American history.	Begin tracking acquisitions by DEI topic in accession data.	<b>IN PROGRESS</b>
	Annual reporting from Clements divisions on accession topics.	<b>IN PROGRESS</b>
	Explore establishment of targeted acquisition fund for historical materials related to African American, Native American, Women's History and other underrepresented groups.	<b>IN PROGRESS</b>
	Continue targeted cultivation of potential donors of in-kind materials.	<b>COMPLETE</b>
Digital access to research materials related to DEI topics.	Continue searching catalog for predetermined list of DEI keywords and authors.	<b>COMPLETE</b>
	Scan relevant materials not already present.	<b>COMPLETE</b>
Digital access to graphics research materials related to DEI topics.	Online cataloging of non-book holdings related to predetermined list on DEI topics.	<b>COMPLETE</b>
	Scanning for inclusion in Clements Image Bank.	<b>COMPLETE</b>
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.	Form internal work groups to address issues raised during all-staff discussions of climate survey results — one on staff training and mentoring, the other on internal communication.	<b>COMPLETE</b>
	“Living Library” event proposed and planned for fall 2018 campus diversity summit.	<b>IN PROGRESS</b>
	Group discussions, debriefings of Clements staff regarding 2016–17 survey results.	<b>COMPLETE</b>
	Continue to promote staff and docent training on cultural sensitivity and awareness, unconscious bias, etc.	<b>COMPLETE</b>
	Publish issue of The Quarto on American slavery.	<b>COMPLETE</b>
	Create communication matrix; DEI resource list for staff use.	<b>IN PROGRESS</b>
	Staff visit to Arab American National Museum, staff participation in MLK Day events.	<b>IN PROGRESS</b>
	Make visible to visitors and researchers, through ongoing exhibits and displays, materials focused on traditionally underrepresented groups in American History and DEI themes.	<b>COMPLETE</b>
	Continue to 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.	<b>COMPLETE</b>
	Integrate ongoing DEI training and actions with annual staff performance evaluations.	<b>IN PROGRESS</b>

Increase diverse attendance and campus attendance at lectures.	Continue and expand diversity lecture topics, with outreach to appropriate teaching departments, through postcard mailings, Clements Electronic Newsletter (circulated to U-M departmental email lists), Clements website and social media.	<b>COMPLETE</b>
Provide closed captioning for lectures and events for the hearing impaired.	Consultation with Library IT on closed captioning of live presentations.	<b>IN PROGRESS</b>
Update website for better access by the hearing and vision impaired.	Get estimate from U-M Creative on website redesign for both mobile and ADA compliance.	<b>IN PROGRESS</b>
	Consult with the Office for Institutional Equity on ADA compliance.	<b>NOT STARTED</b>
	Consultation with Michigan Creative and the Office for Institutional Equity on website revisions, updates.	<b>NOT STARTED</b>

## COLLEGE OF ENGINEERING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Establish DEI external advisory council.	The external DEI advisory council will advise the Dean on the CoE efforts to implement its strategic diversity plan and other matters related to creating and maintaining a diverse and inclusive climate for faculty, staff and students.	<b>COMPLETE</b>
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.	Deliver and evaluate a pilot program for Ph.D. students: workshop on DEI and cross-cultural competency (domestic/international cultures) via the RCRS mechanism.	<b>IN PROGRESS</b>
	Develop approaches for postdoctoral fellows to learn critical DEI concepts and increase their skill level in communicating across cultures.	<b>IN PROGRESS</b>
	Determine the best method and timing to deliver cultural competency to Masters Students.	<b>IN PROGRESS</b>
	Course development: Identify current examples in existing courses (professionalism, leadership, etc.); develop course on this topic. Expect that it will not be a required course (at least, initially); focus on practical things students can do in class and career.	<b>IN PROGRESS</b>
	Increase the number of opportunities and incentives for TT faculty, lecturers and research scientists to be exposed to DEI concepts.	<b>IN PROGRESS</b>
	Create and deliver a year-long program of workshops, assessments and learning experiences.	<b>IN PROGRESS</b>



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.

Annual assessment of impact of DEI program and policy changes within CoE departments and college-wide.

**IN PROGRESS**

Develop metrics for hiring, promotion, tenure in various faculty categories by demographic group and other diversity indicators.

**IN PROGRESS**

Develop metrics for faculty participation in DEI development activities and faculty-oriented DEI training.

**IN PROGRESS**

Climate assessment: Consider contracting with CEDER or other entity to create instrument and complete reports.

**IN PROGRESS**

Metrics: Senior Survey and Alumni Survey Questions; U-MAY — Have data sliced by student populations within CoE.

**IN PROGRESS**

Leverage “new course evaluation questions” for classroom climate (aggregated).

**IN PROGRESS**

Revise senior exit survey (post-ABET cycle).

**IN PROGRESS**

Provide information as to where underrepresented populations are going when they do not choose U-M.

**COMPLETE**

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.

Create a standing committee over the course of the DEI plan that would be charged to implement these recommendations by prioritizing them based on the factors of funds available, effort available, probability of success and likelihood of impact.

**COMPLETE**

Institutionally utilize outlets in which faculty, students and staff may directly contribute to the long-term plan, thus increasing transparency regarding diversity, equity and inclusion.

**COMPLETE**

Track DEI efforts and goals in all departments and incorporate as part of periodic reviews.

**IN PROGRESS**

Incentivize SSOs (Sponsored Student Organizations) to implement DEI measures in their organizations (Example: consider how leadership is selected).

**IN PROGRESS**

Explicit evaluation of DEI contributions in department chair search process.

**COMPLETE**

Develop a proactive communication strategy to share current DEI-related programs, initiatives and events and to engage students, faculty and staff on an ongoing basis.

**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.

Identify Reflection space in the College.

**COMPLETE**

Community DEI Events: offer a variety of CoE DEI community-building activities.

**COMPLETE**

	Community Spaces: oSTEM will have an organization office in the EECS Building, creating visibility for the organization. Student spaces for Master's Students and Undergrads that are collaborative, functional and inclusive by design.	<b>COMPLETE</b>
	Intro programming office hour spaces: EECS 183 on Central Campus; ENGR 101 on North Campus.	<b>IN PROGRESS</b>
	Accessibility survey of CoE classroom spaces.	<b>IN PROGRESS</b>
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.	Continue the internal workshop for Michigan students and the external workshop focused on gender diversity (2017). Explore partnerships with Berkeley and Stanford.	<b>COMPLETE</b>
	Create "pathway to graduate school" program for talented undergraduates from underrepresented groups.	<b>IN PROGRESS</b>
	Collect and analyze data on post-tenure career trajectory by demographic group.	<b>IN PROGRESS</b>
	Engage faculty development and leadership expert to coordinate mentoring efforts.	<b>IN PROGRESS</b>
	Recruit and hire lecturers with DEI expertise and experience whose service will be devoted to College DEI efforts.	<b>COMPLETE</b>
	Host CAARMS 2017, a forum that spotlights accomplishments of mathematical researchers from URM backgrounds and encourages young researchers to pursue Ph.D.s and academic careers.	<b>COMPLETE</b>
	Institute new policies to get advance buy-in for conversion of Presidential Postdoctoral Fellow Program (PPFP) fellows into TT faculty members.	<b>COMPLETE</b>
	Develop department- and CoE-level programs for cohort being groomed for TT consideration (PPFP, dual-career RAPs).	<b>IN PROGRESS</b>
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.	The MEZ — create sustainable model with staffing and year around programming.	<b>COMPLETE</b>
	Increase undergraduate and master's scholarships.	<b>IN PROGRESS</b>
	Target recruiting/conversion messaging to those who don't view themselves "as engineers."	<b>IN PROGRESS</b>
	Establish more proactive means for intervening with students who are challenged.	<b>IN PROGRESS</b>
	Work with Advancement to make the case for co- and extra-curricular involvement for all students.	<b>IN PROGRESS</b>

	Start planning with CRLT-E, CEDO, student groups and others on possible teaching and advising techniques for increasing student sense of belonging and mitigation of stereotype threat and related issues to student performance. Goal would be fall seminars/training classes for faculty and GSIs. This would have to be coordinated with efforts in social norming for first year students.	IN PROGRESS
	Annual review of K–12 pipeline and outreach programs.	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.	Ensure training for all non-student facing staff.	IN PROGRESS
Design and develop resources and opportunities for engagement and interaction that facilitate a more equitable and inclusive learning environment for students.	Review GSI/IA training (especially Dept. extended, e.g., EECS).	IN PROGRESS
	Standardize group management training in ENGR 100, MDP, etc.	IN PROGRESS
	Encourage departments to adopt E100 group management training in design/capstone courses.	IN PROGRESS
	Increase the fraction of faculty who have attended ally training opportunities.	IN PROGRESS

## COLLEGE OF LITERATURE, SCIENCE & THE ARTS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improve faculty retention and departmental climate.	Monitor and evaluate retention process.	COMPLETE
	Recognize work related to DEI.	IN PROGRESS
	Raise awareness about teaching evaluations.	IN PROGRESS
	Review mentoring plans.	IN PROGRESS
	Offer LAUNCH program to all new LSA faculty.	IN PROGRESS
Faculty recruitment.	Create postdoctoral fellowships.	COMPLETE
Build faculty accountability and expertise.	AD for DEIPD position is filled and is instrumental in operationalizing the faculty plan.	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 and 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.	<b>IN PROGRESS</b>
Minimize differential access to resources for students.	Continue the laptop loan program for FY2018, and explore the possibility of extending the laptop loan program to transfer students.	<b>IN PROGRESS</b>
	Expand Passport Scholarship Plan for all CSP Summer Bridge students.	<b>IN PROGRESS</b>
	Invest in the future success of LSA students by building the LSA Hub, with expanded internship programs (both domestic and international) and career services.	<b>IN PROGRESS</b>
	Raise sufficient scholarship funding to assure that all LSA students have the resources necessary to pursue experiential learning in study abroad programs, internships and research opportunities.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Have LSA Executive Committee consider including inclusive practices as a dimension in College's tenure and promotion and LEC review files.	<b>IN PROGRESS</b>
	Have LSA Executive Committee consider asking teaching statements to address inclusive teaching and mentoring practices as part of the hiring dossier.	<b>IN PROGRESS</b>
	Create new/more avenues for instructional faculty through the Inclusive Pedagogy Committee.	<b>IN PROGRESS</b>
	Use "NiNi" Grants administered by LSA's Instructional Support Services (ISS) to enhance use of new technologies in classroom and lab instruction.	<b>IN PROGRESS</b>
Improve quality of and support for courses that serve the race & ethnicity degree requirement.	Create a Student Advisory Committee on R&E and find creative and meaningful ways to involve undergraduates, formally and informally, in the redesign of courses and creation of new methods to provide support and feedback for faculty and GSIs struggling to make their classrooms more inclusive.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	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.	<b>COMPLETE</b>

	Promote discussion and dialogue in R&E courses, such as limiting the section size in large courses to eighteen students. Launch IGR “R&E Engagement” pilots with IGR-facilitation.	<b>IN PROGRESS</b>
	Simplify the R&E course approval process for faculty who have already had two courses approved for R&E certification.	<b>NOT STARTED</b>
	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.”	<b>IN PROGRESS</b>
Continue to develop inclusive undergrad STEM education.	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.	<b>IN PROGRESS</b>
	Actively involve students, both undergrad and graduate, in these efforts. LSA student idea from Plan-A-Thon: Create a Women in STEM Advisory Group.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Support curricular innovations for Project Community. The Sociology Department has submitted a proposal to strengthen the course.	<b>IN PROGRESS</b>
Reinvest in the Comprehensive Studies Program.	Grow the size and the scope of the 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.	<b>IN PROGRESS</b>
Expand the scope of the Undergraduate Research Opportunity Program (UROP).	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)	<b>IN PROGRESS</b>
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.”	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>

Support efforts to build open and inclusive cultures.	Continue to promote — and consider increasing — the current level of diversity (URM, lower SES, Summer Bridge, admitted students, First Gen, gender-nonconforming, transfer students in GSP, international students).	<b>IN PROGRESS</b>
	Continue \$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.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	Further institutionalize opportunities for students to receive training to be able to have a positive impact on campus climate and to seek avenues for the growth and development of new initiatives.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
Expand preview weekends for graduate student recruitment.	Expand Preview Weekends to Social Science programs.	<b>IN PROGRESS</b>
	Engage additional natural science units to participate in preview weekends.	<b>IN PROGRESS</b>
	Year 2 and beyond, continue adding programs as needed.	<b>IN PROGRESS</b>
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.	<b>NOT STARTED</b>
	Create conceptual framework of partner activities (faculty exchanges, student exchanges, 4+1 programs, etc.).	<b>IN PROGRESS</b>
	Carry out the planned activities with identified partners.	<b>IN PROGRESS</b>
Improve admissions training and support.	Promote admissions workshop to LSA admissions chairs and committee members.	<b>IN PROGRESS</b>
	Create internal website for sharing information on admission and selection of prospective applicants, including language for communications.	<b>NOT STARTED</b>
	Continue admissions workshops.	<b>IN PROGRESS</b>
	Offer follow-up sessions on various recruitment opportunities such as SROP, MICHHERS, REUs, etc.	<b>IN PROGRESS</b>



Involve graduate students in the Dean's Office DEI initiatives.	Consider Town Hall meetings or other methods of gathering student input with Graduate Students.	<b>NOT STARTED</b>
	Investigate creation of other means of continuous feedback to the College (student organizations, website, online chats, etc.).	<b>NOT STARTED</b>
	Coordinate with Rackham on outreach.	<b>NOT STARTED</b>
Increase training and support for GSIs.	Promote existing trainings offered via CRLT, ELI, IGR and other campus partners.	<b>IN PROGRESS</b>
	Evaluate existing training to determine whether new programming could fill in any gap; involve students in evaluations.	<b>IN PROGRESS</b>
Review and update LSA policies for staff.	Review policies; update to ensure DEI support.	<b>IN PROGRESS</b>
	Perform ongoing monitoring and improvement of policies for alignment with DEI objectives.	<b>IN PROGRESS</b>
	Add policies as needed to support DEI; discontinue policies hindering efforts.	<b>NOT STARTED</b>
Create staff diversity, equity and inclusion (DEI) Officer position.	DEI Officer produces annual or bi-annual report on effectiveness of diversity recruitment and training efforts.	<b>IN PROGRESS</b>
Enhance overall LSA staff employment branding with DEI efforts.	Make job postings and advertisements more impactful with respect to DEI in LSA.	<b>IN PROGRESS</b>
Increase active recruitment of diverse applicants for LSA staff positions.	Develop list of diverse professional and community organizations in which LSA employees participate for use in active recruitment.	<b>COMPLETE</b>
Engage in career development for key staff positions.	Develop initial data on key LSA positions; use in creating succession plan.	<b>NOT STARTED</b>
Monitor staff climate and focus on staff retention.	Continue monitoring potential climate issues and proactively resolving DEI-related issues.	<b>IN PROGRESS</b>
	Review trends in DEI issues; determine intervention effectiveness.	<b>IN PROGRESS</b>
	Educate supervisors on UHR retention toolkit; commence conducting interviews.	<b>IN PROGRESS</b>
Accommodating LSA staff with disabilities.	Review ADA cases for LSA; continuously improve interactive process.	<b>IN PROGRESS</b>
	Provide regular reminders about ADA training in MyLinc and additional resources and training available.	<b>IN PROGRESS</b>
Develop and implement staff and supervisory professional development.	Review data from LSA-specific sessions, competency data and U-M climate survey to assess impact of sessions.	<b>IN PROGRESS</b>

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
	Conduct career development sessions to provide guidance on career advancement.	IN PROGRESS
Build and publish a dedicated LSA website on staff diversity.	Solicit ongoing stakeholder feedback on site value.	IN PROGRESS
	Expand site to include information on progress to 2021 plan, DEI events on campus and employee resource groups.	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
	As measure of various DEI activities, evaluate change in staff aggregate DEI competency.	NOT STARTED
Launch a staff internship program with targeted outreach to diverse applicant pools.	Evaluate long-term success of initial internships; determine if program expansion feasible.	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, etc.).	IN PROGRESS
	Identify and 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
	Require that all faculty complete STRIDE training through U-M 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.	IN PROGRESS
	Develop a detailed protocol for faculty recruitment.	IN PROGRESS
	Add the new Chief DEI officer to all faculty search committees.	COMPLETE

Increase the retention rate of URM and female faculty members at the Assistant Professor stage.	Utilize launch committees available through U-M'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.	IN PROGRESS
	Utilize launch committees available through U-M'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: Writing grant proposals.	IN PROGRESS
	Utilize launch committees available through U-M'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: Publishing scholarly work.	IN PROGRESS
	Utilize launch committees available through U-M'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: Teaching.	IN PROGRESS
	Utilize launch committees available through U-M'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: Mentoring graduate students.	IN PROGRESS
	Utilize launch committees available through U-M'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: Personal and professional mentoring.	IN PROGRESS
	Utilize launch committees available through U-M'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: 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.	Require all faculty to complete STRIDE training.	NOT STARTED
	Continue to advertise new staff positions in publications/locations that will attract a diverse candidate pool.	COMPLETE
	Analyze the data from annual reviews of applicant pool demographics to determine needs for more targeted actions to diversify applicant pools.	COMPLETE

	Require all interviewing staff to participate in STRIDE training, if available.	<b>NOT STARTED</b>
	Conduct a regular analysis of staff demographic data.	<b>COMPLETE</b>
Encourage staff members to participate in professional development activities.	Require supervisors to identify and encourage staff to participate in professional development activities.	<b>COMPLETE</b>
	Expand training and professional development opportunities on DEI for the staff and supervisors.	<b>IN PROGRESS</b>
Ensure that the work environment is conducive to staff retention.	Convene committee to suggest ways to improve support for work/life balance.	<b>COMPLETE</b>
	Regularly collect staff feedback concerning their work environment and job satisfaction.	<b>COMPLETE</b>
	Conduct exit interviews.	<b>COMPLETE</b>
Recruit and admit more URM students into the PharmD program.	Make connections with pre-pharmacy advisors at URM-serving institutions.	<b>IN PROGRESS</b>
	Increase the number of recruitment events at URM-serving institutions.	<b>IN PROGRESS</b>
	Develop articulation admission agreements with URM-serving institutions.	<b>IN PROGRESS</b>
	Identify relevant national recruitment conferences.	<b>COMPLETE</b>
	Incorporate DEI topics into the application and interview process.	<b>IN PROGRESS</b>
	Incorporate DEI themes in recruitment/promotional materials.	<b>IN PROGRESS</b>
	Expose pre-college and undergraduate students to career paths in pharmacy; Wolverine Pathways, LSA-Project Growing STEM, other local community initiatives and outreach programs.	<b>IN PROGRESS</b>
	Create alumni video interviews to be used in recruitment efforts.	<b>IN PROGRESS</b>

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.	<b>COMPLETE</b>
	Determine the level of participation in the activities.	<b>COMPLETE</b>
	Conduct a survey of all current students about the awareness and effectiveness of college academic support services.	<b>COMPLETE</b>
	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.	<b>NOT STARTED</b>
Recruit and admit more URM students into the graduate (Ph.D.) programs.	Increase the number of recruitment events at URM-serving institutions.	<b>IN PROGRESS</b>
	Maintain and establish connections with undergraduate advisors at URM-serving institutions.	<b>IN PROGRESS</b>
	Identify additional national conferences for URM student recruitment.	<b>COMPLETE</b>
	Identify resources within national scientific organizations to advertise and promote the COP graduate programs to undergraduate students.	<b>IN PROGRESS</b>
	Develop professional relationships with faculty members at URM-serving institutions (faculty presentations and research opportunities for faculty and students).	<b>IN PROGRESS</b>
	Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies.	<b>IN PROGRESS</b>
	Provide funding to admit a total of 8 students (4/year), who have demonstrated a commitment to diversity, into the Ph.D. programs in Medicinal Chemistry and Pharmaceutical Sciences.	<b>NOT STARTED</b>
Improve retention of all students, including female and 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.	<b>NOT STARTED</b>
	Look for solutions to retention issues based on data.	<b>NOT STARTED</b>
	Catalog the current resources available to support student success/identify unmet needs.	<b>IN PROGRESS</b>
	Review successful models of support for graduate students, including female and URM students.	<b>NOT STARTED</b>

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.).	<b>IN PROGRESS</b>
	Modify COP FED yearly report to include a section of faculty diversity efforts which would include DEI along with research, teaching and service components.	<b>COMPLETE</b>
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: Create and implement summer training to improve curriculum DEI content.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations: Increase the emphasis on health literacy in PharmD curriculum.	<b>NOT STARTED</b>
	Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations: Increase opportunities for exposure to patients from diverse backgrounds (SPIs, IPPEs, APPEs).	<b>IN PROGRESS</b>
	Use 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: Review possible assessment tools.	<b>NOT STARTED</b>
	Use 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: Investigate where in the curriculum to use the assessment.	<b>NOT STARTED</b>
Increased opportunities to work with diverse populations in introductory pharmacy practice experience (IPPE) and advanced pharmacy practice experience (APPE) sites.	See if review of demographics information of sites through census data will address this objective.	<b>IN PROGRESS</b>
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).	<b>IN PROGRESS</b>
	Ensure that students are aware of and prepared to support DEI-based curricular revisions.	<b>NOT STARTED</b>
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) and provide opportunities for involvement in trainings (diversity, cultural competence/sensitivity, bias, etc.).	<b>IN PROGRESS</b>



Develop an Expect Respect Campaign (make respect a priority item from leadership).	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.	<b>NOT STARTED</b>
	Involve representatives from all constituent groups in the planning process.	<b>NOT STARTED</b>
	Connect with the Office of Student Life to get ideas regarding the existing Expect Respect campaign.	<b>NOT STARTED</b>
	Conduct a climate study through U-M's ADVANCE program, Winter 2018. Compare results to those in 2014 and address issues not improved at all, or enough.	<b>IN PROGRESS</b>
Develop plans for mandatory diversity/sensitivity/bias training for all faculty, staff and students in the College of Pharmacy.	Involve stakeholders in the College of Pharmacy in the initial discussions of these plans.	<b>COMPLETE</b>
	Talk with other units on campus about best practices with regard to the development of such trainings.	<b>COMPLETE</b>
	Consider how this can be incorporated into the curriculum (PharmD students), first year programming (Ph.D. students) and in annual mandatory training for faculty and staff.	<b>COMPLETE</b>
	COP faculty and staff participated in unconscious bias training done by OHEI training leads. PharmD and Ph.D. students received training October 2017, done by the chief DEI officer.	<b>COMPLETE</b>
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 Ph.D.) as well as the Staff/Faculty Connections team.	<b>IN PROGRESS</b>
	Develop a list of events to host for each group with an associated schedule.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Identify strengths, weaknesses and gaps.	<b>IN PROGRESS</b>
	Gather ideas of best practices from other U-M units.	<b>IN PROGRESS</b>
	Develop improved and new conflict resolution plans, as needed, for all constituents in the COP.	<b>IN PROGRESS</b>

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 COP constituents (e.g., accessibility of classrooms, labs, etc.). Develop plans to address any gaps.	<b>COMPLETE</b>
	Identify workshops to educate COP faculty, staff, students and post-doctoral fellows about the special needs that may affect individuals in the COP.	<b>IN PROGRESS</b>
	Where practical, advertise (website, orientation, syllabus, etc.) resources that are available for individuals with special needs.	<b>IN PROGRESS</b>
Ensure that faculty are treated equitably with regard to salary, opportunities, promotions, tenure, etc.	Assess current level of equity with regard to salary, opportunities, promotions, tenure, etc.	<b>COMPLETE</b>
	Make recommendations to appropriate personnel to discuss and resolve instances of inequity.	<b>COMPLETE</b>
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.).	<b>IN PROGRESS</b>
	Ensure that there are efficient college-wide systems in place to ensure that students are properly accommodated.	<b>COMPLETE</b>
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.	<b>IN PROGRESS</b>
Ensure that all staff (temp 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.).	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Familiarize students with issues of inherent bias that may impact their ability to provide equitable service to patients from diverse backgrounds.	<b>IN PROGRESS</b>
	Incorporate more diverse patient cases into the Interprofessional Education course in order for student pharmacists to work with other health disciplines to determine how to best serve diverse patient populations.	<b>IN PROGRESS</b>
	Help 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 seeking diverse populations for which to host screening and educational events.	<b>IN PROGRESS</b>
Consider ways to incorporate the voices of patients or patient advocates, who represent diverse populations, into the pharmacy curriculum.	Meet with the curriculum committee members and faculty to discuss how patients can be involved in teaching course content.	<b>NOT STARTED</b>
	Develop a plan for identifying patients or patient advocates who would be available to serve in this role.	<b>NOT STARTED</b>

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 student organizations in the COP. Consider hosting regular health fairs sponsored by the COP.

**COMPLETE**

Develop material that can be shared with community members about the profession of pharmacy and the role of pharmacists.

**COMPLETE**

Consider partnering with other U-M health science schools and colleges.

**IN PROGRESS**

## 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.	<b>COMPLETE</b>
	Create a CIUM DEI online page.	<b>COMPLETE</b>
	Post CIUM's DEI statement on various locations including CIUM website and CIUM job postings.	<b>COMPLETE</b>
	Post job openings on a diverse range of websites, such as Diversity Abroad or Secuss-L.	<b>COMPLETE</b>
	Invite on-campus partners into the interview selection process.	<b>COMPLETE</b>
	Continue to hire our team in an equitable manner that does not discriminate.	<b>COMPLETE</b>
	Create one interview question related to an appreciation for a diverse, equitable and inclusive environment.	<b>COMPLETE</b>
Foster a work environment that promotes staff's 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.	<b>COMPLETE</b>
	Discuss career advancement objectives and development opportunities during annual work planning meetings.	<b>COMPLETE</b>
Encourage staff to pursue development opportunities to improve their diversity skills.	Ask staff what educational opportunities they would like to partake in so that they can build cultural sensitivity and intercultural communication skills on their own terms. A great time to do this is when creating annual objectives during work planning.	<b>COMPLETE</b>
	Encourage staff to take desired courses offered by HRD and LPD, such as "Intercultural Training" or "Crucial Conversations," which will help staff to feel competent when discussing diversity issues.	<b>IN PROGRESS</b>

	Offer development opportunities that encourage staff to think about the CIUM mission and programming in terms of diversity, equity and inclusion.	<b>COMPLETE</b>
Make diversity, equity and inclusion a regular part of the CIUM planning process.	Present the data gathered from the 2016 and 2017 events and focus groups.	<b>COMPLETE</b>
	Bring in an outside facilitator to guide discussions of this data and to do a SWOT or other exercise to help staff think about this information critically. The goal of this exercise would be to determine whether CIUM is meeting their target audience and to determine the effectiveness of CIUM programming.	<b>COMPLETE</b>
Create clear pathways for conflict resolution.	Review the University's Diversity, Non-discrimination and Conflict Resolution Policy and Procedure in the University SPG.	<b>COMPLETE</b>
	In case of a conflict, consult with the DEI main office and then follow the established policy stipulated in the University SPG.	<b>COMPLETE</b>
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 (LGBTC, non-Han ethnicities, etc.) from China.	<b>COMPLETE</b>
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.)	<b>COMPLETE</b>
Increase the diversity of CIUM participants.	Follow focus group advice and identify groups of students through the 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).	<b>NOT STARTED</b>
	As an effort to reach out to non-Chinese student groups, send out event invitations to student organizations who identify themselves "cultural/ethnic."	<b>COMPLETE</b>
	Reach out to Multi-Ethnic Student Affairs and find ways to contribute to their existing program such as "Asian/Pacific Islander American Heritage Month" and "Nourish Lunch Series."	<b>NOT STARTED</b>
	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 understand CIUM participants, which can better inform outreach planning.	<b>COMPLETE</b>
	Continue to offer free programming so that learning about culture and being a part of the Confucius Institute community is not cost prohibitive.	<b>COMPLETE</b>

	Integrate Chinese programming with other cultural/diversity events on campus, such as during Martin Luther King week, during Black history month or others.	<b>NOT STARTED</b>
	Redefine outreach strategies incorporating CIUM participant data and focus group advice.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
Highlight DEI components in CIUM programming and collecting data to demonstrate diversity of content in programming.	Create 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."	<b>COMPLETE</b>
	Have a report detailing current and past events based on their diversity elements.	<b>NOT STARTED</b>

## DIVISION OF PUBLIC SAFETY AND SECURITY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase targeted recruitment through outreach initiatives and establish metrics for success to promote the entrance of a diverse pool of talent.	Assess the diversity of applicant pools over a two-year period, FY18.	<b>COMPLETE</b>
	Continuously track year-to-year diversity of staff recruitment and recommended actions starting FY18.	<b>COMPLETE</b>
Analyze retention and professional development progress across DPSS departments and job classifications.	Identify ways to consistently implement systematic exit interviews and mechanisms to disseminate and address findings from interviews with all DPSS exits, transfers and promotions by end of FY18.	<b>COMPLETE</b>
	Analyze exit interviews, lateral job movement and retention over two years starting FY18.	<b>COMPLETE</b>
Expand opportunities for growth for DPSS staff through the creation of a professional development program.	Design professional development programs that offer staff education on campus-wide professional development opportunities and facilitate internal events and programs for all DPSS staff throughout FY18.	<b>COMPLETE</b>
	Collaborate with DPSS training council regarding appropriate curriculum and training needs.	<b>COMPLETE</b>
Increase DPSS personnel competency in the hiring process in regards to diversity, equity & inclusion to ensure a fair hiring process.	Continue to identify diversity, equity and inclusion focused fair hiring training for all hiring committee members and recruiting representatives to complete prior to participating in the hiring process.	<b>COMPLETE</b>
Ensure all DPSS personnel participate in annual diversity, equity and inclusion training.	Establish timelines for ongoing DEI trainings with a focus on increased participation throughout FY18.	<b>COMPLETE</b>

Develop a variety of diversity, equity and inclusion educational events, which promote collaboration and communication between DPSS and the University community we serve.	Continued maintenance of DPSS calendar of events with active monitoring for other University-sponsored diversity, equity and inclusion opportunities; building relationships and trust with our community.	COMPLETE
	Create diversity, equity and inclusion educational platforms that allow for engagement and communication with DPSS and the community we serve by mid FY18.	COMPLETE
Increase awareness and interest about careers within DPSS to attract a diverse talent pool.	Continue to generate interest from diverse groups with continued targeted advertisement and engagement to expand our talent pool.	COMPLETE
	Establish a mechanism to explore equitable opportunities, increased interest and knowledge for a diverse mix of students on careers within DPSS by mid FY18.	COMPLETE
Collaborate with University partners such as: the Office for Institutional Equity, Services for Students with Disabilities and the Spectrum Center to increase awareness and education on diverse cultural groups, identities and disabilities.	Increase awareness and education on diverse cultural groups, identities and disabilities for DPSS staff by collaborating with other university partners to take advantage of established programs.	COMPLETE
	Partner with the International Center and International student groups to provide training for DPSS personnel on cultural identities. This includes events and activities to discuss public safety globally.	COMPLETE
Provide platforms where staff can safely express opinions, ask questions and discuss issues surrounding diversity, equity and inclusion.	Analyze findings from the DPSS Staff Satisfaction Survey and the University Climate Survey to identify themes and opportunities for growth by end of FY18, addressing findings by FY19.	COMPLETE
	Review best practices and guidelines for facilitating dialogue on diversity, equity and inclusion during meetings.	COMPLETE
Provide education and cross-functional opportunities, encouraging collaboration and better understanding of each other's roles.	Provide continued support for cross functional learning opportunities between roles in DPSS to foster collaboration and awareness.	COMPLETE
Provide a mechanism for the community to provide real-time feedback to DPSS staff and ensure timely and considerate responses.	Extract and analyze data from the community from multiple mechanisms to provide feedback to DPSS.	COMPLETE
	Analyze to ensure timely and considerate responses and determine target turnaround time.	COMPLETE
	Continue to utilize the DPSS Student Advisory Board for both feedback and discussion of findings from and for our student community.	COMPLETE
Invest in 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.	Engage potential vendors or centers of expertise to provide support in leveraging technology to create multiple platforms that collect and analyze data by the end of FY18.	COMPLETE



## 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: Develop robust BA recruitment plan by early fall to be reviewed by BA Program Committee and presented in September to the Executive Cmte. Wrap-up report will be available for discussion at the faculty retreat in May, including what worked and what needs to be revisited.	COMPLETE
	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: Develop robust Masters and Ph.D. recruitment plans by early fall to be reviewed by relevant Program Committee and presented in September to the EC. Wrap-up report will be available for discussion at the faculty retreat in May, including what worked and what needs to be revisited.	COMPLETE
	Leverage connections with the Black Student Union and other student organizations focused on diverse populations, through an “ambassador” program.	COMPLETE
	Strengthen connection with the Comprehensive Studies Program.	COMPLETE
	Review and revise the curriculum.	IN PROGRESS
Maintain, and if possible increase in measurable ways, the diversity of students in our graduate programs, with particular interest in recruiting students from underrepresented backgrounds.	Offer PPIA — a 7 wk Summer Pipeline Program for 18 students, one of 4 such programs nationally.	COMPLETE
	Create communication strategies and targeted recruiting with individuals, organizations and offices both inside and outside the University of Michigan.	COMPLETE
	Strategic partnerships to offer numerous financial aid.	COMPLETE
Develop recruitment, hiring and development processes to attract and retain a faculty that is diverse across multiple dimensions.	Using our visiting faculty and Towsley Policymaker-in-Residence programs as a means of diversifying the perspectives of our faculty.	COMPLETE
	Leverage our various speaker series, including our Tuesday faculty lunches, to bring diverse individuals to the Ford School.	COMPLETE
	Requiring search committee chairs to attend the ADVANCE STRIDE workshop.	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: Develop and vet a protocol for faculty searches. This will be discussed by the EC and then by the governing faculty.	COMPLETE

	Review, monitor and refine processes and strategies used to recruit more diverse applicant pools for faculty searches: Provide bias workshops/training for governing faculty and continue requiring all search committee members to complete the ADVANCE program's STRIDE workshop.	<b>COMPLETE</b>
	Develop post-doc program in FY 17, for launch in FY 18 or 19.	<b>IN PROGRESS</b>
	Develop and implement robust mentoring plan for junior faculty; Initial plan to be implemented for Fall 2016.	<b>COMPLETE</b>
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.	<b>IN PROGRESS</b>
Recruit, develop and retain a diverse staff that values working in a diverse environment. In this effort, we aim to continue to increase the diversity of our staff across multiple dimensions in order to ensure diversity of thought and experience in our workforce.	An inclusive hiring process that involves teams of staff conducting interviews, a tiered hiring process and widespread advertisements of jobs.	<b>COMPLETE</b>
Equip students with the ability to traverse issues of diversity, equity and inclusion as it relates to analyzing, making and implementing policy.	Including a DEI-related workshop during our mandatory orientation programs.	<b>IN PROGRESS</b>
	Revised PubPol 810 course for incoming Ph.D. students that integrates scholarship from multiple disciplines.	<b>IN PROGRESS</b>
	Created Course on "Facilitating Dialogue Across Fault-Lines."	<b>COMPLETE</b>
Provide faculty with the tools to create and foster a diverse, equitable and inclusive classroom.	Require new faculty to participate in DEI Workshop(s).	<b>IN PROGRESS</b>
	Strongly encourage continuing faculty to participate in DEI Workshop(s).	<b>COMPLETE</b>
	Fund to support 'teaching transformation' and innovative strategies for addressing DEI in the classroom.	<b>COMPLETE</b>
	Explore opportunities to create inclusive teaching faculty support groups.	<b>IN PROGRESS</b>
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.	<b>COMPLETE</b>
Provide all faculty and GSIs with the tools to create and foster a diverse, equitable and inclusive classroom.	Regular DEI-related workshops for faculty, focused on enhancing their teaching skills.	<b>COMPLETE</b>
	Mandatory orientation for GSIs which includes DEI-related training.	<b>IN PROGRESS</b>
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: CORE REQUIREMENTS: Ensure increased DEI content in at least one BA required course and at least two master's required courses.	<b>COMPLETE</b>

	Review curriculum and incorporate DEI content into it more fully; ELECTIVES: Expand offerings of DEI materials in electives and/or publicize more fully existing content and offerings.	<b>IN PROGRESS</b>
	Add DEI questions to course evaluations; include discussion of student responses in EC's annual faculty reviews.	<b>IN PROGRESS</b>
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 school's mission.	Develop DEI guest speakers fund to encourage faculty to bring in diverse speakers to their classes and to leverage our alumni network.	<b>COMPLETE</b>
Enhance the extent to which DEI values and themes are prominently reflected in the school's research portfolio and in the faculty's public and policy engagement efforts.	Add questions to the annual faculty review about addressing issues of DEI in faculty members' research and public engagement.	<b>COMPLETE</b>
Foster more widespread participation to engage with and celebrate diversity.	Determine appropriate way to track climate for each constituency, leveraging existing surveys as appropriate.	<b>COMPLETE</b>
Foster more widespread participation across members of the Ford School community to engage with and celebrate our diversity.	Community dialogues and/or Policy Talks focused on DEI, coordinated among the multiple constituencies of the Ford School and among multiple administrative offices.	<b>COMPLETE</b>
Improve the cultural competencies of all members of the Ford School community.	Community-wide celebrations of holidays such as Lunar New Year and Diwali.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
Promote shared values, norms and practices that foster mutual respect, and that help faculty, staff and students engage in difficult yet productive conversations.	Legally permissible small-grants fund for students interested in initiating DEI-related programming, and publicize the availability of these funds widely.	<b>NOT STARTED</b>
Enhance the Ford School's support services to meet the needs of domestic and international students from diverse backgrounds and circumstances.	Student guide program to help first-year Master's students acclimate.	<b>COMPLETE</b>
	Module on American government in advance of first-year coursework.	<b>COMPLETE</b>
Promote shared values, norms and practices that foster mutual respect and that help students engage in difficult yet productive conversations.	Determine how best to communicate and discuss community standards regarding respectful and professional means of engaging in issues of DEI.	<b>COMPLETE</b>
	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/semester community conversation.	<b>COMPLETE</b>
The Ford School's commitment to DEI values is projected to constituencies beyond the immediate Ford School community in an effort to promote support for DEI values in public policy discourse across the US and in the world.	Bring in diverse outside speakers who come through our Policy Talks and Citi Foundation lecture series.	<b>COMPLETE</b>
	Include a Statement of Diversity in our student handbooks as well as on the Ford School website.	<b>COMPLETE</b>

To foster and enhance an equitable and inclusive staff climate, where all staff feel valued and respected by their peers, faculty and students.	Regular DEI-related workshops for staff.	COMPLETE
	Staff climate survey.	COMPLETE
Foster more widespread participation to engage with and celebrate diversity.	Include DEI materials in at least two staff development workshops annually.	COMPLETE
	Encourage nominations for U-M DEI-related awards.	COMPLETE
Enhance the Ford School's 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 web site and in other materials) DEI-related activity at the Ford School — including public events, scholarship and public engagement.	IN PROGRESS

## 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; request candidates share their views on diversity, equity and inclusion in their cover letters; and allow candidates a minimum of two weeks to apply to opportunities.	IN PROGRESS
	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 information about Diversity, Equity and Inclusion resources and opportunities for training.	IN PROGRESS
	Create and maintain a diversity, equity and inclusion resources section on the Graham Intranet for staff, which includes information about training, inclusive teaching principles, creating inclusive communities, etc.	IN PROGRESS
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.	IN PROGRESS
	Collect and report on professional development training completed by staff.	IN PROGRESS
	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.	IN PROGRESS

Ensure all staff members have a clear understanding of Graham's formal pathway for effective conflict resolution.	Promote the Graham Institute Diversity, Non-discrimination and Conflict Resolution Policy and Procedure, which includes formal pathways for conflict resolution and remind staff about policy annually.	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.	IN PROGRESS
	Continue encouraging staff to participate in staff socials and regular staff meetings.	IN PROGRESS
	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.	IN PROGRESS
	Create and distribute resource materials on how to facilitate diverse and inclusive meetings and events.	IN PROGRESS
	Conduct an annual questionnaire to assess awareness and satisfaction. Develop summary report on climate within Graham and change over time.	IN PROGRESS
	Encourage supervisors/managers to practice engaged leadership and provide regular feedback to staff throughout the year (e.g., acknowledging accomplishments, noting possible improvement, evaluating priorities, etc.).	IN PROGRESS
	Encourage staff to engage in self-assessment (e.g., identify areas of strengths and potential improvement) to strengthen professional relationships and excel at collaborative efforts.	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.	IN PROGRESS
	Include the Graham Institute Diversity, Equity and Inclusion Statement on all applications.	IN PROGRESS
	Support annual town hall for students, conducted by students.	IN PROGRESS
	Review education program recruitment language annually to ensure it is inclusive of wide-ranging and diverse perspectives, related to sustainability.	IN PROGRESS
	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; request candidates share their views on diversity, equity and inclusion in their cover letters; and allow candidates a minimum of two weeks to apply to opportunities.	<b>IN PROGRESS</b>
Ensure students have a clear understanding of Graham's formal pathway for effective conflict resolution.	Promote the Graham Institute Diversity, Non-discrimination and Conflict Resolution Policy and Procedure, which includes formal pathways for conflict resolution and remind students about policy annually.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Develop summary report on climate within Graham and change over time.	<b>IN PROGRESS</b>
Integrate diversity, equity and inclusion into scholarly programs and curricula.	Create additional resources that highlight the intersection of diversity, equity and inclusion and sustainability through the Institute's initiatives.	<b>IN PROGRESS</b>
	Continue to support efforts of Scholars and Fellows to host an annual Eco Equity event addressing the intersection of sustainability and diversity, equity and inclusion.	<b>IN PROGRESS</b>
	Ensure students receive ongoing diversity training through skill building sessions (e.g., Common Ground, reflections, etc.) and encourage ongoing discussion via meetings, social events and informal interactions.	<b>IN PROGRESS</b>
	Create a new position on the Student Sustainability Initiative board with responsibility for leading ongoing campus-wide Eco Equity efforts and serving on Graham's planning team.	<b>IN PROGRESS</b>
	Conduct an annual student questionnaire to assess awareness about Graham's commitment to integrating diversity, equity and inclusion into scholarly programs and curricula.	<b>IN PROGRESS</b>
	Include specific questions about assessing diversity, equity and inclusion as part of annual student program assessments.	<b>IN PROGRESS</b>
	Instruct faculty and staff to foster discussions about how diversity, equity and inclusion may enhance fieldwork, engagement with practitioners and stakeholders and student experiences.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	Develop summary report on climate within Graham and change over time.	<b>IN PROGRESS</b>

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).

**IN PROGRESS**

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.

**IN PROGRESS**

Graham will schedule meetings to review and discuss final plan, goals and activities with students.

**IN PROGRESS**

Enhance the Planet Blue Ambassador Training Community module to foster deeper engagement in the intersection of diversity, equity, inclusion and sustainability.

**IN PROGRESS**

Support student-initiated efforts to address issues of diversity, equity and inclusion as they relate to sustainability programs across campus.

**IN PROGRESS**

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.).

**IN PROGRESS**

Annually share plan updates and progress with, and request feedback from, key advisory bodies composed of U-M faculty and external partners.

**IN PROGRESS**

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 diversity, equity and inclusion into the Institute's mission.

**IN PROGRESS**

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.

**IN PROGRESS**

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 communications and outreach tools.

**IN PROGRESS**

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.

**IN PROGRESS**



	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.	IN PROGRESS
	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.	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).	IN PROGRESS
	Raise awareness about the intersection of diversity, equity and inclusion and sustainability.	IN PROGRESS
	Monitor and assess climate within Graham and change over time.	IN PROGRESS

## INFORMATION & TECHNOLOGY SERVICES

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Enhance career path development and advancement opportunities.	Develop, communicate and implement guidelines for ITS staff that outline specific expectations for annual participation in career development activities each year (building on the existing U-M Staff Development Philosophy).	IN PROGRESS
	Evaluate professional development planning options for ITS that support an environment in which all employees are enabled to perform to the best of their abilities and to find growth, enrichment and/or mentoring in their career.	COMPLETE
Cultivate an inclusive and diverse applicant pool in an effort to attract and maintain a diverse staff population.	Strengthen the ITS Hiring and Selection process by expanding and requiring existing training for those involved in hiring to ensure consistent use of guidelines and understanding of the importance of creating a diverse pool of applicants. Revise ITS Hiring Process guidelines to represent diverse perspectives, roles and needs.	IN PROGRESS
	Evaluate hiring practices (including the selection of hiring teams) and demographic trends in qualified applicant pools, interview pools and selected candidates. Recommend change to the process that may better support ITS commitment to a diverse workforce.	COMPLETE
	Incorporate commitment to DEI into the Hiring and Selection process for all ITS positions by adding expanded boilerplate language to job postings and by adding questions to the interview process.	COMPLETE

Invest in and build cultural competency.	Create an expectation that understanding DEI issues and gaining workplace skills to use that knowledge is part of ITS Staff development: Communicate the new ITS DEI plan to all ITS employees and highlight the expectations of staff and managers. Include a section in the performance evaluation for managers and staff to reflect on DEI situations in their team during the previous year and how they approached each situation.	COMPLETE
	Assess and report on how well ITS members understand DEI issues and whether they possess skills to apply that knowledge: Define performance measures, pre-assess ITS Staff understanding of DEI issues and skills and create an assessment plan.	COMPLETE
	Assess and report on how well ITS members understand DEI issues and whether they possess skills to apply that knowledge: Implement an assessment to measure DEI understanding and workplace application skills of all ITS employees.	COMPLETE
Promote and raise awareness of ITS's commitment to DEI.	Increase awareness of ITS commitment to DEI, components of the five-year plan, progress toward the action items and the outcomes measured as a result.	COMPLETE
	Assess that ITS staff are connecting specific DEI events to the larger ITS and university DEI efforts. Encourage supervisors and managers to promote events and allow staff the flexibility to attend.	COMPLETE
Enhance the ITS culture and workplace through events, communication and employee engagement.	Encourage each ITS team, group, or area to hold at least one DEI activity, as recommended by the ITS committee, to raise awareness of DEI issues.	IN PROGRESS
	Create a channel to collect and evaluate anonymous requests from ITS staff and campus to improve access or inclusivity, paying particular attention to the accessibility and inclusivity of ITS facilities, technology, and information (e.g., gender-neutral bathrooms); Take action to improve, if possible, at least three DEI-related facility or technology issues affecting ITS staff.	IN PROGRESS
	Establish a diversity committee, representing ITS portfolios, that will help deliver and implement the DEI plan and its proposed activities.	COMPLETE
Develop means for resolving conflicts and providing all staff members with opportunities for education and training related to conflict resolution.	Identify U-M and other local resources for conflict resolution education and training.	COMPLETE
	Define ITS conflict resolution policies, processes, procedures and training programs.	COMPLETE
	Communicate ITS conflict resolution policies, processes and procedures to all ITS staff.	COMPLETE
Enhance foundation to provide accessibility to all faculty, staff and students.	Compile data related to service delivery to ensure ITS is promoting an equitable and inclusive environment, and identify areas where the organization can increase the level of service above current and/or legally-required levels. This data would include such areas as accessibility to technology and information, etc.	COMPLETE

	Determine specific gaps in service delivery related to accessibility, make recommendations to those areas inside or outside of ITS that are most effectively positioned to address gaps, and track as possible the status of outcomes to recommendations.	<b>COMPLETE</b>
Commit to helping the university better understand DEI as it relates to computing and IT.	Recommend, advise and facilitate DEI best practices in IT, and develop a means to convey this information to schools, colleges and units on the Ann Arbor, Dearborn and Flint campuses and Michigan Medicine.	<b>COMPLETE</b>
Build in DEI principles as a foundation for the service delivery model.	Develop DEI guiding principles for ITS services, products, technologies and capabilities, and explore how best to implement these in both in-house product development and in selecting and acquiring products from third-party vendors.	<b>IN PROGRESS</b>

## INSTITUTE FOR SOCIAL RESEARCH

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of faculty across many dimensions.	Assess procedures used for faculty searches in all units to identify barriers to hiring for diversity.	<b>IN PROGRESS</b>
	Develop a statement of agreement to uphold principles of DEI, to be distributed to all search committee members.	<b>IN PROGRESS</b>
	Provide appropriate training for all members of faculty search committees.	<b>IN PROGRESS</b>
	Provide the University of Michigan's Handbook for Faculty Searches and Hiring to all members of faculty search committees.	<b>IN PROGRESS</b>
	Document efforts to reach diverse faculty as part of the search process.	<b>IN PROGRESS</b>
	Continue to include in each faculty posting the following or similar language: "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."	<b>COMPLETE</b>
	Generate and regularly update a list of professional associations, networks and groups that include or reach underrepresented researchers (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 underrepresented researchers), from which faculty search committees can select salient organizations for position postings and direct contact with potential candidates.	<b>IN PROGRESS</b>

	Facilitate and encourage applications for NIH Research Supplements to promote diversity in research.	<b>IN PROGRESS</b>
	Continue to reach out to other U-M departments to indicate ISR's interest in partnering in the hiring of faculty associates and research professors.	<b>COMPLETE</b>
Increase the diversity of staff across many dimensions.	Develop a statement of agreement to uphold principles of DEI, to be distributed to all search committee members and hiring managers.	<b>IN PROGRESS</b>
	Provide appropriate diversity-related training for all members of staff search committees.	<b>IN PROGRESS</b>
	Continue to post all new staff positions for at least two weeks.	<b>COMPLETE</b>
	Continue to include in each staff posting the following or similar language: "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."	<b>COMPLETE</b>
	Continue to advertise all new staff positions through outlets that reach diverse populations.	<b>IN PROGRESS</b>
	Development of job and skill-specific resources to facilitate outreach by principal investigators and other program personnel to diverse populations.	<b>IN PROGRESS</b>
	Develop interview tools and sample questions intended to promote equity and diversity in hiring.	<b>IN PROGRESS</b>
	Develop a process whereby a funding notice triggers a standardized procedure to fill positions identified in budget for grant and follows principles of other searches for personnel.	<b>NOT STARTED</b>
Assure consistent, equitable and transparent support for staff development.	Implement a community integration program for recent employees.	<b>IN PROGRESS</b>
	Encourage participation of staff in U-M sponsored career development programs; provide information about these opportunities through ISR communication outlets.	<b>IN PROGRESS</b>
	Clarify and communicate center policies and priorities regarding staff training and career development to supervisors and staff.	<b>IN PROGRESS</b>
	Post all new ISR staff positions on a page on the ISR intranet.	<b>COMPLETE</b>
	Produce annual reports on internal promotions and exits, with recommendations for policy changes if necessary, to improve staff development and retention.	<b>IN PROGRESS</b>

Promote sensitivity and awareness of faculty and staff supervisors to issues of diversity, equity and inclusion.	Continue to identify and make available to supervisors appropriate training programs offered at the university.	COMPLETE
	Develop or adopt training program(s) for ISR that include: Diversity, equity and inclusion; Sexual harassment; Americans with disabilities; Mental health in the workplace; Supervisory skills.	IN PROGRESS
Increase diversity in SRC's masters and Ph.D. students in the Michigan Program in Survey Methodology (MPSM) and 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.	COMPLETE
	Increase efforts to publicize programs in media that reach under-represented populations and increase direct outreach by MPSM faculty and the MPSM Rackham diversity ally to students from underrepresented groups at U-M and other universities.	IN PROGRESS
Increase the diversity of participants, instructors and staff involved in the ICPSR Summer Program in Quantitative Methods of Social Research across many dimensions.	Increase efforts to publicize programs in media that reach under-represented populations and increase direct outreach by ICPSR faculty and the Rackham diversity ally to students from under-represented groups at U-M and other universities, in an effort to diversify applicant pools.	COMPLETE
	Engage in outreach to maintain and expand the diversity of applicants for instructional and support staff.	COMPLETE
Maintain the diversity of participants in the Population Studies Center (PSC's) pre- and post-doctoral training programs across many dimensions.	Continue efforts to increase applications from underrepresented populations.	COMPLETE
Increase the diversity of graduate student researchers in ISR across many dimensions.	Increase efforts to publicize opportunities in media that reach underrepresented populations in an effort to diversify applicant pools and recruit diverse students.	IN PROGRESS
	Provide information and support for applications for NIH Research Supplements to promote diversity in research.	IN PROGRESS
	Prioritize the allocation of ISR tuition subsidies to students who have demonstrated a commitment to diversity or who will increase the diversity of perspectives brought to the ISR research enterprise.	COMPLETE
Assure inclusion of ISR graduate students in ISR activities.	Continue to hold lunch with program, center and institute leadership and all graduate students in ISR (Survey Methodology students, PSC pre-doctoral trainees and GSRA's) to discuss their goals and concerns.	COMPLETE
Increase the diversity of undergraduate research assistants in ISR.	Continue to include information about UROP and SROP in ISR communication outlets.	COMPLETE
	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

Increase the coverage of topics related to diversity, equity and inclusion in all ISR training programs.	Continue an annual interdisciplinary workshop on the quantification of racism.	<b>COMPLETE</b>
	Include topics related to diversity, inclusion and racism in seminars.	<b>IN PROGRESS</b>
Increase the amount of research conducted on topics related to diversity, equity and inclusion.	Monitor and distribute public and foundation solicitations for research on DEI-related topics.	<b>NOT STARTED</b>
	Promote results of ISR studies on DEI-related topics through various media outlets.	<b>NOT STARTED</b>
Create an inclusive, welcoming environment with collegial relationships and interactions at all levels.	Design and implement an improved all-ISR orientation program for new faculty, staff and students.	<b>IN PROGRESS</b>
	Continue to ensure that ISR's public and intranet sites provide ready access to information fostering orientation to and involvement in ISR, including all-community directories and organizational charts, upcoming ISR events and ISR job postings and other professional development opportunities.	<b>IN PROGRESS</b>
	Continue to provide an ISR intranet-based portal where ISR community members may make anonymous suggestions and report concerns: Identify appropriate personnel to receive anonymous posts.	<b>COMPLETE</b>
	Continue to provide an ISR intranet-based portal where ISR community members may make anonymous suggestions and report concerns: Produce annual report aggregating suggestions/concerns for ISR leadership.	<b>COMPLETE</b>
	Maintain modified current ISR email list to include all of the ISR community, including contingent staff (as well as students in degree programs).	<b>COMPLETE</b>
	Review staff recognition programs throughout U-M (e.g., UMHS employee recognition program) and design a similar all-ISR program.	<b>IN PROGRESS</b>
Create a work environment that fosters barrier-free participation of staff, faculty and students with disabilities "including, but not limited to, visual, auditory, physical, speech, cognitive, language, learning and neurological disabilities" in their ISR job responsibilities, as well as job-related ISR activities and events.	Maintain link for accommodation requests to ISR intranet.	<b>COMPLETE</b>
	Continue to provide information (in announcements, on the intranet) on an accessibility "point person" (or persons) who can be contacted to arrange for accessibility assistance.	<b>COMPLETE</b>
	Maintain an ISR-wide group on improving the accessibility of our research products.	<b>COMPLETE</b>
	Continue to ensure that invitations to/announcements of large ISR events or meetings include a statement that "accommodations can be provided upon request," and refer people to appropriate resources.	<b>COMPLETE</b>

Increase awareness of diversity-related issues across ISR faculty, staff and students.	Continue to support and encourage greater participation in ISR Reads.	<b>COMPLETE</b>
	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 activities in ISR News Notes and center surveys and websites.	<b>IN PROGRESS</b>
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.	<b>COMPLETE</b>
	Continue participation in service activities such as ISR Feeds (collecting food and resources for the local food bank and homeless shelter), U-M's Native American Student Association's PowWow and the Washtenaw Intermediate School District's Education Project for Homeless Youth, and expand participation in similar initiatives such as the Juneteenth Celebration organized by the Ann Arbor branch of the NAACP.	<b>COMPLETE</b>

## LAW SCHOOL

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Recruit diverse class at pre-admit stage.	Recruiting travel, including to those with more diverse potential applicants.	<b>COMPLETE</b>
	Participate in pipeline initiatives.	<b>COMPLETE</b>
	Relationships with key advisers.	<b>COMPLETE</b>
	Solicit through LSAC candidate referral service.	<b>COMPLETE</b>
	Multiple contacts with potential candidates.	<b>COMPLETE</b>
	Broad use of fee waivers.	<b>COMPLETE</b>
Recruit diverse class at admissions stage.	Review applicants through our holistic, time- and resource-intensive process using individualized and non-mechanical criteria.	<b>COMPLETE</b>
	Consider the diversity of the class as a whole, across many dimensions.	<b>COMPLETE</b>
Recruit diverse class at post-admit stage.	Devote considerable resources to communicating with admitted students to address concerns & develop their sense of community.	<b>COMPLETE</b>
	Individual attention from admissions staff member regarding available financial resources.	<b>COMPLETE</b>
	Encourage campus visits.	<b>COMPLETE</b>



	Utilize faculty, students and alumni to recruit individual students.	<b>COMPLETE</b>
	Employ creative initiatives (e.g., videos that address specific identity groups).	<b>COMPLETE</b>
Recruit and retain diverse faculty.	Tracking the winners of awards that recognize scholars and scholarship in fields focusing on underrepresented populations in order to identify potential faculty candidates.	<b>COMPLETE</b>
	Informally mentoring diverse scholars at other schools who may, in the future, be potential faculty candidates.	<b>COMPLETE</b>
	Developing relationships with diverse scholars in doctoral programs and fellowships at other schools who may, in the future, be potential faculty candidates.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	Proactively seeking new faculty hires in underrepresented disciplines.	<b>COMPLETE</b>
	Improving both attraction of new faculty and retention of current faculty by nurturing hospitable faculty climate.	<b>COMPLETE</b>
	Continuing efforts to expand talent pool for new faculty hires by looking for candidates not already seeking employment as faculty.	<b>COMPLETE</b>
	Considering use of criteria in faculty hiring decisions that may decrease conscious or subconscious evaluation processes that might reduce diversity of faculty.	<b>COMPLETE</b>
	Meeting with the University's STRIDE Committee to seek advice on best hiring practices and strategies for improving faculty diversity.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	Ensuring that the pools of candidates interviewed in the entry-level market contain candidates from a wide variety of backgrounds.	<b>COMPLETE</b>

	Identifying academic programs or conferences focused on issues of particular interest to underrepresented populations in order to identify potential faculty candidates.	COMPLETE
	Seeking potential entry-level candidates who are not currently on the 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.	COMPLETE
Recruit and retain diverse staff.	Regularly engage current 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
	Develop broad pool through resources aimed at a variety of sources.	COMPLETE
	Improve attraction and retention by nurturing a hospitable climate.	COMPLETE
Challenging, welcoming and inclusive classrooms.	Promote inclusive teaching to faculty.	COMPLETE
	Provide a website and open meetings for students to provide feedback about the classroom environment.	COMPLETE
Law school values diversity, equity and inclusion and is responsive to related concerns.	Consistent communication by the administration to students regarding the state of diversity, equity and inclusion efforts.	COMPLETE
	Provide a website and open meetings for students to provide feedback about the law school environment.	COMPLETE
Law school supports diversity, equity and inclusion programming outside of the classroom.	Provide pop-up panels with student groups to respond to current events related to DEI.	COMPLETE
	Sponsor law school community dialogues to provide in-depth coverage of important DEI-related issues and to promote professional dialogue.	COMPLETE
Provide challenging, welcoming and inclusive classrooms.	Provide faculty programming to promote challenging, welcoming and inclusive teaching.	COMPLETE
	Provide programming for faculty to discuss challenges to inclusive teaching.	COMPLETE
	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.	COMPLETE
	Seek consultation for faculty members from U-M CRLT and IGR.	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.	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 of 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.	COMPLETE
	Support community initiatives such as staff newsletter.	COMPLETE
	Develop and support social and work-related community-wide events.	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
Foster inclusion for all members of the LSI community through events and activities, both professional and social.	Continue to encourage participation in the new LSI Seminar Series.	COMPLETE
	Offer annual diversity-focused event, tying into U-M's Diversity Summit activities, when appropriate.	COMPLETE
	Offer monthly social activities.	COMPLETE
	Include tenure-home departments of LSI faculty in relevant activities.	COMPLETE
Continue to incorporate DEI values into LSI communications and regularly communicate our progress on our plans and objectives with the LSI community.	Conduct review across all communications channels for 2016–2017 to benchmark our representation of sources/subjects.	COMPLETE
	Set goals for upcoming year to increase diversity of sources/subjects in LSI press release, feature stories and images.	COMPLETE
	Continue to invest in professional photographs in the labs to increasing the diversity of our media library.	COMPLETE
	Create additional LSI-specific Many Voices One Michigan collateral; make standing feature on LSI screens.	COMPLETE
	Create a low-text slideshow conveying DEI objectives, accomplishments and future action items and share with the LSI community.	COMPLETE
	Incorporate DEI into the LSI's stated core values.	COMPLETE

	Incorporate DEI values into onboarding process for new hires.	<b>IN PROGRESS</b>
	Query LSI community about awareness of DEI activities.	<b>COMPLETE</b>
Increase LSI impact on diversity, equity and inclusion goals through partnerships with U-M student groups, University programs and departments.	Meet with relevant recognized student organizations to better understand event sponsorship and other support needs.	<b>IN PROGRESS</b>
	Host meetings with staff members from LSI faculty tenure-track departments to share information and resources.	<b>IN PROGRESS</b>
	Create a process for funding requests by recognized student groups or other University programs focused on diversity outreach or equity and inclusion elements.	<b>NOT STARTED</b>
Increase LSI impact on diversity, equity and inclusion goals through the garnering of funding support 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.	<b>COMPLETE</b>
	Based on prospect/donor review, make contacts to specifically address this focused need.	<b>COMPLETE</b>
	Expand the diversity of the pool of potential members for the LSI Leadership Council (a donor-based committee), including with respect to gender and country of origin diversity of the pool.	<b>COMPLETE</b>
Increase outreach to enhance recruitment of underrepresented faculty members at all ranks.	Incorporate faculty demographics as well as interdisciplinarity of our research into communication pieces.	<b>IN PROGRESS</b>
	Proactively recruit underrepresented groups by posting faculty jobs on sites with a focus on underrepresented groups (e.g., Association for Women in Science, SACNAS, diversejobs.net).	<b>COMPLETE</b>
	Work closely with partner units to increase diversity in the applicant pool for faculty recruitment.	<b>IN PROGRESS</b>
Take proactive steps to ensure the retention of LSI faculty through the provision of a work environment where they feel heard, included and invested for faculty retention.	Create a mentoring committee for each Research Assistant Professor and Research Associate Professor at the Institute, in collaboration with their academic departments and maintain a spreadsheet containing the composition and activity of each committee.	<b>COMPLETE</b>
	Explore mentoring support for research-track faculty.	<b>NOT STARTED</b>
	Support faculty in their mentoring relationships with their lab members, by offering training and resources at the faculty retreat and at faculty meetings.	<b>IN PROGRESS</b>
	Conduct leadership communication with each faculty member's tenure department to determine proactively any unmet or upcoming needs, opportunities or interests.	<b>IN PROGRESS</b>

	Offer exit interviews for research-track faculty to ascertain why individuals are leaving employment with the LSI.	<b>COMPLETE</b>
	Develop a faculty offboarding process and related policies.	<b>IN PROGRESS</b>
Increase outreach for opportunity to recruit and retain underrepresented minority staff members through expansion of candidate pool.	Advertise positions on job boards focused on underrepresented minority groups to increase the diversity of applicant pools (e.g., Assn of Black Professionals, Faculty, Administrators and Staff; AsianInHigherEd.com; HispanicInHigherEd.com; BlacksinHigherEd.com; HigherEd.com; LatinosinHigherEd.com; minoritypostdoc.org; AAAS Minority Scientists Network).	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	Offer opportunities for LSI-wide education including onsite presentations.	<b>COMPLETE</b>
	Discuss inclusion of DEI-related performance goals within staff evaluations.	<b>NOT STARTED</b>
	Track the rate of turnover, lateral or upward moves in staff positions.	<b>COMPLETE</b>
	Send exit interview surveys to staff upon departure to gather data.	<b>COMPLETE</b>
Increase our outreach efforts to enhance the recruitment of underrepresented minority students, including partnering with other units to promote diversity in the student pool.	Continue and strengthen ties to external entities with potential pipelines for students from diverse backgrounds.	<b>COMPLETE</b>
	Seek means to provide financial support for all students, including underrepresented minorities, that will supplement or replace funding.	<b>COMPLETE</b>
	Actively encourage all LSI faculty to enroll as a faculty mentor with in U-M's UROP and SROP programs and other similar programs external to U-M (such as HHMI EXROP).	<b>COMPLETE</b>
	Investigate opportunities to share information about the LSI with current U-M undergraduate students.	<b>NOT STARTED</b>
Increase/maintain the number of students in the Program in Chemical Biology in LSI labs that are from currently under-represented groups.	Include training in inclusion, respect and diversity as part of onboarding for Chemical Biology graduate students.	<b>IN PROGRESS</b>
	Host a MORE Committee (Mentoring Others Results in Excellence) workshop for all LSI faculty to share and enforce best practices for mentoring.	<b>IN PROGRESS</b>
	Track the amount of time Chemical Biology Ph.D. candidates in LSI labs take to obtain their degree.	<b>COMPLETE</b>
	Track the placement data for Chemical Biology Ph.D. students.	<b>COMPLETE</b>

Increase outreach to enhance recruitment of postdoctoral research fellows who are from groups underrepresented at the LSI.	Encourage faculty at the LSI who are currently seeking to fill vacancies to direct applicants to our core values, which includes a statement of our commitment to diversity, equity and inclusion.	<b>COMPLETE</b>
	Better understand national and University of Michigan statistics on the diversity of STEM postdocs.	<b>NOT STARTED</b>
	Recruit postdocs through the Michigan Life Sciences Fellows Program and the LSA Collegiate Postdoc Fellowship program, or other relevant postdoc programs.	<b>COMPLETE</b>
	Post the Michigan Life Sciences Fellows Program on job posting sites that focus on underrepresented groups (e.g., Association for Women in Science, SACNAS).	<b>COMPLETE</b>
	Send exit interview surveys to ascertain why individuals are leaving the LSI.	<b>COMPLETE</b>
Increase LSI reach within earlier educational decision-making and student interests.	Offer a high school research internship program, focused on students from underserved areas.	<b>COMPLETE</b>
	Provide LSI members participating in outreach efforts with LSI-branded apparel.	<b>COMPLETE</b>
	Highlight outreach efforts in LSI communications to encourage broader participation.	<b>COMPLETE</b>
	Research opportunities for community outreach in Southeastern Michigan.	<b>COMPLETE</b>
	Support LSI faculty and lab staff with an interest in participating in existing U-M high school programs (e.g., Wolverine Pathways) to communicate the types of research conducted at the LSI.	<b>COMPLETE</b>
	Meet with university units focused on high school outreach to determine opportunities for sponsorship or LSI inclusion (e.g., University Outreach Council, Wolverine Pathways).	<b>COMPLETE</b>
Increase community building and inclusiveness through LSI Grads Group.	Incorporate feedback from climate survey in programmatic planning.	<b>COMPLETE</b>
	Incorporate training/discussions applicable to diversity, equity and inclusion topics within annual LSI Grads Group calendar of events.	<b>COMPLETE</b>
	Improve communication efforts to encourage increased attendance at LSI Grads Group events.	<b>COMPLETE</b>
	Appoint a new faculty advisor for the LSI Grads Group.	<b>COMPLETE</b>

Increase community building and inclusiveness through LSI Postdocs Group.	Incorporate feedback from climate survey in program planning.	<b>COMPLETE</b>
	Incorporate training/discussions applicable to diversity, equity and inclusion topics within annual LSI Postdocs Group calendar of events.	<b>COMPLETE</b>
	Improve communication efforts to encourage increased attendance at LSI Postdocs Group events/meeting.	<b>COMPLETE</b>
	Encourage collaboration between the LSI Grads and Postdoc Groups.	<b>COMPLETE</b>
Continue and deepen engagement of constituencies with regard to developing, evaluating and prioritizing actions and strategies for how to improve DEI.	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.	<b>COMPLETE</b>
	Investigate integration/feasibility of a building-wide off-site retreat geared towards community building with joint discussions, break-out sessions and presentations.	<b>COMPLETE</b>
	Discuss inclusion of DEI topics within the LSI onboarding process.	<b>COMPLETE</b>
	Sponsor/co-sponsor with another university department/unit focused events for MLK Day, Black History Month and other related diversity considerations.	<b>NOT STARTED</b>
	Ensure printed and electronic communications reflect the Institute's existing diversity, as well as our aspirations in becoming even more diverse.	<b>COMPLETE</b>
	Seek input from multiple constituencies on plan updates and revisions for Year Three.	<b>COMPLETE</b>
Increase info and practices to enhance likelihood that diversity faculty candidate 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.	<b>COMPLETE</b>
	Incorporate best practices for faculty searches into our hiring process.	<b>COMPLETE</b>
Increase awareness of different cultural groups and identities.	Continue to incorporate education sessions at monthly all-staff meetings applicable to diversity, equity and inclusion topics.	<b>COMPLETE</b>
	Require appropriate management training session for all LSI administrative directors.	<b>COMPLETE</b>
Foster a climate for success for undergraduate students working in the LSI.	Send a welcome note to new undergraduate students in LSI labs expressing our expectations for their experience at the LSI and providing resources to contact if they are experiencing problems while working in the LSI.	<b>IN PROGRESS</b>



	Create and send a survey to current undergraduate students working at the LSI.	<b>COMPLETE</b>
	Conduct an end-of-program survey for the Perrigo Undergraduate Research Program.	<b>COMPLETE</b>
	Include undergraduate students in social events.	<b>COMPLETE</b>
	Send exit interview surveys to students when they leave the LSI.	<b>COMPLETE</b>
Continue efforts to redesign LSI website, which will meet modern accessibility standards.	Incorporate accessibility principles and “design for everyone” as a central tenet of the redesign of the LSI’s website.	<b>COMPLETE</b>
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 centers websites and web resources to ensure language is clear about service and support available for all users and potential customers.	<b>COMPLETE</b>
	Continue to incorporate a diversity of images/subjects with center materials/website.	<b>COMPLETE</b>
	Offer training presentations/seminars to students, postdocs and other units on campus on the instrumentation available for use at the centers.	<b>COMPLETE</b>

## MATTHAEI BOTANICAL GARDENS & NICHOLS ARBORETUM

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Progress toward engaging SE Michigan.	Include DEI messaging in all volunteer recruitment, training and work-day introductions.	<b>COMPLETE</b>
	Increase the opportunities available to differently abled volunteers by creating an ongoing list of less physical activities, improving greenhouse workspaces, including outdoor work options that are close to buildings or parking lots and accommodating those who cannot stand for long periods of time by bringing a chair along on work days.	<b>COMPLETE</b>
	Explore different recruitment strategies, work locations, times, working with student groups, etc.	<b>IN PROGRESS</b>
	Create student-driven volunteer opportunities: Explore the possibilities of creating a student lead volunteer group for other Garden and Arb spaces modeled after the Friends of the Campus Farm.	<b>IN PROGRESS</b>
	Ensure that DEI policies are understood by volunteers and set an expectation of compliance.	<b>IN PROGRESS</b>
Key site for pipeline DEI objectives of U-M units.	Work with Wolverine Pathways to ID how we can serve this key campus-wide priority.	<b>COMPLETE</b>

	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.	<b>COMPLETE</b>
Increase DEI in our U-M student programs.	Explore use of CF as stage to spread food justice message.	<b>COMPLETE</b>
	Extend invitations to apply for internships to the over 100 M-STEM and Bridge Program students who participate in our programs every summer.	<b>IN PROGRESS</b>
	Provide low/no cost transportation options to Matthaei.	<b>COMPLETE</b>
	Advertise student awards to current or former interns and work study students.	<b>COMPLETE</b>
	Increase marketing efforts to all students who are eligible to apply.	<b>IN PROGRESS</b>
	Use the tools we have established to eliminate bias in new hires as we determine the winner of each award.	<b>NOT STARTED</b>
Use our Nature Academy to address DEI issues in environmental organizations in our society as a whole.	Include a DEI workshop as one of the formal bimonthly educational workshops that Matthaei-Nichols offers as part of the Nature Academy internship program.	<b>COMPLETE</b>
	DEI workshop and focus group follow up.	<b>COMPLETE</b>
	Skill sharing, multi-cultural day in place and evaluated as part of annual student focus groups.	<b>COMPLETE</b>
	Timely action on DEI questions and suggestions from students.	<b>COMPLETE</b>
Create a culture and environment of inclusivity and equity.	Create a compensation policy that ensures equitable pay distribution.	<b>IN PROGRESS</b>
	Establish guidelines for merit-based raises.	<b>IN PROGRESS</b>
	Schedule and require attendance at DEI quarterly staff trainings.	<b>COMPLETE</b>
	Ensure all DEI Action Items are included in individual and team work flows.	<b>COMPLETE</b>
	Educate ourselves on conflict resolution to respond better to incidents.	<b>COMPLETE</b>
	Establish and communicate a DEI response procedure in order to react quickly when incidents occur.	<b>IN PROGRESS</b>
	Make the web site navigable by people with limited vision and color blindness.	<b>COMPLETE</b>

	Ensure new web site is easily translated into different languages.	<b>COMPLETE</b>
	Host website that can be navigated on multiple digital platforms.	<b>COMPLETE</b>
	Share website content that represents diversity in photos, text, events and more.	<b>COMPLETE</b>
	Include language about accessibility and inclusion in web site.	<b>COMPLETE</b>
Remove a key barrier to participation in our landscapes and programs.	Integrate accessibility improvements into capital requests and planning.	<b>COMPLETE</b>
	Finish the construction of the multi-use recreational, connector trail between the Botanical Gardens and the B2B trail.	<b>COMPLETE</b>
	Increase awareness of this transportation option.	<b>COMPLETE</b>
	Research additional ways to access the Arboretum and Gardens such as ride sharing, buses, bike shares, etc.	<b>IN PROGRESS</b>
	Request funding from the Provost's Office to pilot public transportation options to Matthaei for two years.	<b>COMPLETE</b>
Provide exhibits and outreach that invite participation and increase mutual understanding.	Host Peony Blossoms & Pure Melodies event.	<b>COMPLETE</b>
	Complete interpretation and labeling of plants in Great Lakes Gardens in Anishinaabek.	<b>IN PROGRESS</b>
	Invite greater participation by integrating exhibits and programs into overall U-M inclusion activities such as African-American History Month.	<b>IN PROGRESS</b>
	Extend our calls for art more broadly to invite more participation, such as extending calls to minority arts organizations, as informed by our market study.	<b>IN PROGRESS</b>
	Wayfinding and interpretive signs at least partly in most frequently occurring languages.	<b>NOT STARTED</b>
	Offer brochures, newsletters and other public materials in at least two languages in addition to English.	<b>NOT STARTED</b>
	Make recommendations for trail modifications at the Arb & Gardens to allow better access for people with disabilities.	<b>IN PROGRESS</b>

## MICHIGAN MEDICINE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Develop aligned criteria and guidance for recruitment, hiring and selection that support diverse application pools.	Provide support for the utilization of the faculty toolkit, including enhancements and measures of success.	COMPLETE
	In partnership with HR, support development of comprehensive staff recruiting toolkit.	COMPLETE
	Develop exit interview strategy and plan to inform retention strategy.	COMPLETE
	SIMFest — a tool to broaden Applicant pool to Michigan.	COMPLETE
	Diversity Fund — assist faculty recruitment and advancement efforts that promote diversity, health equity and inclusion.	COMPLETE
Design learning solutions using a variety of delivery methods to support DEI.	Initiate development of multiple levels of education based on DEI competencies, including baseline general education for all faculty, staff and learners, specialized education on specific sub-topics and education tracks for various audiences.	COMPLETE
	Recruit and train Culture Vision Ambassadors to support Culture Awareness curriculum across MM.	IN PROGRESS
	Develop toolkit of resources, train-the-trainer tools and educational templates.	COMPLETE
	Develop internal DEI certification options and define track to obtain such certification.	NOT STARTED
	Define essential elements of Inclusive Communication and educational competencies to implement with positive culture teams that address pathways to conflict resolution.	COMPLETE
	Establish mini-grant program to help foster innovative DEI efforts and projects.	COMPLETE
	Develop pathway for equal opportunity advancement into leadership positions.	COMPLETE
	Embed DEI Education throughout Faculty Development offerings.	COMPLETE
	Plan for pilot use of Intercultural Development Inventory.	COMPLETE

Create plan and implementation framework for DEI resource groups to advise leadership on Michigan Medicine climate.	Convene interdisciplinary task force to solicit community input and establish desired resource groups that will address issues concerning our diverse populations.	<b>COMPLETE</b>
	Develop framework for creating an ongoing support of resource teams.	<b>COMPLETE</b>
	Develop communication strategy and process for selecting resource group members.	<b>IN PROGRESS</b>
	Collaborate with resource groups to develop a toolkit to address conflict in the workplace as it relates to the Michigan Medicine climate.	<b>NOT STARTED</b>
Increase involvement of patient and family advisors in unit committees and as partners for DEI education.	Collaborate with Office of Patient Experience to establish patient and family advisors where none exist.	<b>COMPLETE</b>
	Collaborate with Office of Patient Experience (OPE) advisory groups to develop a plan that prioritizes recruiting group members committed to health equity.	<b>COMPLETE</b>
	Support DEI training and skilling-building of patient and family advisors during onboarding.	<b>NOT STARTED</b>
	Support process for patient and family advisors to join DEI resource team.	<b>COMPLETE</b>
	Collaborate with the 1557 Coordinator to advise on policy changes to minimize patient conflict and discrimination.	<b>COMPLETE</b>
	Collaborate with OPE to hold Just Ask: Cultural Sensitivity Provider Expo.	<b>COMPLETE</b>
	Create a patient/family advisor liaison role to help navigate communications between DEI steering committee and PFAC.	<b>COMPLETE</b>
Provide education, training, communication and support for DEI Unit Implementation Leads across Michigan Medicine.	Framework for Michigan Medicine DEI Implementation Leads.	<b>COMPLETE</b>
	Communication Strategy for DEI Implementation Leads.	<b>COMPLETE</b>
	Consultation strategy and formalized support.	<b>COMPLETE</b>
	Education/Training/Professional Development for DEI Implementation Leads.	<b>COMPLETE</b>
	Create DEI Advocate Award.	<b>COMPLETE</b>

Develop a series of Michigan Medicine Measurement and Metrics tools to track activity and progress towards DEI goals.	Develop and implement rollout of Organizational Dashboard.	COMPLETE
	Patient Satisfaction Surveys.	COMPLETE
	Develop a plan for intermittent climate measurement.	COMPLETE
	Based on the Organizational Dashboard, develop and implement Departmental Dashboard.	IN PROGRESS
Develop constituent support networks that build community for faculty, house officers, medical and pre-med students.	Develop a framework to guide the work of all faculty leads in their work.	COMPLETE
	Faculty Lead for House Officers.	COMPLETE
	Faculty Lead for Medical Student Success.	COMPLETE
	Faculty Lead for Medical School Faculty.	COMPLETE
	Faculty Lead for Pre-medical student success.	COMPLETE
Facilitate support for health equity concerns within Michigan Medicine and beyond.	End of Life Committees and Efforts.	COMPLETE
	National Presence.	COMPLETE
	Evaluate and improve Standardized Patient Program in the Medical School.	COMPLETE
	Facilitate Health Disparities Working Group.	COMPLETE

## MICHIGAN OFFICER EDUCATION PROGRAM

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improve MOEP demographics.	Set up informational tents around campus at events such as Festifall, Winterfest, career fairs.	IN PROGRESS
	Set up recruiting tents on the Diag during peak traffic times.	IN PROGRESS
	Get word out to as many people as possible about the opportunities MOEP offers.	IN PROGRESS
Improve MOEP diversity.	High School Recruiting/Targeted High School scholarship opportunities.	IN PROGRESS
	Use Cadets to recruit within their college peer groups/spread word of mouth/classes.	IN PROGRESS

Enhance awareness of the sensitivities of all types of demographics.	Making mandated DoD training more engaging to promote a more comprehensive understanding of equal opportunity.	<b>COMPLETE</b>
Further immerse MOEP in the campus community.	Create opportunities for both ROTC students and other recognized student organizations to interact and gain a different perspective.	<b>NOT STARTED</b>
Aligned with Y2 Strategic Objectives and associated Action Items (A, B, and C).	Devote efforts to ensure success of Y2 Strategic Objectives and associated Action Items (A, B, and C).	<b>IN PROGRESS</b>

## OFFICE OF BUDGET & PLANNING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Attract a diverse staff in accordance with U-M Central Human Resources Diversity Recruitment Initiative.	Working in cooperation with central HR, we will assure our future open positions are posted with groups that represent a diverse population.	<b>COMPLETE</b>
	Include messaging on the importance of DEI in open position positing.	<b>IN PROGRESS</b>
	Job description for future intern will highlight our mission and commitment as DEI research unit, and stress that this intern will work closely with DEI related projects.	<b>COMPLETE</b>
Commit to supporting high quality professional development and learning opportunities to enhance performance and career growth of staff.	Review professional development opportunities and learning opportunities that staff have participated in over the past year, and check to make sure that participation and opportunities have been equitable.	<b>COMPLETE</b>
	Communicate OBP policy on professional development and learning opportunities to staff.	<b>COMPLETE</b>
	Establish a professional development plan for each staff member.	<b>COMPLETE</b>
Create systematic educational opportunities for staff regarding DEI concerns in the workplace and within the University community at large.	Catalog campus resources, articles and research.	<b>COMPLETE</b>
	Identify, post and encourage staff participation in campus-wide opportunities (i.e., MLK event).	<b>COMPLETE</b>
	Invite (a) guest speaker(s) to discuss DEI or arrange a DEI training session.	<b>COMPLETE</b>
	Use staff meetings to provide consistent opportunities for dialogue, training and activities.	<b>COMPLETE</b>
Continue and deepen staff's engagement with regard to refining, evaluating and prioritizing actions and strategies for OBP DEI plans.	Develop processes and mechanisms to engage staff in the planning process.	<b>COMPLETE</b>

Commit to fostering a more inclusive and equitable environment in OBP.	Facilitate an informal or formal channel for staff members to express areas of concerns or challenges that they are having or anticipate.	<b>COMPLETE</b>
	Ensure that everyone knows administrative process that can be used to request help around diversity, equity and inclusion within OBP and beyond.	<b>IN PROGRESS</b>
	Every staff member in OBP will have a DEI goal and actions in his or her goal statement.	<b>COMPLETE</b>
	Share the OBP Climate Survey result with staff, identify areas that can be improved and discuss actions that can be taken to improve the areas.	<b>IN PROGRESS</b>
Expand the OBP inventory of reports/analyses related to DEI 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.	<b>COMPLETE</b>
	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 DEI component, to help with tracking.	<b>IN PROGRESS</b>
	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.	<b>COMPLETE</b>
	Explore ways that promote the availability of the data made available by the IR team.	<b>COMPLETE</b>
	E. 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. Catalog DEI-related research and analysis presented at the conferences.	<b>COMPLETE</b>
Improve accessibility of online resources.	Conduct ADA review of our website.	<b>COMPLETE</b>
	Explore ways that the OBP website can best provide DEI-related data and how OBP can support the University website.	<b>COMPLETE</b>
	Add any appropriate new reports and analyses to the resources listed under “Diversity, Equity & Inclusion Resources” on our website.	<b>COMPLETE</b>



## OFFICE OF DIVERSITY, EQUITY &amp; INCLUSION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Work collaboratively and cooperatively with the campus and external constituencies to sustain or grow initiatives that enrich the academic, social, cultural and personal development of a diverse group of students.	Continue Detroit Promise Scholars program which provides scholarships and retention supports to enrolled students from Detroit. The program contributes to diversity and equity in that the majority of the participants are low income, first generation and underrepresented students.	COMPLETE
	Expand MPOD (Michigan Pursuing Our Dreams) to six additional community colleges during 2017–2018. MPOD is a community college transfer program working with academically and/or economically disadvantaged students currently at Washtenaw Community College through U-M graduation.	IN PROGRESS
	Continue GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs — designed to increase the number of low-income children who go on to college) support of 147 freshmen who will enter the University of Michigan in the fall.	COMPLETE
Continue to grow Wolverine Pathways through student participation, and successfully prepare students for entry into the university.	Hire a person to focus on scholar recruitment and the new cohort(s) application process. Continue to provide admitted scholars with academic enrichment experiences that supplement the work that schools and families are doing to prepare the young people to gain admittance to the University of Michigan. Provide in-depth instruction in the areas of English/Language Arts, science, mathematics and the social sciences as exploring computer coding, financial literacy and social and emotional learning, for example. Provide seniors with assistance in the college application process, including intensive review of essays.	IN PROGRESS
Ensure the diversity of staff at all levels of the division: Implement standards to improve the recruitment, hiring and selection process to enhance the potential for increasing the diversity of the staff.	Review and adopt university hiring guides/framework/toolkit and training reflecting best practices that support equitable and inclusive staff recruitment and hiring/selection and adhere to the university's policies on equity, non-discrimination, compliance, EEO, etc.	COMPLETE
	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, selection, retention and development.	IN PROGRESS
	Identify a data source to determine staff diversity that may be used for establishing metrics and/or baselines.	IN PROGRESS
Evaluate and improve practices that support the success, retention and promotion of a diverse staff.	Survey staff to understand barriers and supports to professional development.	COMPLETE
	Develop activities to support professional development and career advancement.	IN PROGRESS
	Provide funding for staff to support attendance at professional development activities that expand awareness of DEI issues.	IN PROGRESS

	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.	<b>IN PROGRESS</b>
	Use the baseline data to meet with directors to set goals and strategies for year ahead for more equitable distribution of opportunities and funds. ODEI will develop a form or process for applying to pursue an opportunity so we can continue to monitor progress towards PD equity.	<b>NOT STARTED</b>
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.	OAMI and Wolverine Pathways will provide workshops/education on how to work and communicate with students with disabilities.	<b>COMPLETE</b>
	OAMI and Wolverine Pathways will provide workshops/training for staff within ODEI around cultural competency.	<b>IN PROGRESS</b>
	OAMI and Wolverine Pathways will provide workshops/training for students within ODEI around cultural competency.	<b>IN PROGRESS</b>
Work collaboratively and cooperatively with the campus and external constituencies to sustain or grow initiatives that enrich the academic, social, cultural and personal development of a diverse group of students.	Expand SuccessConnects program which delivers programmatic components to provide holistic (academic, social and personal) success of undergraduate students through one-on-one success coaching conducted by professional staff for first-year students (freshmen and transfers) and second-year scholars' participation in one-on-one coaching delivered by junior/senior undergraduates that served in the role of Academic Success Partners. The program design includes a focus on students from communities that are underserved and underrepresented at the University of Michigan and also was open to any student that wanted to benefit from its opportunities.	<b>COMPLETE</b>
	Professional staff will serve as advisor to PILOT and Project Lighthouse, which are SSOs. PILOT is a student program founded in 2010 and attracts a diverse collection of undergraduate students striving towards such broader mastery of leadership development, community building and understanding the university from an organizational perspective.	<b>COMPLETE</b>
	Project Lighthouse promotes higher education to inner-city Detroit Hmong American high school students in particular by encouraging academic success, exploring career opportunities and preparing for college admission; Project Lighthouse activities are open to all students at the target high schools. Undergraduate members plan and facilitate weekly workshops during the winter term of the school year and work with students on-site in Detroit. Activities address race relations, higher education goals and career planning.	<b>COMPLETE</b>
	Continue SAMI (Student Academic Multicultural Initiatives) which provides funding to recognized student organizations or students for diversity programs, or a personal event or project that is both academic and multicultural.	<b>COMPLETE</b>

Utilize marketing and communication best practices to promote engagement with diversity, equity and inclusion.	Utilize social media to highlight student progress.	<b>IN PROGRESS</b>
	Publicize broadly and explicitly: DEI events, workshops, speakers, etc. around campus throughout the year.	<b>COMPLETE</b>
	Develop mechanisms, such as student forums, to solicit student feedback and ideas and ownership of DEI strategic plan every year.	<b>IN PROGRESS</b>
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.	As a division, explore the expanding definitions of diversity, equity and inclusion and how these impact the future work of the division.	<b>IN PROGRESS</b>
	Provide unit-wide gatherings once a semester for leadership to share vision related to DEI and to reinforce positive group interactions that foster a healthy unit climate.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	Continue to establish a process to coordinate and share information with staff regarding diversity-related speakers, conferences and other related events.	<b>COMPLETE</b>
	Provide ongoing (quarterly or by semester) updates and opportunities for staff to provide feedback on the DEI strategic planning process.	<b>COMPLETE</b>
	Share the results (with leadership and staff) of the U-M climate assessment, entitled The All Staff Climate Survey, created by ODEI Diversity Executive Leadership Team. Collectively staff will utilize findings to generate ideas for enhancing climate. The ideas will be used to create goals for climate in Year 2.	<b>COMPLETE</b>
	Evaluate the need, benefit and function of a reward and recognition program to enhance and contribute to DEI goals as stated in the strategic plan coupled with broader organizational/unit goals.	<b>IN PROGRESS</b>
	Continue to 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 reviews from others in OGC of any unit-specific approaches to ensure that there are no speech or employment issues created. Next steps are to explore the mediation resources available in greater depth and arrange for professional development opportunity on what these resources have to offer for the ODEI units. Provide training and leadership to staff on models of conflict resolution that demonstrate attention to how cultural differences challenge conflict resolution and how it may also facilitate conflict resolution.	<b>IN PROGRESS</b>

Work collaboratively and cooperatively with the campus and external constituencies to sustain or grow initiatives that enrich the academic, social, cultural and personal development of a diverse group of students.	OAMI will coordinate end-of-the-year cultural events, open to all that are interested, that celebrate the achievements, commonalities and differences that characterize the experiences of African/African-American, Arab, Latino/a, and Native communities. The graduation celebrations are part of the larger commencement experience on campus and mark a tradition of valuing the various cultural offerings to the University and world community.	<b>COMPLETE</b>
	OAMI will Coordinate U-M Annual Martin Luther King, Jr. Symposium Keynote Lecture focused on current political climate and prevailing and competing political ideologies across America, and provide space for young innovators in media to play a role in inspiring inclusion.	<b>COMPLETE</b>
	OAMI will partner with the Native American Student Association (NASA) to host the annual Dance for Mother Earth Powwow in April. This event provides an opportunity for you and the U-M community to experience and honor Native American heritage and history. The U-M Annual Dance for Mother Earth Powwow is one of the largest student-run Powwows in the country.	<b>COMPLETE</b>
The objective of the Detroit Center's support of the MLK Symposium is to expand the reach of the event to the Detroit Community.	In commemoration of Martin Luther King, Jr. Day, the University of Michigan Detroit Center will host an annual simulcast of the symposium keynote program from Ann Arbor. In addition, the Detroit Center will also host a lunch and panel discussion surrounding the symposium theme, while incorporating a Detroit perspective.	<b>COMPLETE</b>
The objective of the Concert of Colors is to engage University and City community members through musical performances that demonstrate diversity by representing different cultures, styles and genres of music.	The University of Michigan Detroit Center will host the outdoor portion of the Concert of Colors festival, now known as the Wolverine Outdoor Stage (WOS). In the spirit of the festival, the WOS offers a diverse collection of music that continues to draw larger crowds with each passing year.	<b>COMPLETE</b>
The Detroit Connector provides transportation between Ann Arbor and Detroit in support of curricular, co-curricular, research, service-learning and community service opportunities. The Connector also facilitates cultural enrichment and exchanges allowing the University community to utilize the region's rich arts and scholarly resources. The service is available to U-M faculty, staff and students with a valid UMID, as well as partners involved in a current University initiative.	The Detroit Connector will provide transportation between Ann Arbor and Detroit in support of curricular, co-curricular, research, service-learning and community service opportunities. The Connector facilitates cultural enrichment and exchanges allowing the University community to utilize the region's rich arts and scholarly resources. The service is available to U-M faculty, staff and students with a valid UMID, as well as partners involved in a current University initiative.	<b>COMPLETE</b>
K-12 Outreach Hub: The refined mission: The Center for Educational Outreach (CEO) supports and advances the University of Michigan's commitment to educational outreach and academic excellence. CEO partners with faculty, staff and students to develop and implement programs that inform, engage and inspire a diverse community of scholars.	Development of technology infrastructure; Development of faculty community of practice (Faculty Forum and S.O.S. Fellowship); Consult with schools and colleges; Watson A. Young Scholarship; Deliver custom campus visits for underserved schools; Michigan College Advising Corps; Project Inspire Grants and Workshops; Wolverine Express; University Outreach Council; Michigan Pre-College and Youth Outreach Conference.	<b>COMPLETE</b>

## OFFICE OF ENROLLMENT MANAGEMENT

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Improve staff selection process to ensure fair and equitable hiring practices resulting in a more diverse staff composition.	Use targeted outreach strategies to create diverse and qualified candidate pools.	COMPLETE
	Seek out candidates with experience working in diverse settings and/or serving a diverse population.	COMPLETE
	Collaborate with U-M Staff Diversity Recruitment Coordinator to identify and implement best recruitment practices to support OEM's commitment to diversity, equity and inclusion.	COMPLETE
	Utilize diverse search committees and interview teams: Define interview team protocol including one non-management position and diverse representation across OEM units and/or one external interviewer.	COMPLETE
	Document recruitment, interview and selection process to validate fair and equitable hiring practices.	COMPLETE
	Encourage managers, supervisors and others involved in the hiring process to be transparent about the selection process, specifically when internal promotions are involved.	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/or U-M Staff Diversity Recruitment Coordinator for vacancies, particularly job titles that are part of an Affirmative Action job group.	COMPLETE
	Use targeted outreach strategies to create diverse and qualified applicant pools: Hiring Manager/HR reviews and revises postings as needed and considers unique advertising options.	COMPLETE
	Incorporate DEI content in OEM onboarding/orientation sessions for units: Share University-DEI website as resource.	COMPLETE
	Utilize U-M Human Resources Retention tool kit — resources for retaining valued staff, which includes retention interviews.	NOT STARTED
	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 changes as appropriate.	COMPLETE

	Develop specific professional development opportunities contingent on business need, employee interests, talents and knowledge, skills and abilities.	<b>NOT STARTED</b>
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.	<b>COMPLETE</b>
	Create onboarding and ongoing training plan for all supervisors.	<b>NOT STARTED</b>
	Discover budget and allocate funds for training and professional development.	<b>IN PROGRESS</b>
	Provide managers, supervisors and individuals responsible for hiring, retention and promotions with training to manage a diverse and inclusive work environment.	<b>IN PROGRESS</b>
	Create the expectation that managers and supervisors will lead by example and participate in diversity, equity and inclusion education.	<b>COMPLETE</b>
	Recognize and reward staff for participation in DEI events, programs and training: Incorporate minimum of one DEI objective/goal for each staff member on annual performance management evaluation form.	<b>COMPLETE</b>
	Recognize and reward staff for participation in DEI events, programs and training: Identify and share DEI opportunities throughout academic/fiscal year and provide release time.	<b>COMPLETE</b>
Utilize benchmarks and best practices to promote fairness and equity among staff.	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 across OEM units.	<b>IN PROGRESS</b>
	Perform job audit and equity review across OEM units: Complete equity reviews across each job classification/family. Work with Compensation/HR for large classification groups. Assess budget and make recommendations for pay adjustments, if any.	<b>IN PROGRESS</b>
	Have OEM HR Officer Senior review all promotions and salary increases to guard against discriminatory practices or favoritism.	<b>COMPLETE</b>
	Encourage the use of U-M Career Path Navigator to assist staff with appropriate career development planning.	<b>COMPLETE</b>
	Provide quality training and information sharing for all staff paralleling the types of programs we provide for our external customers.	<b>NOT STARTED</b>
	Develop a system to capture and share staff knowledge and contributions.	<b>NOT STARTED</b>

Develop inclusive human resource strategy that supports and engages staff.	Establish a common onboarding protocol for all units.	<b>COMPLETE</b>
	Provide leadership, diversity and/or sensitivity training to ensure those in supervisory roles understand the climate they are creating.	<b>IN PROGRESS</b>
	Encourage supervisors to incorporate methods of appreciation for their staff.	<b>NOT STARTED</b>
	Implement an ombudsman position to serve as an advocate for those who do not feel they are able to confront leadership regarding supervisory issues or micro-aggressions.	<b>NOT STARTED</b>
	Provide easily accessible workshops to increase cultural competency to better address the needs of communities that we serve.	<b>COMPLETE</b>
	Celebrate employee recognition through yearly award ceremony, with a specific focus on diversity, equity and inclusion efforts to both build camaraderie and encourage friendly competition.	<b>COMPLETE</b>
	Create a culture of open dialogue between employees and supervisors. Upper management must articulate the importance of diversity, equity and inclusion in the workplace and empower the staff to share their stories and experiences with leaders to effect change.	<b>NOT STARTED</b>
	Create a budget to invite speakers and fund lunch sessions.	<b>COMPLETE</b>
	Address student employee needs across the offices and ensure that they are receiving similar cultural competency training and professional development opportunities as other employees in OEM.	<b>NOT STARTED</b>
Provide access to facilities and information utilizing available technology.	Create an annual OEM Diversity, Equity and Inclusion (DEI) Conference where staff can submit proposals to present on DEI efforts that they are working on in their respective departments or programs.	<b>IN PROGRESS</b>
	Improve bi-directional communication between leadership and staff.	<b>COMPLETE</b>
	Improve cross-directional communication between units.	<b>COMPLETE</b>
	Educate employees about accommodations in the work place so that individuals who self-identify as differently abled are aware of, and may seek to use, those available resources, thereby promoting inclusion and equal opportunity.	<b>IN PROGRESS</b>

	Provide an extensive overview to OEM staff about the benefits and services available to them as employees of the university delivered by upper level management to encourage employees to make use of services, accommodations and benefits.	<b>COMPLETE</b>
	Publicize existing resources available to staff in the event of bias incidents .	<b>COMPLETE</b>
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.	<b>NOT STARTED</b>
	Identify patterned growth areas, training topics and subject matter experts across OEM units.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
	Develop training session content and schedule. Assign sessions as needed and encourage attendance for other OEM unit staff.	<b>COMPLETE</b>
Provide funding for conferences related to diversity, equity and inclusion.	Identify and share information on conferences/meetings/seminars related to diversity/equity/inclusion/access.	<b>COMPLETE</b>
	Encourage managers to share and/or recommend DEI conference(s) for employees to attend.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
	Identify internal Subject Matter Experts through conversations and snapshot tool. Reach out to other facilitators on campus as necessary.	<b>COMPLETE</b>
	Schedule sessions based on facilitator and employee availability to maximize attendance.	<b>COMPLETE</b>
	Send multiple e-mail reminders to encourage high participation.	<b>COMPLETE</b>
	Change time and title of "brown bag" sessions to incorporate DEI initiatives into normal work day. Provide release time to attend.	<b>COMPLETE</b>
Include DEI content in annual OEM Staff Conference to facilitate communication and engagement.	Collaborate with Staff Advisory Council to brainstorm and secure DEI speakers/sessions for annual OEM Conference.	<b>COMPLETE</b>
	Track participation and have staff complete evaluations for sessions attended.	<b>COMPLETE</b>
Provide extensive review of benefits and services available to existing staff.	Review Benefits Office website and other University websites for content. Contact U-M Benefits Representative for additional information.	<b>COMPLETE</b>
	Develop presentation or content and provide session/electronic information to staff.	<b>COMPLETE</b>



Create Annual Recognition Award with specific focus on DEI efforts.	Develop award including criteria, qualifications, guidelines, etc.	<b>COMPLETE</b>
	Develop nomination process with deadline for individual staff, groups and/or OEM programming.	<b>COMPLETE</b>
	Determine award type.	<b>COMPLETE</b>

## 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.	<b>COMPLETE</b>
	To the extent feasible and in a manner consistent with law, periodically review makeup of applicant pools and interview pools for any open positions.	<b>COMPLETE</b>
	Continue to include messaging regarding the importance of diversity, equity and inclusion in job postings.	<b>COMPLETE</b>
	Continue to ask all interviewed candidates to explain their commitment to diversity, equity and inclusion as part of the interview process.	<b>COMPLETE</b>
Promote staff professional development and career/title advancement.	Explore creation of a more formal onboarding process for OGC staff to inform new hires about the work we do, and the offices/clients with whom they will be working, in an effort to build a more inclusive office environment.	<b>COMPLETE</b>
	Continue to encourage all staff to participate in at least one professional development opportunity each year and to evaluate their participation in those opportunities.	<b>COMPLETE</b>
	Continue to periodically review title classifications to assess whether titles might be revised to reflect seniority/expertise/experience.	<b>COMPLETE</b>
Promote cultural competence of OGC staff.	Continue to provide periodic diversity, equity and inclusion-themed updates and information-sharing at staff meetings, including with respect to plan progress, as well as a planned discussion on the confluence of disability and copyright.	<b>COMPLETE</b>
	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).	<b>COMPLETE</b>
	Continue to encourage staff to attend diversity, equity and inclusion-themed University events and/or diversity, equity and inclusion-themed sessions at external conferences.	<b>COMPLETE</b>

	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.	COMPLETE
Continue efforts to ensure all OGC staff feel welcomed and respected.	Analyze OGC results from University-wide climate assessment once provided.	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.	Continue to 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.	Continue to 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 and local community's diversity, equity and inclusion outreach efforts.	Help develop and implement Fleming-wide September 2017 DEI Event.	COMPLETE
	Develop OGC event, potentially in collaboration with other Fleming offices, that can be conducted in January 2018 as part of the University's MLK-related activities (with the idea that OGC/ Fleming could continue to hold similar events in future years).	COMPLETE
	Select, with staff feedback, at least one community engagement effort in which OGC can participate as an Office.	COMPLETE
	Design and implement brief client survey to provide constructive feedback to make OGC more accessible to clients across the University.	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 the law.	As part of overall exploration of workplace climate include discussion to identify key aptitude, attitudes, skills and experience that would help us achieve increased diversity in staff over time.	IN PROGRESS
	Expand awareness of unconscious bias and other potential influences in our hiring through staff development. Since we currently have no open positions, use this time to educate and build a base of knowledge in staff.	COMPLETE
	Evaluate departmental new employee orientation process focusing on how we communicate values and expectations related to diversity, equity and inclusion.	NOT STARTED

	Develop recommendations for new employee orientation based on evaluation.	<b>NOT STARTED</b>
	Plan at least one all-staff meeting or retreat (in-person if possible) each year to focus on topics such as strategic planning and DEI goals.	<b>COMPLETE</b>
Assure all staff feel recognized and supported.	Conduct climate study to assess staff's current satisfaction with working in government relations.	<b>COMPLETE</b>
	Increase cross-cultural competency for all staff.	<b>IN PROGRESS</b>
	Follow-up on climate assessment. Use information gathered as starting point for DEI conversations internally.	<b>COMPLETE</b>
	Evaluate ways to modify monthly staff meeting format to better meet communication needs across teams within government relations.	<b>IN PROGRESS</b>
Increase cross-cultural competency 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.	<b>IN PROGRESS</b>
	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 sharing personal culture/heritage.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Attend forums/seminars related to diversity topics hosted by other organizations especially those focused on diversity in higher education.	<b>COMPLETE</b>
	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 DEI activities and why it is important.	<b>IN PROGRESS</b>
	Expand social media presence for government relations. Actively push-out information and activities to a broad audience.	<b>IN PROGRESS</b>
Evaluate and expand the scope of existing programs to encourage and support the University's DEI work.	Conduct a review/planning session of the Road Scholars Program open to all staff to review program goals and activities and discuss potential enhancements.	<b>COMPLETE</b>
	Add DEI-related session to summer schedule for the public service internship program.	<b>NOT STARTED</b>

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.	<b>IN PROGRESS</b>
	Continue staff discussion about this domain to further clarify strategies for future consideration.	<b>NOT STARTED</b>
	Strengthen mechanisms to share information across government relations about staff and faculty with expertise, experience and abilities to engage with external organizations/audiences.	<b>IN PROGRESS</b>
	Identify opportunities to plug in U-M speakers/expertise into community organizations.	<b>IN PROGRESS</b>
Work with Wolverine Caucus planning committee to promote speakers covering diversity-related topics.	Discuss concept with planning committee.	<b>COMPLETE</b>
	Identify speakers on campus that have relevant expertise.	<b>NOT STARTED</b>

## 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 that 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.	<b>IN PROGRESS</b>
	Institute policies regarding required STRIDE training for faculty and UMOR-sponsored STRIDE-like training for staff involved in hiring.	<b>IN PROGRESS</b>
	Require screening of all UMOR job postings to ensure bias-free language, utilizing approved software.	<b>COMPLETE</b>
	Require all position postings to be federal affirmative action- and Americans with Disabilities Act (ADA)-compliant.	<b>COMPLETE</b>
	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).	<b>COMPLETE</b>
	Utilize multiple internal and external job posting outlets including resources provided by U-M's Human Resources.	<b>COMPLETE</b>
	Utilization of U-M-provided resources for diversity recruitment and hiring.	<b>COMPLETE</b>
	Continue to ensure faculty unit directors consider the diversity of their search committees.	<b>COMPLETE</b>

	Train faculty and staff to become UMOR brand ambassadors with a focus on recruitment.	<b>IN PROGRESS</b>
	Partner with other U-M and UMOR units for recruitment opportunities.	<b>COMPLETE</b>
	Work with U-M HR to develop family-friendly employment policies.	<b>IN PROGRESS</b>
	Determine how to best assess diversity, equity and inclusion beyond gender and racial categorization.	<b>IN PROGRESS</b>
	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).	<b>NOT STARTED</b>
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.	<b>COMPLETE</b>
	Create coordinated resource center for UMOR student recruitment opportunities, and utilize U-M diversity networking resources to publicize openings.	<b>IN PROGRESS</b>
	Continue to utilize multiple internal and external job posting outlets, including U-M's Diversity Outreach Network and others included in the proposed UMOR recruitment toolkit.	<b>COMPLETE</b>
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.	<b>IN PROGRESS</b>
	Institute a formal policy requiring all UMOR staff involved in hiring decisions to complete a STRIDE-like training offered by UMOR within 18 months.	<b>IN PROGRESS</b>
	Require screening of all UMOR job postings to ensure bias-free language, utilizing approved software.	<b>COMPLETE</b>
	Require all position postings to be federal affirmative action- and Americans with Disabilities Act (ADA)-compliant.	<b>COMPLETE</b>
	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).	<b>COMPLETE</b>
	Utilize multiple internal and external job posting outlets including resources provided by U-M's Human Resources.	<b>COMPLETE</b>

	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.	<b>IN PROGRESS</b>
	Ensure unit directors consider the diversity of their search committees.	<b>COMPLETE</b>
	Train staff to become UMOR brand ambassadors with a focus on recruitment.	<b>IN PROGRESS</b>
	Partner with other U-M and UMOR units for recruitment opportunities.	<b>COMPLETE</b>
	Work with University Human Resources to develop family-friendly employment policies including special considerations for part-time employees.	<b>IN PROGRESS</b>
	Determine how to best assess diversity, equity and inclusion beyond gender and racial categorization.	<b>IN PROGRESS</b>
Strengthen and expand UMOR's educational offerings that promote diversity, equity and inclusion.	Assess communications plans for IRWG, IRLEE and CHGD's MHIRT to determine if more resources are needed to raise awareness of program offerings (both internal and external to U-M).	<b>IN PROGRESS</b>
	Develop formal process for UMOR units offering, or interested in offering, educational outreach programs to request support (financial, marketing, etc.).	<b>IN PROGRESS</b>
	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 44 percent).	<b>COMPLETE</b>
	Promote DEI offerings at monthly Research Associate Deans (RAD) meetings and encourage RADs to share information with their own faculty and staff.	<b>COMPLETE</b>
Require that all UMOR marketing and communications materials reflect U-M's vision for DEI.	Monitor all UMOR units' communications and marketing materials to maintain diverse and compliant content.	<b>COMPLETE</b>
	Complete communications audits of all UMOR units by the end of FY16.	<b>COMPLETE</b>
	Complete an audit of all UMOR units' websites to ensure language and images reflect diversity. Ensure all websites are ADA-compliant; if not, provide funding to aid units in website upgrades.	<b>COMPLETE</b>
	Update UMOR marketing materials with new UMOR mission, vision and values statements.	<b>IN PROGRESS</b>

	Develop a formal policy addressing diversity, equity and inclusion requirements for UMOR communications tools and disseminate to UMOR communications practitioners through the UMOR Communicator's group. All tools will be reviewed and approved by U-M's Office of the Vice President and General Counsel prior to distribution.	<b>COMPLETE</b>
Create a culture within UMOR where staff members are recognized and awarded for their contributions.	Review data from U-M climate study to assess UMOR staff concerns.	<b>COMPLETE</b>
	Review input from UMTRI focus groups (in progress).	<b>IN PROGRESS</b>
	Review and update job classifications and policies regarding flexible work opportunities.	<b>COMPLETE</b>
	Provide more opportunities for staff development, training and recognition.	<b>IN PROGRESS</b>
Develop an internal communications plan to promote new diversity, equity and inclusion (DEI) plans; achievement benchmarks; add 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.	<b>IN PROGRESS</b>
	Update DEI resources webpage for UMOR faculty and staff.	<b>COMPLETE</b>
	Work with UMOR Communicators group to disseminate information from UMOR's DEI strategic plan.	<b>COMPLETE</b>
All UMOR training programs will reflect U-M's vision for diversity, equity and inclusion (DEI).	Review Navigate suite of training programs for research training to ensure DEI and ADA compliance.	<b>COMPLETE</b>
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, conflict resolution, sexual harassment.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>

## 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.	COMPLETE
	Develop and implement ideas for networking and broadening our recruitment base.	COMPLETE
	Seek opportunities to provide career advancement opportunities and promote from within unit. Two staff members attended Voices of the Staff's StaffWorks Conference and one staff member attended the NCID Leadership Conference for DEI Leads as development opportunities.	COMPLETE
Improve civility and sensitivity with diversity training and dispute resolution resources.	Civility training at staff meeting (ongoing).	COMPLETE
	Conduct LGBTQ 101 Training (completed).	COMPLETE
	Council for Disability Concerns (J. Bernard) discussion at staff meeting (completed).	COMPLETE
	Conduct Conflict Resolution Workshop by Z. Christopher Delk.	NOT STARTED
Increase community outreach.	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 DEI.	COMPLETE
Increase cultural awareness of diverse groups and identities.	Building Community: The Fleming Connection Event with faculty presenter Scott Page and staff from the Center for Positive Organization.	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.	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.	IN PROGRESS
	Office of VP for Communications offered workshop on Verbal Combat to Consensus.	COMPLETE



## OFFICE OF THE PROVOST

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Attract a diverse staff in accordance with the U-M Human Resources Diversity Recruitment Initiative, hire staff members with diverse backgrounds.	Document recruiting best practices that promote diverse applicant pools and hiring of staff from diverse backgrounds and identities.	NOT STARTED
	Develop good practices handbook for onboarding staff.	NOT STARTED
	Continue to use University Human Resources practices and guidelines for recruiting and hiring.	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.	COMPLETE
	Add appropriate questions about professional development to annual review documents.	COMPLETE
	Add appropriate questions about diversity, equity and inclusion professional development to annual review documents.	COMPLETE
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.	COMPLETE
	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
	Consider ways to track staff participation in DEI-related activities.	IN PROGRESS
Increase staff engagement in developing, evaluating and prioritizing actions to improve diversity, equity and inclusion in the Office of the Provost.	Discussions of plan and new activities at staff meetings.	COMPLETE
	Survey on office activity to support DEI.	NOT STARTED
	Determine ways to increase staff participation in planning process.	IN PROGRESS
	Discuss diversity strategic plan at regular staff meetings for all levels of staff.	IN PROGRESS
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.	U-M and other local resources are identified, evaluated and contacted.	IN PROGRESS
	Information about opportunities shared with staff members at all levels.	COMPLETE
	Conflict resolution training sessions are offered to staff at all levels.	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.

Updated information on website.

**COMPLETE**

Increase communication about these programs to all units and highlight them for incoming deans to increase engagement of new deans with these programs during onboarding.

**COMPLETE**

## RACKHAM GRADUATE SCHOOL

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Minority Serving Institutions Initiative: Develop a structure for partnerships with identified Minority Serving Institutions (MSIs) to support diversity recruitment aims into U-M graduate programs.	Create a working group, led by Edmund Graham, Rackham MSI Coordinator, to develop MSI Partnership action plan (goals, proposed infrastructure, including incentives for participation).	<b>IN PROGRESS</b>
	Survey graduate programs' recruitment practices, successes and interests in a MSI partnership program.	<b>IN PROGRESS</b>
Ensure clarity and transparency around Rackham staff hiring processes, including ways DEI are taken up in processes.	Bring together historical and contemporary data on diversity and make-up of Rackham staff.	<b>COMPLETE</b>
	Assess strengths and challenges/needs in current HR approaches, policies, and procedures related to staff recruitment and hiring (e.g., specific efforts that are taken to encourage diverse applicants; lateral moves and promotions within Rackham).	<b>IN PROGRESS</b>
	Improve processes based on assessment of Y1 outcomes.	<b>COMPLETE</b>
Develop systematic ways to learn about and enhance Rackham staff climate (inclusion, voice and equitable opportunity for development and thriving).	Assess the current climate of Rackham staff and share information about staff perspectives around climate; create committee structures focused on staff community and climate.	<b>COMPLETE</b>
	Enhance mechanisms for skill development and increase opportunities for advancement.	<b>COMPLETE</b>
	Continue exploring and implementing different organizational model (e.g., reporting lines) and the roles of the dean, associate deans, assistant deans as they relate to staff.	<b>COMPLETE</b>
Enhance skill development offerings related to diversity, equity and inclusion for students.	Establish professional development programming to support students' participation in leadership training related to DEI (e.g., implementation of the DEI leadership and professional development certificate program).	<b>COMPLETE</b>
	Create a Student Allies for Diversity Grants program for student initiated projects, create Diversity Student/Diversity Leader awards.	<b>IN PROGRESS</b>

Continued, deepened engagement with Rackham's various constituencies with regard to developing, evaluating and prioritizing actions and strategies regarding DEI efforts.	Develop and formalize a new Rackham Diversity, Equity and Inclusion Advisory Committee (RAC DAC) with a focus on participation of Rackham staff and students, faculty, staff from Rackham programs and alumni.	<b>IN PROGRESS</b>
	Seek input from multiple constituencies (e.g., deans from other academic units, leadership from student organizations) on plan updates and revisions for Year Two.	<b>COMPLETE</b>
	Explore and document "best practices" from other institutions (e.g., B1G Academic Alliance) regarding DEI.	<b>COMPLETE</b>
Provide more opportunities for training and development around educational areas relevant to DEI.	Gather input from Rackham staff around areas of education/development/training related to DEI that are of most interest and relevance.	<b>IN PROGRESS</b>
	Identify areas of education/training to prioritize; develop a plan for regular offerings of programming in these areas; and provide a resource list for programs across campus that are relevant to DEI initiatives.	<b>IN PROGRESS</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>
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.	Identify/inventory programming and resources that support student sense of belonging.	<b>COMPLETE</b>
	Prioritize those programs/activities that have shown most success/impact; consider discontinuing those that have shown less impact.	<b>COMPLETE</b>
	Develop a plan for evaluation/assessment (or improving evaluation/assessment) for those programs and activities that are viewed as most promising or high priority.	<b>COMPLETE</b>
	Participation in #IChoseUMich campaign from student organizations, campus partners and students/alumni who represent diverse backgrounds and have resources to share.	<b>COMPLETE</b>
	Work to revise Rackham Interdisciplinary Workshops proposals to require that they include an aspect of Diversity, Equity and Inclusion that will be addressed.	<b>IN PROGRESS</b>
	Consider best ways to develop new structures to support/enhance sense of belonging for diverse student constituencies.	<b>COMPLETE</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>

Continue policies and practices with academic programs that encourage and lead to enhanced student completion.	Continue a 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).	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	Continue emphasis to programs 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).	<b>IN PROGRESS</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>
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).	<b>COMPLETE</b>
	Determine how negative climate experiences of staff lead to turnover/attrition.	<b>COMPLETE</b>
	Gather input from Rackham staff community (e.g., using staff committee structures) around best ways to learn about and address staff retention.	<b>COMPLETE</b>
	Examine current conflict resolution procedures and practices; identify explicit ways to ensure DEI issues are adequately integrated.	<b>COMPLETE</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>
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.	<b>IN PROGRESS</b>
	Work on developing policies and practices for assessment of program activities, including procedures for proposing/approving new programmatic activities (e.g., how to improve programs, whether to expand or whether to discontinue).	<b>IN PROGRESS</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>

Enhance our communications and information sharing with academic programs around Rackham's investment in DEI.	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.	<b>IN PROGRESS</b>
	Share more data related to DEI on our website so graduate programs can more easily access needed information.	<b>COMPLETE</b>
	Continue to update students on our DEI efforts in e-mail newsletters or special messages from Dean Solomon.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	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).	<b>IN PROGRESS</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>
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.	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).	<b>NOT STARTED</b>
	Develop plan for staff training and making progress in improvements to our website, web applications, and web resources towards ADA compliance.	<b>COMPLETE</b>
	Develop a plan for implementing the most promising communications ideas and approaches.	<b>COMPLETE</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>
Establish DEI priorities within Rackham's Development and Fundraising, Alumni Communication and Fundraising Efforts.	Examine make-up/backgrounds of current Rackham donors.	<b>IN PROGRESS</b>
	Continue new promising practices to reach diverse alumni (such as new outreach efforts to Rackham Merit Fellow alumni).	<b>IN PROGRESS</b>
	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).	<b>IN PROGRESS</b>

	Establish outreach plans to RMF alumni, SCOR alumni and other potential fellowship programs to develop alumni conversations related to Rackham's DEI priorities.	<b>IN PROGRESS</b>
	Explore best ways to communicate with donors and prospective donors around Rackham's DEI priorities.	<b>IN PROGRESS</b>
	Plan for Y3–Y5 based on assessment of Y1/2 outcomes.	<b>COMPLETE</b>
Enhance supports for Rackham Faculty Allies for Diversity to better enable their roles as leaders and change agents in graduate education.	Targeted outreach to non-Rackham departments/units that do not have a Faculty Ally.	<b>COMPLETE</b>

## ROSS SCHOOL OF BUSINESS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Build diverse pipeline of potential applicants.	Host and run LEAD Summer Business Programs; integrate MREACH students or host MREACH summer program.	<b>COMPLETE</b>
	Continue to implement and improve Ross Summer Connection, our bridge program for summer direct admits to Ross.	<b>COMPLETE</b>
	Continue and improve PI to foster academic success at UM and to apply to Ross.	<b>COMPLETE</b>
	Support Michigan Business Women (MBW) on outreach efforts, especially w/U-M first-year students.	<b>COMPLETE</b>
	Continue and improve several on campus MREACH events for HS students.	<b>COMPLETE</b>
Identify, recruit and attract a diverse applicant pool.	Continue to offer admissions events to general and diverse audiences (one to many) and individual recruiting discussions (one on one).	<b>COMPLETE</b>
	Ensure that marketing materials — mailings, website, social media — appeal to a diverse set of applicants.	<b>IN PROGRESS</b>
Yield top applicants from diverse populations.	Create and award scholarships for students with a demonstrated commitment to diversity.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
	Assist application-based clubs to develop processes to diversify their membership.	<b>IN PROGRESS</b>
	Pursue supplemental training and learning opportunities (e.g., Och Women in Finance trek and Diversity Case Competitions).	<b>COMPLETE</b>

	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.).	<b>COMPLETE</b>
	Strengthen collaborations between diversity clubs and RCS to enhance their visibility to corporate partners and improve the employment outcomes of their members.	<b>IN PROGRESS</b>
	Maintain and foster peer to peer mentorship and coaching relationships.	<b>COMPLETE</b>
	Explore the creation of a Diversity Trek for Finance Sector.	<b>COMPLETE</b>
	Integrate diversity issues in core classes through cases, discussions, exercises and other relevant approaches.	<b>IN PROGRESS</b>
Provide opportunities to increase cross-cultural interactions and develop intercultural competency.	Expand and promote global engagement opportunities.	<b>COMPLETE</b>
	Engage BBA students in nontraditional, diversity-focused minors (e.g., IGR and Social Change).	<b>COMPLETE</b>
	Strengthen the prominence of Minor in Entrepreneurship, Minor in Business and Sales track as alternative business academic paths.	<b>COMPLETE</b>
	Expand and enhance IDO, the milestone requirement that imparts general and specific knowledge on identity and diversity issues.	<b>COMPLETE</b>
	Strengthen and develop an infrastructure for IDO peer facilitation group.	<b>COMPLETE</b>
	Research the connection between DEI understanding and skillset to career success.	<b>COMPLETE</b>
	Develop external corporate partnerships to share real-world expertise with Ross students.	<b>COMPLETE</b>
	Assess and train students in IDI, CQ, StrengthQuest and Gallup Wellbeing.	<b>COMPLETE</b>
Build diverse pipeline of potential applicants.	Continue to strengthen partnerships with organizations that engage in pipeline building efforts by providing information and visibility.	<b>COMPLETE</b>
Identify and attract a diverse applicant pool.	Continue to offer Admissions events to diverse audiences in targeted regions of the world.	<b>COMPLETE</b>
	Develop a suite of marketing materials — mailings, website, social media — that appeals to a diverse set of applicants.	<b>IN PROGRESS</b>

Yield top applicants from diverse populations.	Maximize yield of scholarship dollars. Create scholarships for students who support initiatives that are tied to the Michigan Ross purpose.	<b>COMPLETE</b>
	Continue to support yield events for diverse audiences.	<b>COMPLETE</b>
Create an inclusive climate in which all students can thrive.	Continue to support all clubs in their efforts to build confidence and self-awareness, and impact the broader Ross community.	<b>COMPLETE</b>
	Create opportunities for students to share experiences and build empathy.	<b>COMPLETE</b>
	Continue the Women's Initiative for the Executive MBA Program.	<b>COMPLETE</b>
Improve intercultural competency by enhancing skillsets that promote the ability to thrive in culturally diverse situations.	Assess students' CQ during orientation and MBA2 orientation.	<b>COMPLETE</b>
	Continue to promote and offer cross-cultural workshop.	<b>COMPLETE</b>
	Provide global experiences or greater opportunities for cross-cultural collaborations.	<b>COMPLETE</b>
Build diverse pipeline of potential applicants (e.g., Ph.D. Project).	Continue membership with The Ph.D. Project.	<b>COMPLETE</b>
	Continue to recruit Ph.D. students at the annual conference and faculty from students graduating from the Ph.D. Project.	<b>COMPLETE</b>
	Create a bridge to the Ross Ph.D. program for qualified undergraduate and master's students in collaboration with and co-funded by Rackham.	<b>COMPLETE</b>
	Partner with Alumni Relations to leverage our Ph.D. alumni network to identify potential doctoral students.	<b>IN PROGRESS</b>
	Continue to match Ross Ph.D.s with Ross BBAs who submit a thesis for the capstone requirement.	<b>COMPLETE</b>
Identify and attract a diverse applicant pool.	Admissions events are scheduled with diverse audiences in targeted regions of the world.	<b>COMPLETE</b>
	Develop a suite of marketing materials — mailings, website, social media — that appeals to a diverse set of applicants.	<b>COMPLETE</b>
Yield top applicants from diverse populations.	Continue to leverage Rackham Merit Fellowship (RMF) in support of academic excellence and inclusiveness.	<b>COMPLETE</b>
	Continue membership with DocNet, a consortium of business doctoral programs, and participation in recruiting events.	<b>COMPLETE</b>



Create an inclusive climate in which all students can thrive.	Continue first-year cohort orientation including 8 Modules on responsible conduct of research and scholarship.	<b>COMPLETE</b>
	Acknowledge students as “Faculty in Training” to prepare for life in the academy by exposing students to key elements of an Assistant Professor role: research, teaching, service and administration.	<b>COMPLETE</b>
	Continue Teacher Development Program, which provides two years of supportive preparation before students enter the classroom as instructors and a teaching support group while students are actively teaching.	<b>COMPLETE</b>
	Continue mental health initiative to promote health and well-being and to create connections to resources for hidden disabilities.	<b>COMPLETE</b>
	Promote appreciation and the value of difference through educational opportunities. Specifically, students are expected to collaborate outside their fields.	<b>COMPLETE</b>
Provide opportunities to increase cross-cultural interactions and develop intercultural competency.	Review Cultural Intelligence (CQ) Assessment and training to determine how to integrate in the Ph.D. program.	<b>IN PROGRESS</b>
	Continue joint Ph.D. Business and Economics program initiated with LSA in 16–17.	<b>COMPLETE</b>
Attract and retain a diverse staff.	Update Ross 102 (Introduction for Managers) and Faculty Director onboarding materials to include Ross commitment to diversity and managerial responsibilities with respect to cultivating a diverse and inclusive environment.	<b>COMPLETE</b>
Create an inclusive and equitable climate in which all staff can thrive.	Continue to cultivate diversity on committees (staff involvement group, community learning group, staff recognition awards, green team, etc.) and in communications and features.	<b>COMPLETE</b>
	Engage Ross staff climate survey champions in process of debriefing survey results expected in Fall 2018.	<b>COMPLETE</b>
	Review performance review KSAs for consistency with DEI commitment; highlight important connections or update as necessary.	<b>COMPLETE</b>
	To foster and support an environment that is inclusive, respectful and free from discrimination and harassment, continue to define and clearly articulate for staff the resources available at Ross and U-M, channels available to help resolve any concerns that arise, and how to file a complaint.	<b>COMPLETE</b>

Create an environment that fosters cross-cultural engagement and understanding.	Develop Crucial Conversations refresher workshop to keep the model top of mind.	<b>COMPLETE</b>
	On an annual basis in both the management forum and Ross connections groups, dedicate a session for a workshop/activity designed to expand awareness or develop skills related to diversity, equity and inclusion. Assign rotating responsibility to plan and implement the event in order to foster shared responsibility in cultivating a diverse and inclusive community.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
Identify and attract top faculty from diverse backgrounds.	Increase participation in the various Ph.D. Project Doctoral Student Associations.	<b>COMPLETE</b>
	Encourage faculty search committees to attend STRIDE.	<b>COMPLETE</b>
	Continue to review the faculty interviewee list and encourage and promote diverse interview pool.	<b>COMPLETE</b>
	Explore ways to influence awareness of unconscious bias and perceptions on a search committee.	<b>COMPLETE</b>
	Leverage select Ross conferences to create Ph.D. pipelines for future faculty hiring.	<b>COMPLETE</b>
	Explore ways to market Ross to attract diverse candidates and create materials for prospective faculty.	<b>IN PROGRESS</b>
Create an inclusive environment in which all faculty can thrive.	Increase Mentoring opportunities: Promote Advance Launch for new junior faculty.	<b>COMPLETE</b>
	Every unit has written faculty mentoring policy to help junior faculty members thrive.	<b>IN PROGRESS</b>
	Assess Faculty Culture.	<b>COMPLETE</b>
	Provide CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity for all Ross Faculty.	<b>IN PROGRESS</b>
	Participate in the Faculty Allies for Diversity program sponsored by Rackham Graduate School.	<b>COMPLETE</b>
	Explore what it would mean in practice to monitor evidence of bias in faculty evaluations that are administered by Executive Committee.	<b>COMPLETE</b>

	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 U-M, channels available to help resolve any concerns that arise, and how to file a complaint.	<b>COMPLETE</b>
Develop capabilities to teach a diverse student population.	Encourage all Ross faculty to attend the CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity.	<b>IN PROGRESS</b>
Develop capabilities to teach a diverse student population.	Encourage the development and use of teaching materials, including cases that discuss diversity, equity and inclusion directly as well as functional cases and classroom material that utilize a diverse set of individuals in the cases and in examples	<b>COMPLETE</b>
Develop students' capacities to understand their own identities, values, perspectives and learning.	Offer workshops to explore and understand how identities and cultural backgrounds affect others and ourselves in our experiences at Ross.	<b>COMPLETE</b>
	Offer workshops to establish a culture around openly communicating across identity differences and similarities.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
	Collaborating with students, faculty and staff to engage in Community Conversation about diversity and inclusion issues affecting the Ross community and the world.	<b>COMPLETE</b>
	Continue to support the Faculty Director for Diversity and Inclusion position.	<b>COMPLETE</b>
	In anticipation of continued political change and social unrest, develop protocol to respond to unforeseen legislative changes, protests and threats to inclusion.	<b>COMPLETE</b>

## SCHOOL FOR ENVIRONMENT & SUSTAINABILITY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
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.	<b>COMPLETE</b>
Solicit more applications from historically underrepresented students.	Change SEAS application form to collect more diversity data on applicants to enhance our ability to measure progress on DEI: 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.	<b>COMPLETE</b>

	Change the SEAS 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 to include diverse students with academic interests resembling those who usually apply to SEAS.	IN PROGRESS
	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 SEAS by making attendance more affordable.	Provide increased funding, in legally permissible ways, to assist students to attend SEAS.	IN PROGRESS
	Develop and leverage scholarships and funding streams to facilitate, in legally permissible ways, the recruitment, admission and retention of a diverse student body.	IN PROGRESS
	Create a scholarship fund for low-income, first generation and geographically underrepresented graduate students at SEAS.	NOT STARTED
	Additional application fee waivers from SEAS, with greater eligibility than Rackham's application fee waiver program.	COMPLETE
	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 SEAS, apply to the school, are admitted and matriculate.	IN PROGRESS
Develop practices that facilitate meaningful engagement of all students in SEAS in the life of its community.	Develop procedures for training SEAS 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.	IN PROGRESS
	Provide incoming students with a list of SEAS and campus-wide DEI resources.	COMPLETE
	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.	<b>COMPLETE</b>
	Develop a peer mentoring system to increase community building.	<b>NOT STARTED</b>
	Develop Visit Day activities for doctoral students.	<b>IN PROGRESS</b>
	Hold a school-wide diversity mixer at the beginning of the school year.	<b>COMPLETE</b>
	Include master's and doctoral students, domestic and international students and alumni on DEI committees.	<b>IN PROGRESS</b>
Increase the professional development of all SEAS students.	Provide professional training for students in DEI activities, consider for credit modules as an option.	<b>IN PROGRESS</b>
	Track the job placements and internships of SEAS graduates by multiple demographic categories.	<b>COMPLETE</b>
	Report DEI metrics to SEAS community and beyond.	<b>IN PROGRESS</b>
Create a more inclusive community for SEAS students.	Schedule Master's and Doctoral Students review and listening sessions to solicit further input on the SEAS DEI Plan.	<b>COMPLETE</b>
	Evaluate Visit Day for opportunities to showcase SEAS DEI activities and commitments more effectively.	<b>COMPLETE</b>
	Develop Visit Day activities for doctoral students.	<b>NOT STARTED</b>
	Student leadership should be utilized to build a more inclusive community: 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.	<b>IN PROGRESS</b>
	Track leaders and student government representatives should bring students together for more social, educational and cultural events.	<b>COMPLETE</b>
	Explain SEAS's traditions as expressed through activities such as the Great Roast, Camp Fire and Sustaina-ball to new students.	<b>COMPLETE</b>
	Evaluate traditions and make adjustments as the needs and expectations of the student body change.	<b>COMPLETE</b>
	Consider non-alcoholic options at student gathering and social events.	<b>COMPLETE</b>
	Include international cultural celebrations as part of evolving SEAS traditions.	<b>IN PROGRESS</b>

	Develop student-initiated cross-cultural activities and events.	<b>COMPLETE</b>
	Create a buddy system that matches first year with second/third year students.	<b>IN PROGRESS</b>
	Develop student peer mentoring program.	<b>NOT STARTED</b>
Improve retention among SEAS staff.	Develop a strong mentoring program that incorporates a workshop on mentoring diverse staff.	<b>NOT STARTED</b>
	SEAS should identify and reach out to appropriate offices on campus to develop this workshop and to identify a model staff mentoring program.	<b>NOT STARTED</b>
Conduct regular climate assessments.	Implement biannual staff climate assessments, 2015 – 2017 – 2019 – 2021.	<b>COMPLETE</b>
Provide information about DEI campus resources.	Create a list of campus-wide DEI training opportunities to be distributed to current staff and new hires.	<b>COMPLETE</b>
	Staff report on their DEI involvement on their annual review.	<b>COMPLETE</b>
	Track and report on staff involvement in DEI activities.	<b>COMPLETE</b>
Build a support system for staff to promotion inclusion in the SEAS.	Hiring Managers will be responsible for assigning a mentor to new hires that will provide professional support or opportunities for greater inclusion in the SEAS staff community.	<b>NOT STARTED</b>
	Develop a peer mentoring system amongst staff.	<b>IN PROGRESS</b>
	Report on mentoring activities in annual reviews — consider as part of merit review.	<b>NOT STARTED</b>
Conduct regular climate assessments.	Implement biannual staff climate assessments, 2015 – 2017 – 2019 – 2021.	<b>COMPLETE</b>
Increase diversity in the SEAS faculty.	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: 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 that does not reflect the relevant labor market should be extended until more diverse applicants are found or a justification should be made if the search is to be continued.	<b>IN PROGRESS</b>

	The SEAS 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: Identify outstanding scholar that will fit within the prioritized areas of potential hiring. Develop a forum talks, visiting scholar, etc., by which the SEAS 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.	<b>COMPLETE</b>
Improve retention rates of all faculty and specifically faculty from underrepresented groups in the SEAS.	SEAS 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.	<b>IN PROGRESS</b>
	Faculty should be given opportunities to learn how to contribute to this more inclusive community, accessible through the SEAS and university.	<b>COMPLETE</b>
Improve development of SEAS faculty.	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. 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.	<b>IN PROGRESS</b>
Improve development of SEAS faculty.	SEAS should identify and reach out to appropriate offices on campus to develop this training and to identify a model faculty mentoring program. Seek help from CLRT and STRIDE committee.	<b>NOT STARTED</b>
Provide resources for faculty to foster a more inclusive environment in their classroom and SEAS community.	Develop DEI sensitivity training for faculty to develop the skills to facilitate potentially difficult conversations.	<b>NOT STARTED</b>
	Provide increased opportunities for faculty to share their experiences in classroom. Faculty report on curricular changes that incorporate DEI action steps in courses on annual report.	<b>IN PROGRESS</b>
	Encourage faculty to increase international and environmental justice content in new and current courses.	<b>IN PROGRESS</b>
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.	<b>COMPLETE</b>
	Encourage speaker series of various tracks and program events to consider DEI principles when inviting speakers.	<b>IN PROGRESS</b>
	Recruit and encourage faculty participation in SEAS and campus-wide training.	<b>COMPLETE</b>
	Faculty report on DEI training in annual review form.	<b>COMPLETE</b>
	Provide DEI training for all master's project advisors.	<b>NOT STARTED</b>

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.	<b>IN PROGRESS</b>
	SEAS's Communications Office should profile faculty and highlight their desire to work with diverse students.	<b>COMPLETE</b>
	Combine SEAS-related travel with recruitment activities.	<b>IN PROGRESS</b>
Improve the mentoring experience by increase faculty's skills in working with students from underrepresented groups, among others.	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 SEAS.	<b>COMPLETE</b>
	Norms for student mentoring will be established, including faculty meeting with advisees at least once per semester during the time they are in SEAS. 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.	<b>IN PROGRESS</b>
Conduct regular climate assessments.	Implement biannual faculty climate assessments, 2015 – 2017 – 2019 – 2021.	<b>COMPLETE</b>

## SCHOOL OF DENTISTRY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the representation and retention of diverse faculty.	Require STRIDE training for all.	<b>IN PROGRESS</b>
	Posted positions should call for, among others, diverse candidates.	<b>COMPLETE</b>
	Mentoring plan.	<b>IN PROGRESS</b>
	Unconscious bias training for all search committee members workshop and videos.	<b>IN PROGRESS</b>
	Cultural competency/sensitivity training for all faculty workshop and videos. Speaker to talk about innovative teaching.	<b>IN PROGRESS</b>
Increase the representation and retention of diverse staff.	Require unconscious bias training for all hiring supervisors and search committees.	<b>IN PROGRESS</b>
	Require cultural competency/sensitivity training for all supervisors, workshop and videos.	<b>NOT STARTED</b>
	Consult with U-M Diversity Coordinator to source all jobs widely, including by reaching out to minority community groups.	<b>COMPLETE</b>
Increase the representation and retention of diverse students.	Follow established recruiting plan.	<b>COMPLETE</b>
	Create Ambassadors program in CBDEs.	<b>IN PROGRESS</b>



Sustain and grow the Profile for Success Program (PFS), a pipeline program for encouraging disadvantaged students, who have shown a commitment to diversity, equity and inclusion, to pursue careers in dentistry.	Provide annual programming.	COMPLETE
	Collect pre- and post-program data on participant success in acceptance into dental school; number of applications to our program, number of participants accepted into our program and other dental schools.	COMPLETE
Cultural Competency Training Series III.	November 29, 2017 Howard Ross CEO Cook Russ; Power and Privilege.	COMPLETE
	Pre- and post-survey conducted.	COMPLETE
Increase resources that foster an inclusive environment.	Allow release time to attend MAC events.	COMPLETE
	Remind supervisors that staff should be able to attend MLK Day events.	COMPLETE
	Staffing levels in the Office of Diversity and Inclusion will be reviewed in response to needs and success annually.	COMPLETE
Create structures to improve communication across the school.	Communicate a clear and safe place to report problems and resources available.	IN PROGRESS
	As part of SOD orientation, each person spends time with all departments and/or committee of staff, students and faculty.	NOT STARTED
	Quarterly inter-dept meetings.	NOT STARTED
	Create “buddy system” — each person has a buddy in other areas of the school.	NOT STARTED
Create think tanks made up of students, faculty and staff.	MAC/Implementation Committee subcommittee to explore best practices to create think tanks.	NOT STARTED
Create a clear, safe place to report incidents of microaggressions.	Identify a resources page on MiTools that directs people where to report microaggressions and how to get help. Communication plan developed for SOD.	IN PROGRESS
Sustain MAC events/activities that create an inclusive environment and raise cultural sensitivity.	Multicultural Mirror.	COMPLETE
	CE events.	COMPLETE
	Getting to Know You.	COMPLETE
	Brown bags.	COMPLETE
	Taste Fest.	COMPLETE
	Chilli-umpkin.	COMPLETE

	MLK Day.	COMPLETE
	LGBT Ally training.	COMPLETE
	Annual Report to the School Leadership.	COMPLETE
Implement cultural sensitivity training.	Faculty CE courses — CRLT players, guest lecturers.	COMPLETE
	Faculty retreat/team building sessions.	COMPLETE
	Staff cultural sensitivity training with examples of dos and don'ts.	COMPLETE
	Assess pre- and post-training to evaluate effectiveness.	COMPLETE
	Faculty CE on creative and inclusive teaching- demonstrate in annual reviews that faculty teaching changed as a result.	COMPLETE
Improve accessibility of on-line resources.	Conduct ADA review of all websites and web resources.	NOT STARTED
Investigate options and strategies to broaden access to resources for counseling of prospective students and parents.	Expand outreach to prospective students from diverse backgrounds who have shown a demonstrated commitment to diversity, equity and inclusion.	COMPLETE
Create an Interprofessional Special Needs Clinic to provide oral healthcare to underserved patients with special needs.	Installed Director of Integrated Special Needs Clinic, Dr. Carol Ann Murdoch-Kinch: The Walter H. Swartz Professor of Integrated Special Care Dentistry.	COMPLETE

## SCHOOL OF EDUCATION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Continue and enhance dije-based partnership development for diverse student recruitment.	Formally establish new partnerships with Washtenaw International High School and Middle Academy (or comparable schools) and with at least one HBCU.	COMPLETE
Continue and enhance dije-based partnership development.	Continue and enhance U-M SOE event offerings that attract students from other schools/units to consider taking SOE courses.	COMPLETE
	Continue seeking formal partnerships with historically Black colleges & universities to aid in recruiting teacher education students from diverse populations.	COMPLETE
Continue and enhance dije-based curriculum.	Finalization of undergraduate program minor for Fall 2018 launch.	COMPLETE
	Seek graduate student feedback via forums, dije conversations, and dije cognate guide development.	COMPLETE
	We will also take new steps to seek feedback from our graduate students and collaborate with them to plan curricular enhancements.	COMPLETE

Continue the evaluation and seeking of funds to increase dije-related student assistance & initiatives.	Dean Moje and SOE leadership will continue with fundraising efforts.	<b>COMPLETE</b>
Enhance staff equity & inclusion initiatives.	Clarify and address salary equity matters.	<b>COMPLETE</b>
	Review and adjust (as needed) the staff hiring protocols that EDAC proposes to Dean Moje to help assess job candidates' dije-related experience and commitments.	<b>IN PROGRESS</b>
	Boost staff morale and facilitate staff members' increased involvement and sense of investment in SOE dije initiatives and programs.	<b>COMPLETE</b>
	Facilitate staff members' increased involvement and sense of investment in SOE dije initiatives and programs.	<b>COMPLETE</b>
Offer ongoing and enhanced dije programming.	Continue programming dije-related colloquia, symposia and book clubs.	<b>COMPLETE</b>
	Continue to publish our dije newsletter "Expansions" and select a graduate student, education justice intern during fall and winter semesters.	<b>COMPLETE</b>
	Begin hosting regular dije "community conversations" that are open to all SOE community members and serve as an information sharing and dialogue session about SOE dije efforts.	<b>COMPLETE</b>
	Highlight dije-related events, including those that faculty, staff and students submit, on SOE's online calendar.	<b>COMPLETE</b>
Continue and enhance dije-based partnership development to offer educational outreach and increased learning opportunities.	Seek the formal establishment or formal expansion of K-12 partnerships through the collaborating and securing the approval of area superintendents, principals, other school and district leaders.	<b>COMPLETE</b>
	Ensure our current undergraduate and graduate students have an appropriate and respectful level of access to our partnership sites for learning, professional development, research and community service purposes.	<b>COMPLETE</b>
Expand organizational infrastructure to support and sustain dije.	Hiring of GSSA and appointments of assessment and reporting coordinator, CSHPE dije coordinator and educational justice interns.	<b>COMPLETE</b>
	Onboarding of new dije implementation team members.	<b>COMPLETE</b>

## SCHOOL OF INFORMATION

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase diversity of students in all degree programs.	Continue developing and refining recruitment strategies and processes across all academic programs to promote diversity, equity and inclusion, adjusting activity based on assessment of impact.	COMPLETE
	Deepen and extend collaborations with community colleges. Expand outreach activities to support recruitment of external transfers to the BSI program.	COMPLETE
	Further develop and actively promote need-based aid for master's students.	COMPLETE
Equitable assessment of each applicant in the admissions review process.	Establish a process and criteria to assess equity in applicant review process over time for all programs.	COMPLETE
	In collaboration with MHI partner school(s), evaluate and ensure equitable applicant review and appropriate use of GRE in the admissions process.	COMPLETE
Develop clear lines of responsibility and accountability for promoting diversity in student applicant pools, establish policies and reporting procedures and provide appropriate training.	Develop one or two new opportunities for community input (faculty, staff, students, alumni) on recruitment strategies and engagement with recruiting efforts.	COMPLETE
	Share outcomes of diversity recruitment, admissions and yield with the UMSI community.	COMPLETE
Continue to increase diversity of staff.	Provide a training session for all supervisors on diversity recruitment and implicit bias in selection processes.	COMPLETE
	Share best practices for diversity recruitment and strategies for avoiding implicit bias with selection teams.	COMPLETE
Increase diversity of faculty.	Establish a standing committee charged with developing and implementing a plan for ongoing cultivation of diverse candidates for faculty positions.	IN PROGRESS
	Continue having faculty search committee members complete STRIDE training.	COMPLETE
	Develop tools and checkpoints to support faculty search committees with integrating STRIDE training into the selection process.	COMPLETE
Create a teaching and learning environment that prepares students for careers in diverse and global environments.	Provide a workshop for all members of academic program committees; provide a workshop for all faculty on inclusive teaching practice.	COMPLETE
	Identify and evaluate strategies to infuse DEI into the curriculum and implement one or more strategies in each of our academic programs this year.	COMPLETE

	The Office of Professional and Community Engagement and the Office of Career Development will integrate diversity, equity & inclusion values and intercultural competency themes into its curricular and co-curricular offerings, policies and practices and assessment activities.	<b>COMPLETE</b>
Produce and disseminate faculty-led scholarship related to diversity, equity and inclusion across its many dimensions.	Assess whether there are any barriers that are preventing faculty from pursuing research on topics related to diversity, equity and inclusion. If there are any, identify and implement one or two new strategies for reducing those barriers.	<b>COMPLETE</b>
	Assess whether existing research related to diversity, equity and inclusion is reaching the full audience that would benefit from knowing about it. If not, identify and implement one or two new strategies to increase its visibility.	<b>COMPLETE</b>
Promote participation in research by undergraduate and master's students from groups that are underrepresented — including women, first generation college students and underrepresented minorities.	Provide faculty leading research teams with recommendations on ways to increase access to their research team for individuals from underrepresented communities without using identity characteristics as a selection criterion. Explore and propose new funded research opportunities with a focus on students who meet diversity's broadly defined criteria.	<b>COMPLETE</b>
	Establish mechanisms for multi-year follow-up with UMSI pipeline program participants, tracking initial participation to future matriculation in graduate programs.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
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. (This focus derives from UMSI 2015 climate survey data).	Establish and implement an annual plan for DEI professional development for faculty, including: new faculty orientation; STRIDE training for all members of faculty search committees; workshop for members of academic program committees; inclusive teaching workshop for all faculty; brown bag discussion series on DEI issues and topics. Evaluate and adjust plan annually.	<b>COMPLETE</b>
	Establish and implement an annual plan for DEI professional development for staff, including: DEI onboarding meetings; completion of "Diversity 101" online training offered by U-M LPD by all staff members; one all-staff DEI workshop per year; support (financial and work release time) for attending DEI training and activities offered on campus or through professional associations. Evaluate and adjust plan annually.	<b>COMPLETE</b>
	Charge the UMSI Diversity Committee with implementing activities, evaluating issues and practices and making recommendations or proposals to the school's leadership to further advance an equitable and inclusive environment at UMSI.	<b>COMPLETE</b>
Raise awareness among Ph.D. 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.	Establish and implement a plan for integrating DEI content into doctoral student professional development and student life programs.	<b>COMPLETE</b>
Provide comprehensive career planning that allows for work/life balance considerations, familial commitments and non-academic careers.	Continue and assess effectiveness of programs for doctoral students to explore different career options and access information about alternative career paths.	<b>COMPLETE</b>

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.	Develop, implement and evaluate continuing and new DEI content in MSI Orientation, including use of new intercultural assessment tool, bystander intervention training and Information Challenge experience focusing on working across differences.	<b>COMPLETE</b>
	Establish and implement a plan for student life programming that integrates DEI content; assess and adjust plan annually.	<b>COMPLETE</b>
Raise awareness among BSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive for individuals or groups. Ensure that BSI students feel integrated into larger UMSI community (based on preliminary data that suggests that inclusion is a key issue).	Establish and implement a plan for BSI orientation and student life programming that integrates DEI content including use of intercultural competency assessment tool.	<b>COMPLETE</b>
	Add questions to the BSI annual student survey to assess identification and integration in the UMSI community.	<b>COMPLETE</b>

## SCHOOL OF KINESIOLOGY

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of applications to Kinesiology UG Programs.	Visits to five (5) local and three (3) regional “pipeline” entities (high schools, programs and events) that serve demographically diverse students.	<b>COMPLETE</b>
	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 (HSI) and Tribal Colleges], McNair Scholar Programs and listserves and associations to send targeted e-mails regarding educational opportunities in Kinesiology.	<b>COMPLETE</b>
	Offer an e-Information session for students at demographically diverse colleges.	<b>COMPLETE</b>
	Visit at least four (4) entities that serve/enroll a diverse student population to recruit for the Kinesiology Graduate Program (visiting at least two [2] per semester).	<b>COMPLETE</b>
	Involve current Kinesiology students from demographically diverse high schools in outreach recruitment and engagement.	<b>COMPLETE</b>
Increase the diversity of students enrolled in Kinesiology UG Programs.	Establish High School Visitation Day(s) in Kinesiology for students from demographically diverse high schools.	<b>COMPLETE</b>
	Implement a system for waiving the UG and Graduate application fees for need-based students.	<b>COMPLETE</b>
	Create Graduate Admission metrics beyond the traditional GRE scores that are viable indicators of academic merit, potential and “grit.”	<b>COMPLETE</b>
	Increase the amount of the Kinesiology Merit Fellowship for Graduate students.	<b>COMPLETE</b>

Create and provide a supportive and welcoming learning environment for all students.	Establish a Kinesiology Merit Fellowship for Undergraduate students using the same criteria that is used to select Rackham Merit Fellows.	IN PROGRESS
	Establish a need-based bridge support system for UG students with financial hardships.	IN PROGRESS
	Elevate the presence of the Kinesiology Student Diversity and Inclusion Network (KDIN) at UG Student Fall Orientation.	COMPLETE
	Establish an Inclusive Mentoring and Peer-Support program for students.	IN PROGRESS
	Maintain a dedicated physical multicultural space for students.	COMPLETE
	Offer at least one graduate and undergraduate student-focused DEI program/activity/event per semester.	COMPLETE
	Create an e-portal of DEI resources and materials for students.	COMPLETE
Increase the diversity of student applications to Kinesiology Graduate Programs.	Maintain the Bridge Program throughout the academic year to facilitate the transition and academic success of students from groups that are underrepresented at U-M and in Kinesiology.	COMPLETE
	Actively encourage students to participate in the U-M Student Climate Survey Fall 2017.	COMPLETE
	Visits to at least four (4) institutions that serve/enroll demographically diverse students (i.e., MSI — HBCU, MSI or Tribal Colleges).	COMPLETE
	Offer an e-Information session for students at demographically diverse colleges (at least one per semester).	COMPLETE
Increase the number of URM students enrolled in Kinesiology Graduate Programs.	Compile e-mail lists and send targeted recruitment e-mails to entities that serve high-performing demographically diverse students (McNair Scholars, MSI contacts, and listserves and associations) to send information about educational opportunities in Kinesiology.	COMPLETE
	Involve current Kinesiology students from demographically diverse high schools in at least one outreach recruitment and engagement activity at their home institution per year.	COMPLETE
	Establish Campus Visitation Day(s) to host prospective students from demographically diverse institutions.	COMPLETE
	Create metrics beyond the GRE that are viable indicators of merit, potential and “grit.”	COMPLETE
	Establish a need-based Grad application waiver program.	COMPLETE

	Develop criteria for Merit Fellowship.	<b>COMPLETE</b>
	Establish a need-based bridge support system for Grad students with financial hardships.	<b>COMPLETE</b>
Create a supportive and welcoming learning environment for all students.	Elevate the presence of the KDIN at Fall Graduate Student Orientation.	<b>COMPLETE</b>
	Establish an Inclusive Bridge and Mentoring & Peer Support program for students.	<b>IN PROGRESS</b>
	Maintain a dedicated physical multicultural space for students.	<b>COMPLETE</b>
	Offer at least one student-focused DEI program/activity/event per semester.	<b>COMPLETE</b>
	Create an e-portal of DEI resources for students.	<b>COMPLETE</b>
	Continue to offer the Kinesiology Graduate Research Showcase Winter 2018 featuring intellectual diversity in student scholarship.	<b>COMPLETE</b>
Obtain more diverse pools of applicants for all faculty hires, with a notable increase in applications from individuals of Color.	Research (scour) various Kinesiology and related websites, entities and academic associations to identify potential faculty of Color who might apply for Kinesiology faculty positions.	<b>IN PROGRESS</b>
	Compile a list of hiring, advertising and job posting outlets with high reach and high return with faculty of Color so that postings will reach a broader audience.	<b>IN PROGRESS</b>
Ensure that Search Committees adhere to best practices to achieve diverse pools for all Kinesiology faculty hires.	Establish a protocol document (approved by OGC) containing principles, practices and procedures to govern faculty hires in support of DEI.	<b>IN PROGRESS</b>
	Require each search committee to document the actions taken to achieve a diverse pool of candidates.	<b>COMPLETE</b>
	Mandate STRIDE training for Search Committees and individuals who interact with candidates for faculty hires.	<b>COMPLETE</b>
	In order to serve on a School of Kinesiology search committee or interact with candidates, faculty need to participate in a STRIDE training course.	<b>COMPLETE</b>
Enhance faculty's instructional competence with DEI.	Support Program Faculty Workgroups for Inclusive Instruction to review curriculum to establish baseline metrics for DEI content and competencies.	<b>COMPLETE</b>
	Offer a Diversity Training & Inclusive Instruction (Teaching & Learning) Workshop for faculty.	<b>COMPLETE</b>
	Create an online/e-portal of DEI information and resources for faculty.	<b>COMPLETE</b>



Encourage faculty's commitment to DEI.	Offer "Inclusive Instruction" Grants for faculty course redesign.	<b>COMPLETE</b>
	Require faculty to address their contributions and commitment to DEI (i.e., inclusive mentoring, inclusive instruction, diversity outreach, etc.) in their annual evaluations.	<b>COMPLETE</b>
Enhance faculty's skills for career advancement.	Proactively advertise U-M professional development/career advancement activities.	<b>COMPLETE</b>
	Encourage and support faculty's participation in professional development/career advancement activities.	<b>COMPLETE</b>
Obtain a diverse pool of applicants for all Kinesiology staff hires.	Compile a list of hiring, advertising and job posting outlets with high reach and high return for a diverse staff so that postings will reach a broader audience.	<b>COMPLETE</b>
Ensure that Search Committees adhere to best practices to achieve diverse pools for all Kinesiology staff hires.	Establish a protocol document (approved by OGC) containing principles, practices and procedures to govern staff hires in support of DEI.	<b>IN PROGRESS</b>
	Require each Search Committee to document the actions taken to achieve a diverse pool of candidates.	<b>COMPLETE</b>
	Mandate STRIDE training for Search Committees and individuals who interact with candidates for staff hires.	<b>COMPLETE</b>
Enhance staff's development and competence with DEI.	Offer Diversity/Inclusion Training Workshop for staff.	<b>COMPLETE</b>
	Create an e-portal of DEI resources for staff.	<b>COMPLETE</b>
Encourage staff's commitment to DEI.	Ensure that DEI is an agenda item at all staff meetings.	<b>COMPLETE</b>
	Offer Staff Grants for DEI Programs/Activities.	<b>COMPLETE</b>
	Require staff to address their contribution and commitment to DEI (i.e., attendance at workshops, webinars, etc.) in annual evaluations.	<b>COMPLETE</b>
Enhance staff's skills for career advancement.	Proactively advertise U-M professional development/career advancement activities.	<b>COMPLETE</b>
	Encourage and support staff's participation in professional development/career advancement activities.	<b>COMPLETE</b>
Assess the DEI "pulse" and competence of Kinesiology faculty.	Offer DEI-related training/workshops for faculty.	<b>COMPLETE</b>
Enhance faculty's competence with DEI.	Offer DEI training session for faculty.	<b>COMPLETE</b>
Enhance the Kinesiology faculty's embrace of DEI Scholarship.	Establish OGC-approved criteria for awarding funds for faculty research on matters of DEI in Kinesiology.	<b>COMPLETE</b>

Assess the DEI “pulse” and competence of Kinesiology staff.	Offer DEI-related training/workshops for staff.	COMPLETE
Enhance staff’s competence with DEI.	Offer DEI training session for staff.	COMPLETE
Assess DEI “pulse” of students.	Offer an event to inform and educate students about DEI.	COMPLETE
Enhance students’ embrace of DEI Research & Scholarly Activities.	Establish OGC-approved criteria for awarding funds for student research on matters of DEI in Kinesiology.	COMPLETE
Fairness and transparency in Kinesiology “governing” documents, policies, practices and procedures.	Review, revise and post UG Student Policies Handbook.	COMPLETE
	Review, revise and post Graduate Bulletin.	COMPLETE
	Review, revise and post Faculty and Staff Handbook.	COMPLETE
Establish Conflict Resolution procedures.	Consult with HR officer, STRIDE, OIE, OGC, and other U-M offices for templates and best practices for conflict resolution.	IN PROGRESS
Increased commitment and presence of diversity and inclusion in marketing materials.	Review current Kinesiology print and electronic materials, website and premiums for DEI content and presence (images, narratives, brand markers, etc.).	COMPLETE
Enhance the Kinesiology constituents’ embrace of DEI.	Create an online portal for DEI resources.	COMPLETE
	Disseminate a Kinesiology DEI Update (Fall 2017).	COMPLETE
	Offer at least one DEI-related program or event each semester.	COMPLETE
Assess the pulse of DEI in Kinesiology.	Critical review of U-M data for Kinesiology faculty, staff and students.	COMPLETE
	Encourage Kinesiology’s participation in U-M Climate Surveys.	COMPLETE
Establish a mechanism for DEI feedback.	In consultation with OIE, OGC and other U-M entities, create an online “Suggestion Box” for faculty, staff and students to provide continual feedback on matters related to DEI.	IN PROGRESS
	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 and stakeholders to promote diverse representation.	COMPLETE
Ensure access to Kinesiology buildings and spaces.	Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.	COMPLETE
Ensure access to all Kinesiology materials.	Review all print and electronic materials and website to ensure that they are ADA accessible for individuals with visual, hearing or other impairments.	COMPLETE

Improve staff's ability to counsel and advise UG and Grad students.	OUSA and OGSA staff meetings with U-M counseling services (CAPS and others) to learn best practices.	<b>COMPLETE</b>
Ensure that all Kinesiology course materials are accessible to a diverse group of learners.	Require faculty to attest in their syllabi all print and electronic materials are accessible to individuals with visual, hearing or other impairments or learning challenges.	<b>COMPLETE</b>
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.	<b>COMPLETE</b>
	Prioritize funding of voluntary student organization events that have a DEI theme.	<b>COMPLETE</b>

## SCHOOL OF MUSIC, THEATRE AND DANCE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the number of applicants to SMTD from underrepresented minorities.	Begin work to establish strategic partnerships with 5–10 high schools and colleges.	<b>COMPLETE</b>
	Explore the creation of a new staff position that would serve as liaison between SMTD and the partner schools and that would arrange the logistics of recruitment visits.	<b>IN PROGRESS</b>
	Use existing resources to arrange recruitment visit(s) on the part of a current faculty member(s) and students to potential partner institutions.	<b>COMPLETE</b>
	Collect feedback from potential applicants and using such information to provide training to faculty to promote assessment of all candidates more equitably and holistically.	<b>COMPLETE</b>
	Partner with other University recruitment programs, such as Wolverine Pathways, to broaden potential SMTD candidates' access to scholarships and mentoring in preparation to pursuing college.	<b>IN PROGRESS</b>
Increase in the percentage of underrepresented minority students who accept offers of admission and matriculate.	Detailed assessment of current merit scholarship awards by demographic to determine the feasibility of designating resources for UG and masters students who meet one or more of the criteria used for awarding the Rackham Merit Fellowship at the doctoral level.	<b>NOT STARTED</b>
	Offer professional development opportunities for students in preparation of pursuing employment options after graduation, such as SMTD's EXCEL department for entrepreneurial projects within the field of performing arts.	<b>COMPLETE</b>
	Offer all SMTD students grants for recognized student organization activities, professional development, conference attendance or emergency support; students will be able to combine the grants with other funding sources to further pursue their ambitions and complete their degree.	<b>COMPLETE</b>

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.	<b>COMPLETE</b>
Recruit and retain 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.	<b>IN PROGRESS</b>
	Research 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.	<b>COMPLETE</b>
	Inform graduate students of the financial and consultative resources available through Rackham Graduate School.	<b>COMPLETE</b>
	Further develop and clarify requirements and opportunities for advisement to support graduate student progress towards matriculation.	<b>IN PROGRESS</b>
Enhance access to peer tutoring for students, particularly undergraduates.	Undertake complete and detailed assessment of all existing tutoring structures offered at the School and determine where opportunities exist for enhancement.	<b>NOT STARTED</b>
Establish a reliable and efficient method for collecting demographic information from applicants to faculty positions at SMTD.	Work with the university to determine if E-Recruit can be adapted to meet the needs of SMTD and/or explore the idea of obtaining a third-party vendor to collect such data.	<b>COMPLETE</b>
Increase the number of applicants/hires to faculty positions from underrepresented minority groups.	Establish process for all search committee members to attend STRIDE training before serving on a search committee (or have taken training within last three years); establish a mechanism for ensuring that committees have made genuine efforts to diversify the applicant pool.	<b>IN PROGRESS</b>
Increase the diversity of the staff, as represented by the percentage of underrepresented minorities and by men.	Require that the staff hiring process will involve the use of search committees rather than being overseen by a single individual.	<b>COMPLETE</b>
	Revise the staff hiring process such that the Chief Diversity and Inclusion Officer must approve the wording of all job postings to ensure equity and inclusiveness.	<b>COMPLETE</b>
Provide more professional development opportunities for staff.	Offer workshops and training sessions for staff that are specifically tailored to the SMTD context.	<b>COMPLETE</b>
Raise the awareness of issues related to diversity, equity and inclusion among undergraduates.	Assess the undergraduate core of academic classes as well as the repertoire performed by major SMTD ensembles to determine goals and objectives around DEI as it relates to curriculum.	<b>IN PROGRESS</b>
Better address music theory deficiencies of incoming freshmen.	Establish 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.	<b>COMPLETE</b>

Enhance teacher training for GSIs.	Working with CRLT, establish an Inclusive Teaching Workshop Series for GSIs.	<b>IN PROGRESS</b>
	Create a faculty/student subcommittee to explore the idea of requiring all incoming GSIs to attend the CRLT GSI orientation.	<b>IN PROGRESS</b>
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 and main stage productions at SMTD over the past three years, using such measures as the presence of works by persons of color, women or of offerings from outside the Western (European-based) canon.	<b>IN PROGRESS</b>
	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.	<b>COMPLETE</b>
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) asking about efforts undertaken in the realm of DEI as they relate to research, teaching or service.	<b>COMPLETE</b>
	Require that faculty, hired after FY 2016, being evaluated for tenure and/or promotion provide a DEI statement explaining how s/he has pursued such areas in relation to research, teaching and/or service.	<b>NOT STARTED</b>
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.	<b>IN PROGRESS</b>
Create a more inclusive and open classroom/studio/office environment.	Establishment of an Inclusive Teaching Series for faculty and GSIs: Working with CRLT, establish a series of workshops around the creation of an inclusive classroom and pertaining to other pertinent DEI issues, including diversity training for faculty, staff and students.	<b>IN PROGRESS</b>
	Establishment of an Inclusion Series aimed more broadly at faculty, staff and students.	<b>COMPLETE</b>
	Look into establishing Professional Developments Days at SMTD to facilitate training and ensure broad attendance.	<b>COMPLETE</b>
	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.	<b>IN PROGRESS</b>
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 inform students of the many resources on campus available to them and also to make students more aware of SMTD's new Director of Inclusion as both a resource and a referral source.	<b>COMPLETE</b>
	Explore the idea of a dedicated staff person to assist with the unique needs of international students.	<b>NOT STARTED</b>

	Recognize and support the importance of maintaining mental health through mental and physical stress reducing programming and mental health awareness and management workshops for students, faculty and staff.	<b>COMPLETE</b>
Improve awareness among faculty, students and staff of issues related to persons with disabilities.	Provide training to faculty around issues related to (accommodating) students with disabilities.	<b>COMPLETE</b>
	Regularly inform and incorporate input of students, faculty and staff regarding policies or physical changes to the School that may affect the equity and inclusiveness of experiences at SMTD.	<b>COMPLETE</b>
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.	<b>IN PROGRESS</b>
	Begin including at least one staff profile each year in SMTD's alumni publication.	<b>IN PROGRESS</b>
Do a better job of helping new staff members acclimate to SMTD.	Establish a working group to devise an SMTD orientation for new staff members.	<b>IN PROGRESS</b>
	Explore the idea of assigning new staff members a senior staff mentor during the first three months of employment at SMTD.	<b>IN PROGRESS</b>
Improve access to resources for staff concerning conflict resolution and equity issues.	Explore better ways of communicating with staff about existing university and school resources.	<b>IN PROGRESS</b>
	Explore the idea of establishing a formal grievance process internal to SMTD, including the possible creation of a staff ombudsperson.	<b>NOT STARTED</b>
Increase the number of performances given by SMTD students (and faculty) in underserved communities.	Undertake research to discern roughly how often SMTD ensembles and recognized 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 student groups annually to network, share best practices and leverage connections.	<b>IN PROGRESS</b>
	Facilitate and support opportunities for students and student groups not part of existing ensembles to perform within the community.	<b>COMPLETE</b>
Ensure that SMTD is serving the needs of students across the university in ways that are broadly inclusive.	Establish a working group to assess the manner in which students across campus come to know of and audition for various non-major ensembles at SMTD, ensuring that awareness and access to such opportunities is equitable across campus.	<b>NOT STARTED</b>
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.	<b>IN PROGRESS</b>

## SCHOOL OF NURSING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Significantly increase the diversity of our community along several dimensions of diversity, including but not limited to, the proportion of faculty, staff and students from race and gender groups under-represented in nursing [PUN] in the US — URM, Asian and males.	Search committees are formed that represent diversity and PUN in composition whenever possible; committee members are required to attend Advance or similar training prior to search activity.	COMPLETE
	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 HR to have a diverse pool of candidates.	COMPLETE
	Demographic data of faculty and staff are tracked annually and reported within the school and university.	COMPLETE
	Progress towards goal achievement is assessed with course correction made as needed.	COMPLETE
	Senior Director will sit on all executive level and select managerial and faculty search committees.	COMPLETE
	Online tutorial resources will be developed for faculty and staff who are sitting on search committees.	COMPLETE
	Searches will use UMSN modified version of search templates offered by the National Center for Institutional Diversity or ADVANCE to conduct applicant reviews for faculty, staff and administrative searches.	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.	COMPLETE
	Progress towards goal achievement is assessed with course correction made as needed.	COMPLETE
	Execute recommendations in UMSN Gateways Recruitment Campaign which include additional recruitment travel to minority serving institutions, Western and Northwestern Michigan community colleges and high schools with diverse populations. Increased efforts to recruit students from diverse backgrounds who are admitted to UMSN. Increased collaboration between Senior Director, Office of Admissions and Recruitment and Marketing and Communications in strategizing recruitment efforts for diversity.	COMPLETE

Increase our retention of diverse groups, including but not limited to, 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.

**COMPLETE**

Collaborate with Associate Dean for Faculty and Faculty Development in development and execution of plan for integrated DEI-related professional development for faculty, including crucial conversations training, inclusive teaching workshops, work-life balance information, etc.

**COMPLETE**

Train supervisors in strategies for successful recruitment of diverse groups including PUN.

**COMPLETE**

HR documents the efforts to achieve a diverse pool of applicants for each position and reports efforts to hiring manager and search committees.

**COMPLETE**

Develop appropriate tracking methods to identify individuals who are having difficulties in career progression.

**COMPLETE**

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**

Launch the UMSN Gateways Fellowship as an opportunity to support diverse students and inform them about pathways to faculty positions in Nursing. Launch this program as a way of challenging the implicit deficit model that informs the organization of "pipeline programs" historically, to a model that dignifies and honors the academic and educational benefit that the University receives when it is diverse.

**COMPLETE**

Create DEI-related professional development opportunities for students.

**COMPLETE**



	Create arts-based opportunities for students to participate in DEI as way of offering them some relief from an otherwise incredibly rigorous and challenging curriculum.	<b>COMPLETE</b>
	Senior Director to meet regularly with advisors and student success coordinator to offer assistance as needed and support their efforts.	<b>COMPLETE</b>
Gather data on the diversity of the SN community including various attributes of interest, e.g., socio-economic status, religions, ethnicity, etc.	Use programs and focus groups of faculty, staff and students to enrichen our understanding of identity at UMSN and gain insight into the varied experiences of identity and the relationships between various identity-based groups.	<b>COMPLETE</b>
	Use information to move forward all DEI initiatives with a sensitivity to the varied and sometimes contradictory experience of identity.	<b>COMPLETE</b>
Encourage all faculty, as appropriate, to complete STRIDE Advance training and/or other similar training.	Review what faculty should complete for STRIDE Advance training.	<b>COMPLETE</b>
	Promote STRIDE Advance training to faculty broadly.	<b>COMPLETE</b>
	Request that those faculty who have completed the training share what they learned with other faculty, formally through Faculty Meetings or Faculty Forums and informally.	<b>COMPLETE</b>
Enhance existing curricular requirements to include broader understanding of diversity, equity and inclusion in didactic and clinical learning.	Conduct audits to establish baseline of DEI in the curriculum for all undergraduate and graduate core courses.	<b>COMPLETE</b>
	Revise courses as needed to include DEI content.	<b>COMPLETE</b>
	Create a plan for future regular audits of the incorporation and presentation of DEI topics within courses.	<b>COMPLETE</b>
	Identify specific clinical placements in non-traditional settings and/or engaging with diverse populations for undergraduate and graduate student as appropriate.	<b>COMPLETE</b>
	Encourage specific graduate research and clinical areas of focus in non-traditional settings and/or engaging with diverse populations.	<b>COMPLETE</b>
	Encourage diverse faculty, researcher and student research teams for publications and grant submissions.	<b>COMPLETE</b>
	Create a centralized repository of DEI educational and scholarly resources.	<b>COMPLETE</b>

Increase cultural competence of all members of our community.	Establish a competency-based model for creating cultural competency workshops and experiential activities.	<b>COMPLETE</b>
	Provide a variety of cultural competency trainings that include both didactic and experiential methodologies; utilize university-wide resources whenever possible.	<b>COMPLETE</b>
	Develop a method to track success measures as described above.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
Advance a culture of inclusivity that is respectful and engaging for all constituencies.	Develop a DEI “updates” in School newsletters for faculty, staff, students and alumni.	<b>COMPLETE</b>
	Create greater awareness of the diversity among us through activities that provide “safe” and engaging methods of sharing values, beliefs, perspectives and personal identities.	<b>COMPLETE</b>
	Utilize faculty, student, staff and other appropriate constituents for panel discussions illustrating issues of inclusivity for broad community engagement.	<b>COMPLETE</b>
	Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics related to diversity, equity and inclusion.	<b>COMPLETE</b>
	Ensure all members of the School’s community have opportunity to attend educational seminars or sessions.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
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 of Institutional Equity and other roles and offices at the university.	<b>COMPLETE</b>
	Conduct focus groups and surveys to determine efficacy in persons using resources.	<b>COMPLETE</b>

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.	<b>COMPLETE</b>
Improve methods for collecting, vetting, integrating and reporting feedback from the campus community.	Establish best practices for data collection.	<b>COMPLETE</b>
	Monitor changes and modifications in the University plan to ensure consistency and assess need for timely course correction.	<b>COMPLETE</b>
Improve access to face-to-face resources for counseling prospective students and parents.	Expand total office hours available for counseling.	<b>COMPLETE</b>
	Conduct best practice research on best approaches for counseling prospective students and parents (where appropriate).	<b>COMPLETE</b>
	Build on and develop partnerships between UMSN and local communities to reach out to students who have an interest in a nursing career; make every effort to include a diverse group of students.	<b>COMPLETE</b>
	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 include a diverse population of potential applicants.	<b>COMPLETE</b>
All members of the UMSN increase cultural awareness, skills and competence in DEI issues.	Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics.	<b>COMPLETE</b>
	Ensure all members of the School's community have opportunity to attend educational seminars or sessions.	<b>COMPLETE</b>
	Encourage faculty, staff and students (as appropriate) to engage in campus-wide events.	<b>COMPLETE</b>

## SCHOOL OF PUBLIC HEALTH

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
To create an elected and empowered Diversity-Equity-Inclusion Committee.	Committee meets monthly.	<b>COMPLETE</b>
	Dissolve DEI Google Site/Calendar and incorporate material into new SPH Intranet.	<b>COMPLETE</b>
	Implement DEI Committee outreach plan.	<b>COMPLETE</b>
	Incorporate DEI training skills into Committee meetings.	<b>COMPLETE</b>
	Create toolkit for DEI Committee members to utilize when meeting with constituency groups.	<b>COMPLETE</b>

Develop a system for sharing and responding to individual concerns.	Collect comments from SPH community (both anonymous and not).	<b>COMPLETE</b>
	Develop process for handling concerns.	<b>COMPLETE</b>
	Report out aggregate information on incidences within the school.	<b>NOT STARTED</b>
	Work with OIE to ensure proper connections to the school.	<b>NOT STARTED</b>
To recruit and retain a diverse faculty.	Establish a checkpoint to assess efforts to generate initial candidate applicant pool before proceeding to campus interviews.	<b>IN PROGRESS</b>
	SPH Leadership collaboration with DEI Junior Faculty Working Group.	<b>COMPLETE</b>
	Complain to relevant University leadership regarding the lack of adequate mechanisms for collecting faculty candidate pool metrics.	<b>COMPLETE</b>
	Evaluate past history of retention by department (5-year retrospective).	<b>IN PROGRESS</b>
	Develop exit interview process for faculty.	<b>NOT STARTED</b>
	Faculty focus groups regarding opportunities and challenges to improving faculty DEI climate.	<b>NOT STARTED</b>
	Conduct faculty town hall to communicate climate survey results and prioritize the school's efforts based on feedback.	<b>NOT STARTED</b>
To improve faculty's ability to teach and mentor a diverse graduate and undergraduate student body.	Promotion of CRLT Inclusive Teaching Workshops.	<b>COMPLETE</b>
	Collect/evaluate syllabi and provide reports annually to DEI Committee, Executive Committee and Curriculum Committees.	<b>COMPLETE</b>
	Introduce diversity syllabus criteria onto Faculty Merit Report.	<b>COMPLETE</b>
	Send DEI course evaluation questions to faculty each semester.	<b>COMPLETE</b>
	Select 2–3 DEI questions to be added to the SPH standard course evaluations.	<b>COMPLETE</b>
	Faculty peer reviews of inclusive teaching practices.	<b>IN PROGRESS</b>
	Include DEI course evaluations scores in Annual Faculty Merit Review.	<b>COMPLETE</b>

	Analyze Department and OSEP exit survey data and create a list of DEI issues to be addressed.	<b>COMPLETE</b>
	Analyze Rackham exit survey data and create a list of DEI issues to be addressed.	<b>NOT STARTED</b>
To create Continuing Professional Education (CPE) system for faculty.	Disseminate workshop information and scheduling notifications to faculty via the Portal.	<b>COMPLETE</b>
	Incorporate CPE category on annual merit.	<b>COMPLETE</b>
	Set up contacts and contracts with external providers when necessary (e.g., LEA, IDI, DISC, Racial Equity Institute, etc.).	<b>COMPLETE</b>
	Develop 1–2 case studies per year from SPH incidents to use in faculty training.	<b>IN PROGRESS</b>
	DEI Junior Faculty Working Group develops and implements orientation for SPH junior faculty.	<b>COMPLETE</b>
	DEI Junior Faculty Working Group compiles junior faculty resources on Canvas site.	<b>COMPLETE</b>
To recruit and retain a diverse research and administrative staff.	Require DEI language in all staff postings.	<b>COMPLETE</b>
	Assess applicant pools, interview pools and yield for two key job titles to understand starting point (e.g., research area specialist intermediate, administrative assistant).	<b>NOT STARTED</b>
	Build staff hiring toolkit utilizing existing University guidelines and resources.	<b>COMPLETE</b>
	Submit completed staff hiring toolkit to UHR for approval.	<b>COMPLETE</b>
	Implement staff hiring toolkit.	<b>COMPLETE</b>
	Develop training to orient supervisors to staff hiring tool.	<b>NOT STARTED</b>
	Require hiring supervisors to explain steps they took to attract and/or interview a diverse pool of candidates.	<b>NOT STARTED</b>
	Work with Department Admins to create strategy to increase diversity in applicant and interview pools.	<b>IN PROGRESS</b>
	Monitor and verify DEI language on all staff postings.	<b>COMPLETE</b>
	Perform an equity review of all administrative staff salaries and develop a plan to address any potential issues.	<b>COMPLETE</b>

To promote an inclusive and supportive staff environment.	Establish and report out an exit interview process to understand why staff leave.	<b>COMPLETE</b>
	Create a consistent new employee orientation across all departments for staff within the first 1–2 weeks upon their arrival.	<b>IN PROGRESS</b>
	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.	<b>COMPLETE</b>
	Implement department-level new staff orientations.	<b>COMPLETE</b>
	Develop and implement onboarding welcome packet.	<b>IN PROGRESS</b>
	Develop and implement monthly conversation as a venue for hearing community thoughts.	<b>IN PROGRESS</b>
	Conduct staff town hall to communicate climate survey results and prioritize the school's efforts based on feedbacks.	<b>COMPLETE</b>
	Communication of University-level DEI initiative updates back to staff.	<b>COMPLETE</b>
	Begin implementation of exit interview process in two departments per year.	<b>IN PROGRESS</b>
To create Continuing Professional Education (CPE) system for staff.	Train key stakeholders on Intercultural Development Inventory.	<b>COMPLETE</b>
	Bring a menu of professional development learning opportunities to SPH and offer to staff free of charge to the department.	<b>COMPLETE</b>
	Include category in staff performance review that reflects staff "leaderful" DEI behavior.	<b>COMPLETE</b>
	Incorporate tracking of Continuous Professional Education participation into staff merit system.	<b>COMPLETE</b>
	Hold informational forum regarding staff Continuous Professional Education policy.	<b>COMPLETE</b>
	Set up system for review of comments.	<b>COMPLETE</b>
	Market electronic comment collection to staff.	<b>COMPLETE</b>
	Develop 1–2 case studies per year from SPH incidents for use in staff training.	<b>IN PROGRESS</b>

To recruit and retain a diverse student body.

Hold DEI events and workshops to engage students as well as gather and analyze data on climate.

**COMPLETE**

Partner with Associate Dean Stephen Gay (UMMS) to recruit health science graduates through joint recruitment, including information sessions and outreach programs.

**COMPLETE**

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.

**COMPLETE**

Increase pipeline program participants' connections to U-M faculty and alumni during time on campus.

**COMPLETE**

Develop mechanism for tracking applicants to the School of Public Health who participated in pipeline programs.

**COMPLETE**

Train faculty to be aware of areas for inclusion during the admissions process through STRIDE workshops and other training opportunities.

**COMPLETE**

Expand capacity to reach out to admitted students (e.g., email campaign to connect them with diversity-focused organizations) to illustrate our DEI commitment.

**COMPLETE**

Engage alumni in recruitment by asking them to reach out to admitted students.

**COMPLETE**

Enhance relationships with minority serving institutions, U-M Flint & Dearborn undergraduate programs and local community colleges to encourage students at those institutions to apply.

**COMPLETE**

Promote participation in university student climate survey.

**COMPLETE**

Conduct student town hall to communicate climate survey results and prioritize the school's efforts based on feedback.

**NOT STARTED**

Increase faculty support of recognized student organizations (e.g., increase faculty engagement at student organization events).

**COMPLETE**

Provide support to build DEI skills and capacity within student organizations whose missions support various forms of diversity.

**COMPLETE**

Develop rapid response mechanism for addressing campus climate incidences.

**IN PROGRESS**

Develop cultural exchange initiative.

**COMPLETE**

	Work with Rackham and SPH student groups to address Ph.D. student DEI concerns in exit surveys.	<b>NOT STARTED</b>
	Provide workshops, such as Change It Up (bystander intervention), to empower students to identify and address issues of bias, discrimination and microaggressions.	<b>COMPLETE</b>
To improve student-student interactions in the classroom.	Bring Center for Research on Learning and Teaching workshop on faculty handling of student-student bias in classrooms to SPH-wide faculty meeting.	<b>COMPLETE</b>
	Set up a mechanism/process for reporting and addressing issues of bias, discrimination and microaggressions that are transparent and accessible to all students.	<b>COMPLETE</b>
	Develop grant process for student-led DEI events.	<b>COMPLETE</b>
	Develop 1–2 case studies from SPH incidents for use in faculty training.	<b>COMPLETE</b>
To increase students' understanding of the role of diversity by incorporating ASPPH diversity and inclusion competencies into our classes.	Faculty work to identify how ASPPH competencies are, or can be, met in their classes.	<b>IN PROGRESS</b>
	Faculty list ASPPH DEI competencies on course syllabi.	<b>IN PROGRESS</b>
	Course syllabi evaluated for ASPPH competencies.	<b>IN PROGRESS</b>

## SCHOOL OF SOCIAL WORK

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Increase the diversity of students from underrepresented groups, including racial and ethnic minorities and people with disabilities, diverse sexual identities and gender expressions.	Increase number of diverse locations for recruitment.	<b>IN PROGRESS</b>
	Create preferred admissions status with Flint & Dearborn undergraduate social work programs.	<b>IN PROGRESS</b>
	Office of Student Services staff to increase its presence in Detroit.	<b>COMPLETE</b>
	Continue to work with Dearborn and begin to work with Flint in creating access programs to the MSW degree.	<b>IN PROGRESS</b>
Ensure consistent support for successful learning experiences.	Increase the overall amount of financial assistance.	<b>IN PROGRESS</b>
	Increase the number of students who receive financial assistance.	<b>IN PROGRESS</b>
	Increase the number of programs available to support all students academically and psychologically.	<b>IN PROGRESS</b>



	Study the feasibility, including costs, for expanded student supports such as increasing emergency funding, support for care-givers such as child care, student networks for finding roommates, housing, ride-sharing and other resource sharing.	<b>IN PROGRESS</b>
	Explore methods for identifying and tracking admissions and retention of students with disabilities and LGBTQIA+ identities.	<b>IN PROGRESS</b>
Increase the diversity of staff from underrepresented groups, including racial and ethnic minorities and people with disabilities, diverse sexual identities and gender expressions.	Increased transparency in hiring and recruitment by, for example, posting all new staff positions on a page on the School of Social Work website.	<b>COMPLETE</b>
	Human Resource Administrators will provide quarterly reports to the School's leadership on: Number and location of positions posted; Number of internal and external applicants; Number of internal and external interviews; Number of hires or promotions; Number of internal applicants that did not receive the position but instead received career counseling.	<b>IN PROGRESS</b>
	Explore methods for identifying and tracking recruitment and hiring of staff with disabilities and LGBTQIA+ identities.	<b>NOT STARTED</b>
	Study how we have successfully hired staff from underrepresented groups, including racial and ethnic minorities, people with disabilities and LGBT identities.	<b>IN PROGRESS</b>
Ensure consistent support for supportive career development and professionally rewarding work experiences.	Identify additional ways of communication to inform all staff of career development opportunities.	<b>COMPLETE</b>
	Offer diversity, equity and inclusion skill development at a "Lunch and Learn" series.	<b>COMPLETE</b>
	Highlight the schedule of professional development opportunities each year, and address any barriers to participation.	<b>COMPLETE</b>
	Reward diversity, equity and inclusion leadership among staff.	<b>NOT STARTED</b>
Increase DEI focus of offices dealing with outside communities, including: Curtis Center Program Evaluation Group, Office of Global Activities, Continuing Education Program, Community Action and Social Change minor.	Assess the degree to which these offices' programs contribute to the DEI plan objectives.	<b>IN PROGRESS</b>
	Consult with office directors and staff to strengthen DEI-focused activities.	<b>IN PROGRESS</b>
	Each program will develop a statement of their contribution to DEI in the School of Social Work.	<b>IN PROGRESS</b>
	Contributions to DEI will be incorporated into these programs' planning and evaluation.	<b>IN PROGRESS</b>
	Integrate DEI goals into each offices' annual plan.	<b>IN PROGRESS</b>

Increase the diversity of faculty from underrepresented groups, including racial and ethnic minorities and people with disabilities, diverse sexual identities and gender expressions.	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.	<b>COMPLETE</b>
	Require all new faculty searches to include documentation of efforts to reach diverse candidates as part of the search process.	<b>COMPLETE</b>
	Designate a member of the search committee as a diversity champion on each faculty search committee who is empowered to and responsible for encouraging outreach and awareness of diversity, equity and inclusion issues in the search process.	<b>COMPLETE</b>
	Identify professional associations, networks and individuals who may include or reach underrepresented scholars and assure that they receive any new faculty posting.	<b>COMPLETE</b>
	All members of the search committee should participate in ADVANCE training for faculty search committee members.	<b>COMPLETE</b>
	Rate all job applicants and candidates on their demonstrated commitment to DEI principles, as reflected in their research, teaching or service.	<b>COMPLETE</b>
Ensure consistent support for career development of all junior faculty.	Strengthen mentoring program(s) presently in existence for all junior faculty.	<b>IN PROGRESS</b>
	Continue to develop faculty understanding of tenure and promotion system.	<b>IN PROGRESS</b>
	Provide support for faculty promotion and tenure including participation in the Faculty Success Program (FSP) through the National Center for Faculty Development & Diversity (NCFDD).	<b>IN PROGRESS</b>
	Ensure that faculty have a clear understanding of the promotion and tenure process and requirements.	<b>IN PROGRESS</b>
Increase the diversity of LEO faculty from underrepresented groups, including racial and ethnic minorities and people with disabilities, diverse sexual identities and gender expressions.	The Associate Dean for Educational Program will identify professional networks to alert more diverse groups to job opportunities and diversify applicant pools.	<b>IN PROGRESS</b>
	Proactively create a diverse pool of potential LEO faculty from which new LEO appointments can be made by linking to professional networks that include diverse social workers.	<b>IN PROGRESS</b>
Improve upon hiring and promotion practices to attract, retain, reward and inspire faculty to continually hone their ability to facilitate learning via transformational conversations.	During hiring searches, prioritize facilitation skills that engage and contribute to conversations about diversity, equity and inclusion.	<b>COMPLETE</b>
	Develop, deliver and measure outcomes of professional development on effectively facilitating transformative conversations.	<b>NOT STARTED</b>

	Consider Including “facilitating transformative conversations” question in all course evaluations.	<b>NOT STARTED</b>
	Add facilitating transformative conversations to faculty handbook teaching criteria for annual, 3rd year, promotions and tenure reviews for LEO, Clinical, and Tenure Track and Tenured Faculty.	<b>NOT STARTED</b>
	Provide schedule of Professional/Faculty Development topics at beginning of year (with opportunity for suggestions to be added on rolling basis).	<b>IN PROGRESS</b>
	Provide ongoing training for faculty above and beyond onboarding orientation to effectively model engaging and transformative conversations.	<b>IN PROGRESS</b>
	Provide incentives for undertaking training that matters to faculty.	<b>NOT STARTED</b>
	Provide clear expectations for attention and contribution to diversity, engagement and inclusion goals, as evidenced by research/scholarship, teaching and/or service activities, in promotion and tenure reviews and in annual reviews.	<b>IN PROGRESS</b>
	Add contributions to diversity, equity and inclusion, as evidenced by research/scholarship, teaching and/or service activities, to annual review of all full- and part-time faculty.	<b>IN PROGRESS</b>
	Reward diversity, equity and inclusion leadership among faculty.	<b>IN PROGRESS</b>
Students will gain greater skill and ability to participate, lead and respond in transformational conversations.	Support faculty scholarship on diversity, equity, and inclusion related topics through seed funding.	<b>IN PROGRESS</b>
	Increase the number of formalized procedures for students to address concerns with an emphasis on the identification of solutions.	<b>IN PROGRESS</b>
	Increase student opportunities to share their voices/concerns with faculty at faculty meetings.	<b>IN PROGRESS</b>
Provide more “holistic support.”	Continue to ensure that SEED (part of our student orientation) activities help students and faculty strengthen their skills at holding transformational conversations.	<b>COMPLETE</b>
	More emergency funding is made available.	<b>IN PROGRESS</b>
	Ensure that students are aware of support for caregivers and student parents.	<b>IN PROGRESS</b>
	Create a resource similar to the roommate finder where students can collaborate with other students interested in ride-sharing, childcare-sharing, etc.	<b>IN PROGRESS</b>

	More innovative ways of teaching will be developed via digital learning or with other resources.	<b>IN PROGRESS</b>
Staff will have expanded opportunities to participate and engage in career development activities in general and particularly in discussions about Privilege, Oppression, Diversity and Social Justice (PODS) to understand the application and implications of PODS within the school and the curriculum.	There will be regular, accessible, structured opportunities to engage outside of the classroom around current events that staff have uniform access to.	<b>COMPLETE</b>
	There will be clarity in the types of events that staff are invited to and if they have permission to attend if the events, or discussion groups, happen during the workday.	<b>COMPLETE</b>
	Have an annual all-staff retreat.	<b>NOT STARTED</b>
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.	<b>IN PROGRESS</b>
	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.	<b>NOT STARTED</b>
	Offer continuing education units for all faculty development activities.	<b>COMPLETE</b>
Provide more consistent and supportive faculty advising.	Increased number of faculty who meet with their advisees at least 1x.semester.	<b>IN PROGRESS</b>
	Provide faculty training to strengthen student advisement.	<b>IN PROGRESS</b>
Create accountability mechanisms that support inclusive participation.	Increase awareness of the Bias Response Team, the U-M Ombudsman and the Office of Student Conflict Resolution at the U-M.	<b>IN PROGRESS</b>
	Increase awareness of what the SSW Student Union Ombuds-person does and what that role entails.	<b>IN PROGRESS</b>
	Explore the potential of a Restorative justice practice approach and train individual point people.	<b>IN PROGRESS</b>
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.	<b>COMPLETE</b>
	Examine the 504 Focus Group Report to create refinements to the course.	<b>IN PROGRESS</b>
	Consider adding a Question about Transformative Conversations and/or related issues on course evaluations.	<b>NOT STARTED</b>
	Ensure that SEED courses provide skills for “transformative conversations.”	<b>COMPLETE</b>

	Ensure the MSW advanced curriculum effectively integrates Privilege, Oppression, Diversity and Social Justice (PODS).	<b>IN PROGRESS</b>
	Assess current syllabi for PODS content; step up advising to encourage pods intensive courses.	<b>IN PROGRESS</b>
	Meet with the School of Education Center for Educational Design, Evaluation and Research to develop a comprehensive evaluation plan to assess the integration of PODS content and experiences in courses that includes multiple measurement methods.	<b>NOT STARTED</b>
	Pilot test a PODS specific item on student course evaluation. Assess all proposed courses for contributions to PODS education.	<b>NOT STARTED</b>
	Assess all proposed courses for contributions to PODS education.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
Faculty will engage in more purposeful and organized engagement related to populations that are currently, and have historically, been shut off from opportunities. SSW will make public an informed social work discourse related to current events and social justice matters seemed important and part of our responsibility as a school of social work.	Faculty will more actively create dedicated, regular, accessible (via Skype, streaming, etc.) space to gather and discuss current events, particularly in a social justice context.	<b>IN PROGRESS</b>
Increase cultural humility regarding community knowledge and involvement and increase faculty involvement in community activities/partnerships and with social work-related organizations.	Develop a thorough inventory of all the community-based partnerships with SSW involvement to identify partnerships that could be strengthened and to avoid duplication or repetition.	<b>NOT STARTED</b>
	Invite community members to participate in events and discussions.	<b>IN PROGRESS</b>
	Develop Incentives for more faculty to be involved in community partnerships.	<b>IN PROGRESS</b>
	Hold more classes in agency contexts.	<b>IN PROGRESS</b>
	Increase the number of assignments, including independent studies, that involve connecting with communities.	<b>IN PROGRESS</b>
	Connecting with communities.	<b>IN PROGRESS</b>
	Increase the number of community members who are guest speakers and provide compensation.	<b>IN PROGRESS</b>

Identify ways by which more financial integration can occur with external community. There is a need to identify funding streams and aim towards sustainability.

Pursue funding to support field instructors, community members, for community based-participatory research.

**IN PROGRESS**

Connect with high school students.

**COMPLETE**

Invite community members to participate in conferences.

**IN PROGRESS**

Increasingly become a source of information for community resources.

**IN PROGRESS**

Facilitate community access to U-M resources.

**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 participation in the various professional graduate student organizations, e.g., CAA, AIGA, IDSA, SEGD, SIGGRAPH, etc.

**IN PROGRESS**

Recruit through professional societies, e.g., CAA, AIGA, IDSA, SEGD, SIGGRAPH, etc.

**IN PROGRESS**

Encourage and promote diverse interview 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 and Stamps Lecture Series, to help identify and invite a diverse pool of potential candidates.

**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.

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.	Monitor bias: Identify and rectify bias, if any, in faculty evaluations that are administered by Executive Committee and students.	<b>IN PROGRESS</b>
	Provide fair, equitable and transparent re-evaluations and recourse.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Establish articulation agreements with 2 diverse area community colleges to increase the number of students transferring from those institutions.	<b>IN PROGRESS</b>
	Offer portfolio and application workshops in locations with diverse populations.	<b>IN PROGRESS</b>
	Identify new avenues for finding and communicating with younger high school students to promote the School and increase diversity of applicant pool both for pre-college and the undergraduate programs.	<b>IN PROGRESS</b>
Increase matriculation and retention of URM undergraduates year-over-year.	Continue on the success of last year's efforts, which resulted in an increase in URM applicants by 37% year-over-year for Fall 2017.	<b>IN PROGRESS</b>
	Incorporate DEI principles in marketing materials to all applicants and admits.	<b>IN PROGRESS</b>
	Consider commitment to diversity in the admissions and scholarship processes.	<b>IN PROGRESS</b>
	Offer travel grants to admitted students with high need to be able to visit our campus.	<b>IN PROGRESS</b>
	Help new students connect with established diverse communities on campus.	<b>IN PROGRESS</b>
	Foster efforts from groups interested in diverse populations, such as Stamps in Color.	<b>IN PROGRESS</b>
	Implement mentorship program for incoming URM students and students at risk (peer to peer, faculty mentor, academic coaching/advising).	<b>IN PROGRESS</b>
	Address students' needs as identified on climate survey.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Offer Sensitivity/Inclusivity Workshops to all students.	<b>IN PROGRESS</b>
	Provide opportunity for interaction with a diverse set of mentors (advisors, faculty, alumni, art/design leaders).	<b>IN PROGRESS</b>

Attract, recruit and maintain intelligent staff from diverse backgrounds.	Increase and broaden school-wide efforts to emphasize and raise awareness about the value of diversity, equity and inclusion in the workplace.	<b>IN PROGRESS</b>
	Outreach efforts: Casting a wide net for recruiting efforts in diverse publications.	<b>IN PROGRESS</b>
	Partnering with U-M Central HR diversity recruitment initiative.	<b>IN PROGRESS</b>
	DEI education for managers: Create the expectation that managers and supervisors will participate in DEI education and provide them the departmental and university support needed to be accountable for outcomes in their units.	<b>IN PROGRESS</b>
	Aligning the short-term and long-term diversity, equity and inclusion goals set forth in this plan as part of the yearly performance goals setting exercise for all staff (not just managers and supervisors).	<b>IN PROGRESS</b>
	Provide a confidential venue to offer assistance to staff to voice their concerns and suggest remedial action by subject-matter experts from the Office of Institutional Equity & Human Resources.	<b>IN PROGRESS</b>
Create an environment that fosters cross-cultural engagement and understanding.	Build an environment of trust, respect and engagement by continuing staff involvement group initiatives.	<b>IN PROGRESS</b>
	Conduct focus groups in units with outside facilitators where helpful.	<b>IN PROGRESS</b>
	Coordinate 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.	<b>IN PROGRESS</b>
	Provide resources to help managers handle any ensuing conflicts as change progresses.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	Create opportunities for cross-cultural participation and inclusion in staff committees to benefit from diverse opinions brought to the table for discussion.	<b>IN PROGRESS</b>



Improve diversity awareness and equity sensitivity by 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.	<b>IN PROGRESS</b>
	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).	<b>IN PROGRESS</b>
	Develop and incentivize faculty advising mechanisms for first-year students.	<b>IN PROGRESS</b>
	Develop classroom feedback mechanism — include relevant language in Student Evaluation questions.	<b>IN PROGRESS</b>
	Encourage and incentivize mid-term evaluations focused on DEI sensitive teaching.	<b>IN PROGRESS</b>
	Get feedback on best practices in teaching peer-review for potential replication at Stamps.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Present their findings to faculty council and administration.	<b>IN PROGRESS</b>
	Evaluations — Annual reviews, Promotion and Tenure process, lecturer reviews, staff reviews, faculty reviews, climate survey trends, SRT evaluation questions and responses.	<b>IN PROGRESS</b>
	Curriculum development.	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	Identify volunteers among faculty and provide incentives to develop and teach such courses.	<b>IN PROGRESS</b>
	Grants for DEI curriculum development & community engagement.	<b>IN PROGRESS</b>

Create an inclusive climate in which all members of Stamps community can thrive.	Create an equitable and diverse Stamps community on all employment levels-administration, tenured and tenure-track faculty, lecturers, studio coordinators.	<b>IN PROGRESS</b>
	Communications and marketing campaign that integrates diversity as a core value of Stamps School both internally and externally.	<b>IN PROGRESS</b>
	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; in Witt Residency Program; in the Stamps Lecture Series, and in research and creative practice by the faculty).	<b>IN PROGRESS</b>
Create an inclusive climate in which all students can thrive.	Develop student survey to assess school climate for undergraduate students.	<b>IN PROGRESS</b>
	DEI-related curricular initiatives (discussions/projects in intersections, engagement course offerings, IP/BA Capstone).	<b>IN PROGRESS</b>
	Add specific questions to course evaluations to track student perceptions of DEI in classroom climate.	<b>IN PROGRESS</b>
Provide opportunities to increase cross-cultural interactions and develop intercultural competency.	Work with Stamps of Color and Art & Design Collective to meet the needs of their members and encourage/promote the continued development student org DEI initiatives.	<b>IN PROGRESS</b>
	Develop faculty or staff-led DEI-related "Wonderful Wednesday" sessions for students.	<b>IN PROGRESS</b>
Improve undergraduate experience for first-generation and URM students.	Seek input about issues affecting current first-gen and URM's on school climate through discussion and focus group.	<b>IN PROGRESS</b>
	Develop advising/faculty mentorship program for first-gen and URM students.	<b>IN PROGRESS</b>
Increase cultural awareness of different cultural group.	Conduct 5 brown bag educational sessions for staff.	<b>IN PROGRESS</b>
	Create an expectation that all staff participate in DEI education and experiences by providing them access to opportunities and release time to participate.	<b>IN PROGRESS</b>
	Provide multiple opportunities from which individuals may choose, while creating a clear understanding that competence is expected for all Stamps School staff.	<b>IN PROGRESS</b>
Improve accessibility of online and printed resources at Stamps, focusing on admissions, alumni relations and Stamps exhibition design.	Conduct ADA review of all websites, web resources and printed materials at Stamps, as well as exhibition practices.	<b>IN PROGRESS</b>
	Work with ADA and Stamps Director of Facilities to develop a workshop for Stamps faculty and staff related to accessibility and post materials online.	<b>IN PROGRESS</b>

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).	<b>IN PROGRESS</b>
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.	<b>IN PROGRESS</b>
	Offer travel grants for admitted students to visit Stamps.	<b>IN PROGRESS</b>
	Increase the number of travel grants.	<b>IN PROGRESS</b>
	Conduct best practice research on best approaches for counseling prospective students and parents (including underrepresented minorities, first generation and low SES students).	<b>IN PROGRESS</b>
	Dedicated outreach (mail, phone) to parents of URM admitted students.	<b>IN PROGRESS</b>
Improve accessibility of 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.	<b>IN PROGRESS</b>
	Provide a wide variety of advisors (peer advisors, academic advisors, faculty advisors, CAPS counselor) with varied availability to address students' needs.	<b>IN PROGRESS</b>
	Offer faculty or staff advisors for student organizations.	<b>IN PROGRESS</b>
	Maintain an emergency fund to help with students' financial emergencies.	<b>IN PROGRESS</b>

## STUDENT LIFE

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Encourage global and inclusive student mindsets through the creation of guided learning pathways and innovative use of intercultural learning and development tools.	Develop the capacity to administer the Intercultural Development Inventory (IDI) to students and provide opportunities to participate in ongoing learning experiences.	<b>IN PROGRESS</b>
	Inventory, connect, refine and craft new intercultural programming targeted at introducing and expanding opportunities for intercultural development.	<b>IN PROGRESS</b>
	Promote student participation in training on conflict and peace building through an intercultural lens.	<b>NOT STARTED</b>
	Further the reach and impact of intercultural learning tools through strategic partnerships with academic and administrative units (non-Student Life).	<b>IN PROGRESS</b>

Build a new Trotter Multicultural Center in the heart of campus, with enhanced staff capacity to serve as a campus facilitator, convener and coordinator of cultural competence and inclusive leadership education initiatives for students.	Build an organization to be a hub for multicultural education and activities and a space for students and student organizations to develop cultural awareness and skills for collaborative engagement in an increasingly global and diverse community.	IN PROGRESS
	Develop cultural competency curriculum, partnerships to deliver that curriculum and mechanisms to track programs to that curriculum.	IN PROGRESS
	Increase the organization's capacity to offer a full range of educational and support programs for students' well-being, agency and self-direction.	IN PROGRESS
	Develop Trotter Multicultural Center as a campus center for Truth, Healing and Transformation through hosting and coordinating existing exemplar programs and initiatives such as the IDI initiative, IGR's social justice education, OSCR's restorative practices and mediation, MESA's educational programs and Ginsberg's community partnerships, social justice and service learning experiences.	IN PROGRESS
	Develop the organization to increase access and opportunities for all students to explore heritage and cultural traditions.	IN PROGRESS
Using data-informed decision-making, sustain and increase the capacity of existing Student Life initiatives, units and work teams engaged in effective programming intended to support students experiencing bias and challenges associated with campus climate.	Increase professional and student staffing for specific Student Life teams and programs demonstrating effective engagement, advocacy and support for students experiencing bias and for enrichment educational programs addressing challenges associated with campus climate concerns.	COMPLETE
	Prepare an inventory of all relevant existing advocacy, transition support and educational offerings within Student Life devoted to supporting students experiencing bias and addressing related challenges associated with campus climate concerns.	COMPLETE
	Increase the capacity of Student Life offerings devoted to supporting students experiencing bias and improving campus climate.	IN PROGRESS
	Ensure sufficient and sustainable educational offerings for students by: reviewing available assessment and evaluation data.	COMPLETE
	Ensure sufficient and sustainable educational offerings for students by: affirming successful resources and programs.	COMPLETE
	Ensure sufficient and sustainable educational offerings for students by: identifying and bridging gaps in current approaches to building a more inclusive campus.	IN PROGRESS

Increase the capacity of existing successful first-year experience curriculum and programs across campus 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 Student Life's 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.	IN PROGRESS
	Informed by assessment efforts, increase capacity and expand access to effective FYE curricular and co-curricular programming.	IN PROGRESS
Strengthen Student Life and Academic Affairs partnerships to develop and expand educational experiences devoted to graduating global and inclusive leaders able to create and thrive in a more diverse, inclusive and equitable world.	Develop shared definitions, language and principles for effective partnership within and among Student Life units and with Schools and Colleges and all Academic Affairs administrative units.	COMPLETE
	Using the Partnership Statement, inventory and evaluate existing Student Life partnerships with Schools and Colleges and Academic Affairs administrative units devoted to providing educational experiences that develop more global and inclusive student mindsets and diversity, equity and inclusion.	IN PROGRESS
	Between Student Life units and with all 19 Schools and Colleges and all Academic Affairs administrative units, develop and expand effective partnerships devoted to providing educational experiences that develop more global and inclusive student mindsets and improve advance diversity, equity and inclusion on and off campus, including: Developing guiding principles and agreements for partnership models with Schools and Colleges and all Academic Affairs administrative units.	IN PROGRESS
	Between Student Life units and with all 19 Schools and Colleges and all Academic Affairs administrative units, develop and expand effective partnerships devoted to providing educational experiences that develop more global and inclusive student mindsets and improve advance diversity, equity and inclusion on and off campus, including: Providing recommendations for integrating sustained and structural partnerships with Schools and Colleges and all Academic Affairs administrative units.	IN PROGRESS
	Between Student Life units and with all 19 Schools and Colleges and all Academic Affairs administrative units, develop and expand effective partnerships devoted to providing educational experiences that develop more global and inclusive student mindsets and improve advance diversity, equity and inclusion on and off campus, including: Outlining ways to leverage, expand and develop Student Life staff and unit capacity to partner more with Schools and Colleges and all Academic Affairs administrative units.	IN PROGRESS
	Between Student Life units and with all 19 Schools and Colleges and all Academic Affairs administrative units, develop and expand effective partnerships devoted to providing educational experiences that develop more global and inclusive student mindsets and improve advance diversity, equity and inclusion on and off campus, including: Expanding, promoting and enhancing applied learning opportunities for students by expanding connections between Student Life and Schools and Colleges and all Academic Affairs administrative units.	IN PROGRESS

Increase Student Life's capacity in assessment for continuous improvement of diversity, equity and inclusion programs and initiatives.	Implement strategic and consistent assessment of existing and pilot Student Life programs and services.	IN PROGRESS
	Invest in building staff capacity to meet current demands for evaluation and assessment support for Student Life.	IN PROGRESS
	Build culture of assessment and continuous improvement practices across Student Life.	IN PROGRESS
	Support the assessment of Student Life's DEI Plan.	IN PROGRESS
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
	Develop and implement new and innovative diversity, equity and inclusion staff development experiences such as: Expanding access to Intercultural Development Inventory.	IN PROGRESS
	Develop and implement new and innovative diversity, equity and inclusion staff development experiences such as: Expanding Unconscious Bias training for all staff.	IN PROGRESS
	Train Student Life supervisors in conflict management practices grounded in diversity, equity and inclusion and update and align pathways for conflict resolution with DEI best practices.	IN PROGRESS
	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.	IN PROGRESS
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.	IN PROGRESS

	Focus on cultivating a diverse student staff team and inclusive workplace for over 2,000 student employees: Develop and implement recruitment strategies and best practices for attracting a diverse student staff.	<b>IN PROGRESS</b>
	Focus on cultivating a diverse student staff team and inclusive workplace for over 2,000 student employees: Develop and implement hiring policies and best practices for a diverse student staff.	<b>IN PROGRESS</b>
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.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	Review and improve current Student Life New Staff Orientation to align with diversity, equity and inclusion best practices.	<b>COMPLETE</b>
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 create agency and voice to ensure relevance and responsiveness to current community needs.	Develop and sustain an ongoing representative Undergraduate and Graduate/Professional DEI Student Advisory Boards to enlist student perspectives on DEI plan implementation and assessment efforts: Recruit and select representatives from all Schools/ Colleges.	<b>COMPLETE</b>
	Develop and sustain an ongoing representative Undergraduate and Graduate/Professional DEI Student Advisory Boards to enlist student perspectives on DEI plan implementation and assessment efforts: Train and support the board.	<b>COMPLETE</b>
	Develop and sustain an ongoing representative Undergraduate and Graduate/Professional DEI Student Advisory Boards to enlist student perspectives on DEI plan implementation and assessment efforts: Meet actively throughout the year.	<b>COMPLETE</b>
	Develop and sustain an ongoing representative Undergraduate and Graduate/Professional DEI Student Advisory Boards to enlist student perspectives on DEI plan implementation and assessment efforts: Host DEI Summit in Nov 2017.	<b>COMPLETE</b>
	Use existing infrastructure(s) devoted to facilitating student voices in shaping the institution to ensure the DEI Plan is responsive, relevant and community-owned, including: Support academic units in developing and training student advisory boards to facilitate student input.	<b>IN PROGRESS</b>
	Use existing infrastructure(s) devoted to facilitating student voices in shaping the institution to ensure the DEI Plan is responsive, relevant and community-owned, including: Provide access to existing student boards and groups for units serving campus-wide populations.	<b>IN PROGRESS</b>

	Use existing infrastructure(s) devoted to facilitating student voices in shaping the institution to ensure the DEI Plan is responsive, relevant and community-owned, including: Support DEI SAB/ODEI in engaging student input structures.	<b>IN PROGRESS</b>
	Advocate for necessary refinement and realignment during the implementation phase to ensure relevancy and responsiveness to student needs.	<b>IN PROGRESS</b>
	Work with Public Affairs in developing guiding principles to inform campus communication practices in response to bias incidents and campus climate events.	<b>IN PROGRESS</b>

## TAUBMAN COLLEGE OF ARCHITECTURE & URBAN PLANNING

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Dean/IL Constitute College DEI Committee.	New College DEI Committee appointed.	<b>COMPLETE</b>
Dean appointment of Chief Diversity Officer.	Administrative structure revised for CDO; appointment of CDO for 2017–2018; appointment of CDO for 2018–on.	<b>COMPLETE</b>
Targeted recruitment strategies.	5-year plan with annual benchmarks and accountability.	<b>IN PROGRESS</b>
Taubman Architecture Enrichment/Urban Outreach K–12 programs.	Chess pre-degree and K–12 plans for increased pipelines of under-represented students.	<b>IN PROGRESS</b>
Taubman-HBCU/HSI Consortium.	Adoption/Execution of MOUs w/HBCU and HSI institutions covering joint programs, recruitment, etc. for 3-year period.	<b>COMPLETE</b>
Institutionalize diversity component into Application Evaluation/ Merit-Based Aid.	Adoption of college-wide application and merit-aid strategies coordinated with development.	<b>NOT STARTED</b>
Create cohesive Taubman freshman admission, orientation, mentoring system.	Increase freshman admits in accordance with negotiations with central administration.	<b>IN PROGRESS</b>
Taubman Peer Advising Network.	Adoption of student peer advising voluntary program.	<b>COMPLETE</b>
Revise faculty search protocols to prioritize DEI goals.	Adoption of new faculty search protocol.	<b>NOT STARTED</b>
Targeted faculty mentorship.	High faculty utilization of free NCFDD offerings; monies for additional faculty support beyond the free package.	<b>COMPLETE</b>
Revise staff search protocol to prioritize diversity commitment.	Newly revised staff search protocol.	<b>COMPLETE</b>
Staff professional development and adjudicating conflict.	New/revised policies for staff professional development; new ombudsmen structure for grievances.	<b>IN PROGRESS</b>
Institutionalize Inclusive Teaching Paradigm.	New toolkit for faculty inclusive teaching.	<b>COMPLETE</b>
Diversity foundational to teaching, research and creative work.	Adoption of new curricular components; adoption of new ways to target diverse lecturers and reviewers.	<b>IN PROGRESS</b>
Establish diversity award for student work.	New award for student work on DEI topics.	<b>COMPLETE</b>



Website is accessible and highlights DEI prominently.	1) Revamp DEI page 2) Conduct website accessibility audit.	<b>COMPLETE</b>
Provide holistic support for students.	1) Provide mental health support 2) Provide one-on-one academic and non-academic counseling.	<b>COMPLETE</b>
Develop concrete protocols for bias and harassment cases.	Create and institutionalize protocol for bias and harassment.	<b>COMPLETE</b>
Develop systems that create transparency of policies and practices.	1) Hold orientation about DEI 2) Transparency meetings 3) DEI Newsletter 4) Develop Feedback and Reporting system.	<b>COMPLETE</b>
Taubman diversity grants for students, faculty and staff.	New grants for DEI work by faculty, staff, students.	<b>COMPLETE</b>
Diversity awards for staff, students, faculty and alumni.	New award for work on DEI topics.	<b>NOT STARTED</b>
Student DEI advisors.	Informed perspectives on student experiences and ongoing dialogue on improving college.	<b>IN PROGRESS</b>

## UNIVERSITY AUDITS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Consider federally mandated affirmative action goals for all relevant UA positions.	Investigate use of recruiting resources targeting under-represented groups.	<b>COMPLETE</b>
	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.	<b>COMPLETE</b>
	Develop ongoing relationships with the U-M-Flint, U-M-Dearborn, Ross School of Business and Eastern Michigan's auditing program for recruitment of short-term interns.	<b>COMPLETE</b>
	Continue to use recruitment tools (blind resume screening and alternate job posting sites) when seeking candidates.	<b>COMPLETE</b>
	Added overview of university and University Audits DEI plans during new employee orientation.	<b>COMPLETE</b>
	Eliminate personally identifiable information from resumes prior to screening.	<b>COMPLETE</b>
	Working to add an introduction to university and University Audits DEI plans during new employee orientation.	<b>COMPLETE</b>
	Working to add an introduction to the University Hotline and other university resources for conflict resolution and reporting misconduct to the new employee orientation process.	<b>COMPLETE</b>

	Working to add a more positive feeling about auditing at the university as part of new employee orientation and in bi-monthly team meetings. We plan to begin or continue to: discuss value-added work done by auditors; sharing changes effected by audit findings that have a positive influence on the university; sharing recognition by audit clients in response to audit.	<b>COMPLETE</b>
Equity of departmental workload/Equity in assignment of assignments.	Provide periodic reports on status of department goals and changes in policies and procedures from MTeam (department management) at team meetings.	<b>COMPLETE</b>
	Discuss reporting misconduct at team meetings and reinforce message with periodic emails to the department.	<b>COMPLETE</b>
	Explore ways to focus on individual strengths and use information gained from Myers-Briggs, Strength Finder and other assessments to improve personal interactions, day-to-day department operations and staff satisfaction.	<b>COMPLETE</b>
	Begin conducting regular, staff-only meetings to discuss department procedures and to provide feedback to management team for process improvement.	<b>COMPLETE</b>
	Continue to recalibrate scheduling on an on-going basis to ensure equity in workload, depending on skill level.	<b>COMPLETE</b>
	Examine performance appraisal process to ensure equity.	<b>COMPLETE</b>
Improved awareness of reasons for inclusion through training and learning opportunities for University Audits personnel.	Work with University Human Resources to explore performance evaluation options.	<b>COMPLETE</b>
	Incorporate a periodic report of MTeam discussion into the team meeting agenda.	<b>COMPLETE</b>
	Ensure that skip-level meetings are done on a regular basis.	<b>COMPLETE</b>
	Continue working with University Human Resources to improve review and feedback processes.	<b>COMPLETE</b>
	Continue efforts at improving departmental communications through the use of innovative structures.	<b>COMPLETE</b>
	Examine creation of mentoring relationships with executives outside of University Audits and/or UAudits management.	<b>COMPLETE</b>
	Begin conducting regular, staff-only meetings to discuss department procedures and to provide feedback to management team for process improvements.	<b>COMPLETE</b>

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
	Schedule regular discussions of diversity, equity and inclusion actions and goals in team meetings.	COMPLETE
	Scheduling of presentations related to diversity, equity and inclusion; include in team meeting minutes.	COMPLETE
	Scheduling of team meeting guests/presentations related to diversity, equity, inclusion; dealing with disabilities and adaptive technologies.	COMPLETE
	Provide diversity, equity and inclusion content at team meetings on a regular basis; schedule civility presentation.	COMPLETE
	Schedule educational presentations on diversity-related topics; screen and discuss <i>Life of Mohammed</i> as a brown bag.	COMPLETE
	Schedule regular discussions of diversity, equity and inclusion actions and goals in team meetings.	COMPLETE
	Explore modifying client feedback survey to emphasize DEI goals and values.	COMPLETE
Develop and improve relationships with the various constituencies university audits interacts with and promote a diverse, equitable and inclusive community.	Provide diversity, equity and inclusion content at team meetings on a regular basis.	COMPLETE
	Invite speakers from other university areas to team meetings.	COMPLETE
	In response to some staff suggestions to integrate DEI goals into department processes, explore modifying the client satisfaction survey.	COMPLETE
Improve accessibility of physical and on-line resources. Periodically review site and office to gauge compliance with ADA standards.	Continue work on SPG and University Audits web site evaluation.	COMPLETE
	Request funds to upgrade sites.	COMPLETE
	Prepare RFP if necessary.	COMPLETE
	Include ADA questions in University Audits feedback survey.	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.	Train and prepare U-M development community to hire UR candidates (e.g., to address unconscious bias, to offer training in equity tools, etc.).	COMPLETE
	Define goals for promotion and retention that indicate a commitment to DEI.	IN PROGRESS
	Begin to develop strategies to reach UR hiring and promotion expectations.	COMPLETE
Improve retention rate of underrepresented (UR) individuals across the U-M development community.	Conduct baseline assessment of culture, demographics, intercultural competence and related issues.	COMPLETE
	Begin to develop strategies for increasing percentage of retention and promotion of UR staff.	IN PROGRESS
Help staff grow in their existing positions and establish transparent guiding principles to help them advance as appropriate.	Incorporate demographic data into annual OUD culture survey to gain baseline assessment of DEI issues and their effect on OUD culture.	COMPLETE
	Clarify and improve current business practices and develop new protocols as needed.	IN PROGRESS
	Begin to develop strategy for reaching promotion and retention goals.	IN PROGRESS
Increase diverse pipeline of entry-level professionals who are trained to enter the development field and inclined to do so at U-M.	DEI director leads strategic implementation of DEI initiatives for remaining FYs.	COMPLETE
	Develop strategies to grow pipeline of talent.	IN PROGRESS
Align OUD's cultural norms and practices with the values of diversity, equity and inclusion.	Conduct IDI baseline assessment of staff (IDI assessment voluntary; training sessions required).	COMPLETE
	Provide OUD teams with tools to incorporate values of diversity, equity and inclusion into their goal-setting processes.	IN PROGRESS
	Incorporate DEI principles into performance appraisal process (e.g., performance plans, work plans, check-ins).	IN PROGRESS
	Use IDI results to strengthen and develop new and targeted trainings on intercultural mindsets and skill sets (e.g., individual IDP coaching sessions, unconscious bias training, promoting self-awareness and reflection, etc.).	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.	<b>COMPLETE</b>
	Use IDI results to strengthen and develop new and targeted trainings building intercultural mindset and skill set (e.g., individual IDP coaching sessions, unconscious bias training, promoting self-awareness and reflection, etc.).	<b>IN PROGRESS</b>
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.	Conduct baseline assessment of culture, demographics, intercultural competence, harassment/bias and related issues.	<b>COMPLETE</b>
	Communicate policies and practices with OUD staff, development community staff, University HR and Office of Institutional Equity.	<b>IN PROGRESS</b>
	Identify vehicle for communicating policy/expectations with donors and volunteers.	<b>NOT STARTED</b>
Develop higher levels among all staff of intercultural competence in relationships internal and external to the University.	Conduct IDI baseline assessment of OUD staff.	<b>COMPLETE</b>
	Conduct benchmarking survey and focus groups to better understand how to engage culturally diverse groups in giving.	<b>NOT STARTED</b>
	Use IDI results to strengthen and develop new and targeted trainings to develop intercultural mindset and skillset (e.g., individual IDP coaching sessions, unconscious bias training, promoting self-awareness and reflection, etc.).	<b>IN PROGRESS</b>
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 baseline assessment (i.e., engagement survey focused on diversity) culture, demographics, intercultural competence and related issues, using outside consultants.	<b>COMPLETE</b>
	Provide OUD teams with tools to incorporate values of diversity, equity, and inclusion into their goal setting process around training, etc.	<b>IN PROGRESS</b>
	Incorporate DEI principles into performance appraisal process (e.g., performance plans, work plans, check-ins).	<b>IN PROGRESS</b>
	Use IDI results to strengthen and develop new and targeted trainings to develop intercultural mindset and skillset (e.g., individual IDP coaching sessions, unconscious bias training, promoting self-awareness and reflection, etc.).	<b>IN PROGRESS</b>
	Standing committee and DEI staff hire develop strategies to encourage a more inclusive organization.	<b>COMPLETE</b>
Diversify leadership (director level and above) of OUD.	Train and prepare community to equitably evaluate all candidates, including UR candidates (e.g., address unconscious bias, offer training in equity tools, etc.).	<b>IN PROGRESS</b>
	Begin to develop strategies to promote diversity in hiring and promotions.	<b>COMPLETE</b>

	Develop training for all levels and roles of the organization.	<b>COMPLETE</b>
	Set uniform policies for promotions and salary increases.	<b>IN PROGRESS</b>
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 implement, review and improve strategies.	<b>IN PROGRESS</b>
Gain an understanding of the demographics of our donor pool to use as a basis for the fundraising strategies in this plan.	Refresh data as often as possible and share throughout U-M development community.	<b>COMPLETE</b>
Engage a fully inclusive prospect/donor pool that reflects the larger University community.	Develop strategies to engage more diverse groups at events (cultivation, fundraising, stewardship).	<b>IN PROGRESS</b>
	Review selection criteria (with General Counsel Office input) to make volunteer committees (major gifts, annual giving, corporate/foundation relations, planned giving, student philanthropy) more inclusive in the future.	<b>NOT STARTED</b>
	Conduct benchmarking survey and focus groups to better understand how to engage culturally diverse groups in giving.	<b>NOT STARTED</b>
Understand the demographics of our donor pool to use as a basis for the fundraising initiatives in this plan.	Add DEI components to one additional training/education program.	<b>COMPLETE</b>
	Collaborate with SCU teams to support their DEI training and initiatives.	<b>COMPLETE</b>
Identify and support faculty diversity engagement in philanthropy, 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.	<b>NOT STARTED</b>
	Identify broadly diverse faculty working on DEI projects/research to serve as speakers and U-M representatives (note: we need to identify if this information exists elsewhere at U-M).	<b>IN PROGRESS</b>
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.	Conduct benchmarking survey and focus groups to better understand how to engage culturally diverse groups in giving.	<b>NOT STARTED</b>
	Consistently promote and educate the development community about university-wide DEI fundraising opportunities.	<b>IN PROGRESS</b>
Support DEI recruitment and retention initiatives in SCUs.	Identify cost-sharing approaches for recruitment and retention costs.	<b>IN PROGRESS</b>
	Identify virtual and in-person opportunities to recruit outside of Ann Arbor (e.g., Detroit, Flint, Dearborn, etc.).	<b>COMPLETE</b>

Development staff are aware of and promote fundraising initiatives in support of DEI.

Develop strategies to make volunteer committees more inclusive.

**IN PROGRESS**

Conduct benchmarking survey and focus groups to better understand how to engage culturally diverse groups in giving.

**NOT STARTED**

Consistently promote and educate the development community about university-wide DEI fundraising opportunities.

**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 workforce. 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.	<b>COMPLETE</b>
	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.	<b>IN PROGRESS</b>
	Support library staff in developing and enhancing intercultural competencies and the Association of College and Research Libraries Diversity Standards.	<b>COMPLETE</b>
We will be the go-to resource for trusted and culturally inclusive information expertise, content and research and technology support for U-M and beyond. We will grow and leverage a deep understanding of the creative power of the intersection of cultures, ways of thought and academic disciplines.	Actively encourage, support and promote research and scholarship in areas related to diversity.	<b>COMPLETE</b>
	Create strategic partnerships to engage with and support the diversity efforts of U-M colleges, schools, units and health system.	<b>COMPLETE</b>
	Create and cultivate inclusive learning environments that accelerate self-agency through outreach, programs, events and services responsive to learner, researcher and scholar needs.	<b>COMPLETE</b>
We will offer physical and virtual spaces that are welcoming to all of our constituencies and serve as a second academic “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.	<b>IN PROGRESS</b>
	Ensure that library spaces, services, programs and collections are inclusive and welcoming for all users.	<b>COMPLETE</b>
	Make technology choices that hold accessibility as a core value.	<b>IN PROGRESS</b>
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.	Enhance user-centered customer service strategies.	<b>IN PROGRESS</b>
	Demonstrate our leadership on IDEA both on campus and within the professions of librarianship and publishing.	<b>COMPLETE</b>
	Develop pathways for conflict resolution in the way we serve each other and in the way we serve our user groups.	<b>IN PROGRESS</b>

## 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.	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 and mentored learning activities/research assistant positions as outreach opportunities to attract diverse applicants from the undergraduate and graduate pools.	COMPLETE
	Continue fellowship development with Rackham colleagues through Rackham Mellon Public Humanities Fellowship.	COMPLETE
Assess, evaluate and adopt practices to achieve a diverse staff. Make strides towards 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.	COMPLETE
Ensure that all staff has the appropriate knowledge and training to create a welcoming and inclusive climate for all.	Support all UMMA teaching staff by providing opportunities to enhance skills in inclusive teaching strategies.	COMPLETE
	Evaluate results of U-M staff climate survey. Participate in U-M faculty climate survey (primary appointed staff only). Continue to provide information and training to support staff as a key resource in achieving an inclusive organization for staff and visitors.	COMPLETE
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.	Director, Management Team and Curators ensure that the exhibitions developed for FY 18–21 meet the Museum's Strategic Plan and DEI plan goals.	COMPLETE
	Continue to develop new U-M strategic partnerships — while maintaining and nourishing existing relationships with recognized student organizations, campus units and community partners to support a diverse exhibition program.	COMPLETE
	Continue to develop sources of funding that allow for sustainable and successful exhibitions and programming.	COMPLETE
	Curators and others work across campus and beyond to stay current on new opportunities, artists and ideas, leveraging U-M's research and scholarship resources.	COMPLETE
	Plan for evaluation of the visitor experience, using available resources, to include exhibitions and programs.	COMPLETE
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.	Continue successful outreach strategies; explore opportunities for increased engagement with galleries and special exhibitions.	COMPLETE



Launch The UMMA Exchange.	Conduct outreach and training to faculty, instructors, GSI's and students about creating and sharing their own resources through The Exchange.	<b>COMPLETE</b>
Plan for new collections acquisitions to support DEI goals in teaching.	Continue to identify priorities for new acquisitions to support teaching for DEI from UMMA's collection, with input from curatorial and education staff. Identify resources to support new acquisitions through funding and gifts of art.	<b>COMPLETE</b>
Continue to partner with recognized student organizations, campus partners and community organizations to provide free public programming that is diverse, welcoming and inclusive.	Explore new strategic partnerships — already underway — while maintaining and nourishing existing relationships with recognized student organizations, campus units and community partners. Continue to work with partners with demonstrated success in promoting inclusive cultural access and diverse participation. Analyze and share results of feedback collected from partners and develop appropriate responses.	<b>COMPLETE</b>
	Actively convey co-sponsorship benefits and decision making (free space, shared promotion) to new program partners.	<b>COMPLETE</b>
Explore baseline audience study of those who come and do not come to Museum.	Research how art museums are working at the intersection of public engagement and public programs and DEI nationally.	<b>IN PROGRESS</b>
Work in partnership with facility and security staff to ensure a welcoming environment around the visitor experience including public and student programs.	Work in partnership with facility and security staff to ensure a welcoming environment around the visitor experience including public and student programs. Partner with DPSS and building services supervisors to develop goals and plans for continued training.	<b>COMPLETE</b>
Continue outstanding service to K–12 students and teachers and faculty and staff at U-M who study, serve and partner with them.	Inclusive teaching and unconscious bias training for docent corps to foster an inclusive learning community that includes docent corps and those they serve. Ensure that existing corps is well-prepared and understands the value of diversity and inclusion among their own members.	<b>IN PROGRESS</b>
Focus on U-M strategic partnerships relevant to DEI initiative.	Continue to maintain level and quality of outreach and teaching programs, while focusing on strategic partnerships at U-M and beyond.	<b>COMPLETE</b>
Expand diversity of docent corps.	Employ/expand strategies for recruiting a diverse docent corps.	<b>COMPLETE</b>

## VICE PRESIDENT & 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.	<b>NOT STARTED</b>
	Utilize U-M Mediation Services, Learning and Professional Development courses and staff assistance programs for conflict resolution, as necessary.	<b>NOT STARTED</b>
Identify formal and informal opportunities for all staff to attend events, workshops, etc. to improve staff diversity and cultural awareness competencies, cultivate individual skill sets for professional growth and elevate staff core job capabilities.	Locate relevant workshops for staff to attend. All staff will attend at least one workshop and will continue to attend events throughout the year.	<b>COMPLETE</b>

Develop/mentor staff.	Dedicate staff time to help develop professional skill sets, mentoring, and connection to University resources including DEI programs and training for staff.	<b>COMPLETE</b>
Encourage staff to identify, register and attend Learning & Professional Development (formerly HRD) courses and events on/off campus to improve staff diversity and cultural awareness competencies, cultivate individual skill sets for personal and professional growth, and elevate staff core job capabilities.	Staff identifies and then attends professional development courses and the office staff attend relevant events on and off campus. DEI engagement and support will be part of the annual staff evaluation process. There will be follow-up with staff to share experience/ ideas following each event.	<b>COMPLETE</b>
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.	Continue to look for opportunities to have diverse speakers and programs from all three campuses at each regents' meetings.	<b>COMPLETE</b>
	Continue to advocate for DEI topics to be presented at professional meetings.	<b>COMPLETE</b>
Incorporate DEI presentations/discussions into regents' meeting agendas and other professional meetings.	Meeting agendas include DEI discussions.	<b>COMPLETE</b>
Individual development.	The VP&S and office staff will collaboratively identify courses with potential to benefit individuals and/or the unit as a whole.	<b>COMPLETE</b>
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 such as bylaw amendments, personnel appointments and recruitment/retention efforts.	Continue to provide support with bylaw, recruitment/retention and personnel actions.	<b>COMPLETE</b>
Incorporate DEI values in bylaw amendments, personnel appointment and recruitment/retention efforts.	Working with EOs and other staff, include DEI values in Regents' Communications as appropriate.	<b>COMPLETE</b>
Work collaboratively with the president, VP&S and other executive offices 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 through the Fleming DEI Committee to collaboratively develop potential topics and an event schedule, and begin planning for such events. The committee is currently working on a Fleming event for the fall to help enhance diversity and cultural awareness competencies throughout leadership.	<b>COMPLETE</b>
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 Michigan Creative to update the board's website to ensure compliance with evolving accessibility standards and make recommendations for future improvements. Work with CSG and other student leaders to assist in encouraging students' involvement in meetings, and information on regent actions via website.	<b>IN PROGRESS</b>
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 U-M, 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 it relates to DEI.	<b>COMPLETE</b>
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 through monthly emails and an executive calendar and provide logistical support when regents are engaged. 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. Include DEI updates at regent meetings and implement informal feedback from regents.	<b>COMPLETE</b>

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 mentor 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, solicit research and submit diverse nominees for honorary degree nominations and support and mentor students.

**COMPLETE**

## VICE PRESIDENT FOR GLOBAL COMMUNICATIONS

STRATEGIC OBJECTIVE	ACTION ITEM	PROGRESS
Achieve a more diverse applicant pool.	Continue to seek out new and non-traditional avenues to reach potential new hires.	<b>IN PROGRESS</b>
	Continue to locate regional and national publications/jobs boards to advertise positions.	<b>IN PROGRESS</b>
	Further work: With HR, identify best practices and secure expert internal and/or external guidance.	<b>COMPLETE</b>
	Ensure welcoming attitudes to diverse applicants and staff. (Include in Onboarding process under development).	<b>IN PROGRESS</b>
	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, Snapchat Q&As, etc., with prospective applicants.	<b>NOT STARTED</b>
	Institute policy that all senior staff purposefully expands their professional networking at conferences and other relevant gatherings to reach out proactively to underrepresented populations.	<b>IN PROGRESS</b>
DEI interpersonal effectiveness as assessed by effective intercultural sensitivity tool.	In development: Institute OVPC-based orientation/on-boarding process for new OVPC hires; integrate/welcome new staff into work environment.	<b>IN PROGRESS</b>
	Relevant training opportunities identified and made available to all staff.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	DEI-focused discussions at all bi-annual OOVPC all-staff meetings that incorporate OOVPC DEI-updates/progress reports. Note: DEI segment should be 2nd agenda item, rather than final item, which is easier to skip.	<b>IN PROGRESS</b>

Create an equitable and inclusive workplace in which all employees feel valued and heard. Create a process for conflict resolution for communications staff.	Continue to identify and make available pertinent training opportunities for managers; topics: unconscious bias (Denise Williams), civil discourse (John Sonnegga), listening skills and respecting divergent points of view, or even accepting constructive criticism.	IN PROGRESS
	Continue to identify ways and/or create safe space for employees to voice their thoughts/opinions, (anonymously or not, as they choose) to managers.	COMPLETE
	Continue with designated office hours for managers to hear employee concerns, suggestions.	IN PROGRESS
	Establish a process for complaint resolution where an employee can choose to bring a concern to his manager, or skip a level and take it to his manager's manager.	IN PROGRESS
	Address work distribution and other issues of fairness (e.g., 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 OVPC-wide staff meetings that discuss current DEI-relevant developments/issues and DEI progress/plans.	IN PROGRESS
	Establish a defined, well-developed mentorship program	IN PROGRESS
	We have identified volunteer mentors and assigned mentees. We will test the program at the end of May 2018.	IN PROGRESS
	Continue with designated office hours for managers to hear employee concerns, suggestions.	IN PROGRESS
Substantially increase OVPC'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.	"Refresher" unconscious bias training.	NOT STARTED
	Search for expertise/courses or skill building presenters to offer to all campus communicators. Provide one or two sessions per year that enhance abilities, introduce tools for communicators to enhance effective DEI communications.	IN PROGRESS
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. Include in annual reviews.	IN PROGRESS
	Further explore and possibly adapt (if found advisable) "DEI Passport" concept from HR's professional development model; offer growth opportunities to staff and reward them for participating.	NOT STARTED
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 and managers to complete training; require completion of a baseline number of relevant training opportunities.	IN PROGRESS

Ensure that OVPC leadership have a full grasp of and operationalize DEI principals in the conduct of OVPC 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. Continue to support staff training experiences, provide adequate funding for leave time of auxiliary personnel. Create a "library" of training sources.	IN PROGRESS
	Continue ongoing OVPC DEI working group to facilitate and report on progress.	IN PROGRESS
Create a workplace in which all OVPC employees feel challenged and have advancement opportunities.	Continue to dedicate time at Communicators' Forum meetings for job-oriented "speed dating" and more time to network.	COMPLETE
	Allow for advancement — within and across s/c/u — where practical and possible. Create continuing plan to address viable advancement opportunities.	COMPLETE
Create an equitable and inclusive workplace in which all employees feel valued and heard.	Continue 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.	IN PROGRESS
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
	These ideas will be discussed within the group. If individuals cannot attend, their ideas, comments or feedback can be submitted on BeHeard.com.	IN PROGRESS
Build rapport and trust between supervisors and employees; give employees opportunities to voice concerns to management.	Continue to 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.	IN PROGRESS
Substantially increase presence of DEI-relevant content and values in all our work products.	Continue to provide a dedicated communications person to tell the cross campus DEI stories.	COMPLETE
	Continue to provide strategic leadership on the Diversity Working Group and Strategy Group.	COMPLETE
	Continue to provide DEI content in Presidential communications.	COMPLETE

	Continue to charge all OVPC staff to create communications and marketing plans that include and highlight DEI actions and values in the work.	<b>COMPLETE</b>
	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.	<b>IN PROGRESS</b>
	Include topics of DEI communication strategy, and skill-building into meetings of OVPC 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.	<b>IN PROGRESS</b>
	Implement and refine the new metrics, guidelines and best practices. Share throughout University via M-19 and Communicators' Forum.	<b>IN PROGRESS</b>
Increase awareness of DEI-related issues and topics among groups and individuals we serve.	Regular staff meeting will include dedicated time, as the second agenda item, for diversity discussion, on how to improve service for diverse groups/populations.	<b>COMPLETE</b>
Increase awareness of unconscious bias that may negatively affect how well we serve diverse groups.	At division level, continue to provide training to recognize and remediate unconscious bias — minimum annually.	<b>NOT STARTED</b>
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.	Ensure that staff have access to and engage with resources that address ways OVPC can improve its coverage of diverse groups. Apply new metrics, guidelines and best practices.	<b>COMPLETE</b>
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.	<b>IN PROGRESS</b>
	As second agenda item, Vice President's periodic all-staff meeting will include discussion of progress on OVPC's DEI strategic plan, next steps. Keep the content fresh and interesting.	<b>IN PROGRESS</b>
Ensure OVPC'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.	Continue OVPC DEI working team responsible for monitoring DEI progress, achievements and relevant activity on an ongoing basis. This group meets and reports 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.	<b>COMPLETE</b>
	Continue to make adequate funding available to pay for training services and to cover OVPC DEI volunteers' release time, including members of the DEI working team. Ensure these funds are distributed equitably and transparently throughout OVPC to secure relevant DEI-focused training and enrichment opportunities.	<b>COMPLETE</b>

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.	Unit-wide in-depth discussions on how to set related guiding principals; share w/CommForum.	<b>IN PROGRESS</b>
Achieve a more diverse, equitable and inclusive level of communications.	Develop new metrics, guidelines and best practices.	<b>IN PROGRESS</b>
	Look to external expertise as well as internal for advisement.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>
	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.	<b>IN PROGRESS</b>

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