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PRELIMINARY AND ADVISORY; PRIVILEGED AND CONFIDENTIAL

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Preface

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



Kinesiology Diversity, Equity, & Inclusion Strategic Plan

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Introduction



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

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

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

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

Sincerely,

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



Executive Summary:

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

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



Diversity, Equity, & Inclusion Strategic Plan Overview

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

Goals [Diversity, Equity, & Inclusion]:

Diversity – We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

Equity – We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion – We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Rationale [Mission, Vision, Values of School of Kinesiology]:

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



School of Kinesiology Mission Statement

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

School of Kinesiology Core Values

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

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

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



Inspiring Our Present...Empowering Our Future!

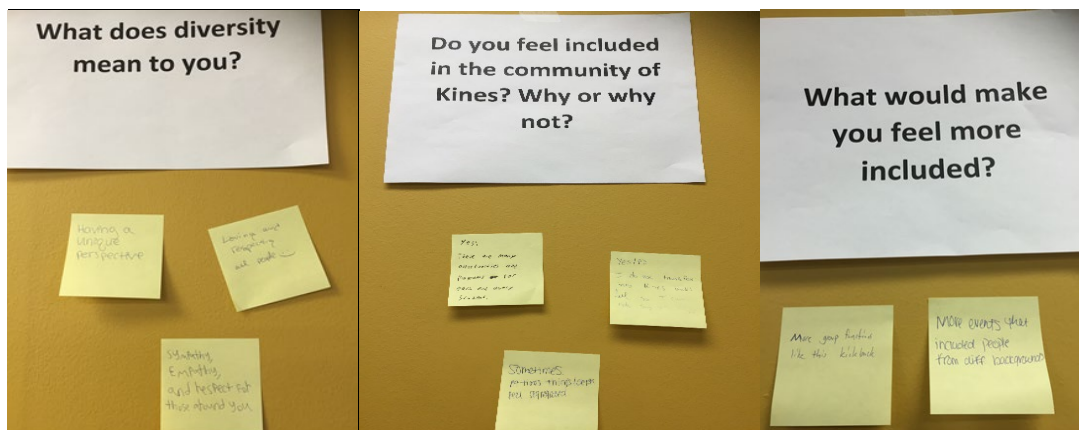


DEI Foresight and Forecast

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

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

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



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

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



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

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



Key Diversity, Equity, & Inclusion Strategies*

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

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

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

Planning for Diversity, Equity, & Inclusion in Kinesiology

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

(Adaptation of Pless & Maak, 2004)



Principles for Achieving Diversity, Equity, & Inclusion in Kinesiology

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

(Sonnetchein, 1999)

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

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



Planning Process: Insight and Reflections

Planning Leads:

There are two (2) DEI Planning Leads in the School of Kinesiology:

- Dr. Ketra L. Armstrong, Director of DEI in Kinesiology
- Dr. Elena Simpkins, Manager for DEI in Kinesiology

Planning Team:

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

This plan is primarily focused on increasing the impact and capacity of engagement of our faculty, staff, and students in our existing DEI initiatives. Increasing the diversity and sense of inclusion and belonging among our students is our greatest task and we have worked diligently and strategically in this regard. For instance, 2018 was a banner year for us regarding the diversity among our graduate students as we were able to attain two notable accomplishments: (a) the highest number of applications from underrepresented students in our graduate program's history, and (b) the highest matriculation of underrepresented students in our graduate program's history. This afforded Kinesiology the distinction of being deemed the most diverse graduate program on U-M's campus, relative to our size. We established a Bridge Support program for our graduate students that started with 12 students and nearly doubled (23) the second year of its existence. Testimonials obtained from our students attested to the critical impact the Bridge Program made on their transition to U-M Kinesiology, sense of belonging, and overall graduate education success.

We have also made notable progress with recruitment of underrepresented students. The Fall 2019 pool of applicants from underrepresented groups/communities reflected an increase of 88% since Fall 2014. Additionally, our off-campus recruitment efforts resulted in a marked increase in the respective students visiting us and participating in our on-campus activities. However, converting the application interest into enrollment remains a challenge. For example, although 38 underrepresented students were admitted to our undergraduate program, our yield was only 19. To address this issue, we dedicated funds to support additional staffing (via a paid internship/part-time staff arrangement) to increase our capacity for recruiting with the hopes of improving our strategic recruitment, engagement, and support of the matriculation of underrepresented students (first generation, from educational institutions located in minoritized communities, etc.), in particular, into our undergraduate programs. We will continue to support this endeavor as our funds allow.



Additionally, based on the increased numbers of international students, we staffed our Career Development Office with targeted support for this unique group of students. To mobilize our students' involvement in DEI initiatives, we were able to secure a Rackham-funded graduate student dedicated to our DEI work and it resulted in remarkable outcomes: (a) the number of programs we were able to offer our students increased dramatically, (b) there was a marked improvement in the type and quality of events we were able to offer our students, and (c) student participation and involvement in our DEI events almost tripled. While we continued to focus on our students the following year, we did not have the benefit (luxury) of a GSSA, and as such, we were not able to recapture the momentum created the previous year among our students for our DEI events.

In summary, our efforts to date to intentionally and strategically recruit, enroll, engage, and deliver a quality educational experience to all students, including students who have been traditionally/historically underrepresented in our graduate and undergraduate programs, have not been in vain, based on the progress we have made, the impact we have experienced, and the success we have witnessed. These accomplishments evidenced the effectiveness and potential impact of our strategic plan's initiatives and action items included herein targeting our students. However, we still have much more work to do to: (a) increase the compositional diversity of our students, and (b) give all students, and particularly our underrepresented students, the type of holistic experience and support that we desire, and that they deserve. Our challenge is to be able to sustain our support and be consistent in our efforts to withstand the internal and external ebbs and flows of higher education. Moreover, it is imperative that (at the very least) we have the financial means to continue the endeavors that have proven impactful, and (at the very best) we seek to enhance and elevate their impact to a greater capacity. Therefore, focusing on our student diversity and offering our students a welcoming climate, supportive culture, and socially just and engaging educational experience has been a focus at the outset of our strategic planning process, and it continues to be a strategic Kinesiology priority in the next phase of our DEI planning.

What we have learned from the previous years of engaging in this iterative planning process is that we need to continue our offerings of various DEI initiatives for our faculty, staff, and students. However, we also need to be mindful of the varied ways in which each constituent is impacted by unique nuances and work/time demands that affect the extent to which they are able to fully and actively engage in our DEI endeavors. Concurrently, we have realized the need to equip and empower our constituents with educational resources to help them better understand the fundamental principles that underlie and support our DEI goals and objectives. We also learned that while we offer DEI grants for our faculty, staff, and students, these have been under-utilized and we need to be more intentional and proactive in promoting them and encouraging our constituents to pursue them. This current plan also addresses the role of accountability for and recognition of DEI efforts as imperatives to our DEI success. Perhaps most insightful was what we learned from feedback received from our students the previous years regarding the need to have dedicated and strategic student leaders to help with the planning and implementation of student-focused events.

As such, this current DEI plan was developed in response to feedback we received and in recognition of our successes, failures, and lessons learned over the years. It has been designed to maximize our strengths and opportunities and minimize our weaknesses and threats. It acknowledges our current status and the possibilities on the horizon, relative to our overall DEI goals, objectives, inspirations, and aspirations.



Data Analysis: Key Findings



Summary of Data:

This plan was devised, informed, and revised based on a number of data sources: (a) conversations and group discussions with Kinesiology faculty and students (both solicited and unsolicited) and (b) U-M data (data on undergraduate and graduate programs, the 2021 Kinesiology Student Climate Survey, the 2021 Kinesiology Staff Climate Survey, and the 2021 Kinesiology Faculty and Special Faculty Climate Survey).

Data from our most robust Graduate Bridge Program substantiated our need to continue to offer this type of support for the students who were from educational or economic backgrounds that are generally underrepresented in Kinesiology. The students' responses indicated that the program was effective and performing as we had intended. See some of the responses students provided about our Bridge program below:

- *"The bridge program for me was wonderful. I had a great time meeting everyone and it benefited me in so many ways. I was able to walk into class on the first day and see familiar faces and right away felt comfortable because I spent a few days with these people. I am grateful that I was able to participate in the program because it basically made me feel at home at Michigan."*
- *"It was really helpful in that it provided some useful information, gave me the chance to meet people early on, and also gave me a chance to meet some people I probably would not have met. Overall, I think it was just a great opportunity to begin creating a community at Michigan. The fact that we were all coming from different places makes that "community creation" even more important."*
- *"I feel that the bridge program did exactly what it intended to do... I'm also impressed with the community that came with the bridge program. It was great having peers on campus and in my program to collaborate with. If I were to say I didn't feel like there was a community or a sense of belonging, it would be completely my own fault. The bridge program leaders and the students all were very welcoming with everything. I honestly feel that the bridge program was one of the most positive things I experienced with grad school. I wish everything else was as positive and advantageous as the bridge program."*
- *"I really appreciated the bridge program. I felt the program brought some of us closer but also provided us with some familiar faces for when classes began. I was happy to meet other people that looked like me but it showed that diversity is deeper than what's on the surface. I was able to bond with other people in other similar ways because of the program."*
- *"... Bridge is a unique opportunity for incoming U-M Kinesiology graduate students. I was impressed by the number of activities they organized for us. ...It was an invaluable experience, because it helped me establish meaningful relationships with my colleagues. These relationships have continued to strengthen, and it means a lot knowing that I have a support tribe when academic demands are high."*



In Winter 2020 we also gathered data via an online survey and interviews with many of our Bridge students (notably from first-generation students and students from MSIs) to determine the nature of their experience and ways in which we can better serve them. The findings revealed the need for: (a) more assistance with the application process, (b) more support via mentoring and advising during their matriculation at U-M and, (c) most importantly - more dedicated support and networking activities/events/endeavors to assist with and facilitate their career development and job placement. This feedback informed our efforts to enhance and improve the Bridge Program referenced in this DEI plan.

To gauge our faculty and staff's contributions and engagement in DEI, we gathered information from the self-reported data included in their 2021 annual evaluations. The data revealed that their contributions to DEI in their instruction, scholarship, and service were notable and varied – with some being more actively engaged than others. Some of the activities included: (a) being actively engaged in recruiting a more broadly diverse base of students; (b) participating in outreach and engagement efforts that involve communities (based on geography or educational background/experience) that are underrepresented; (c) conducting research, producing scholarship, and offering or supporting events that focus on diverse populations and address issues that are prevalent in underrepresented communities; (d) engaging in inclusive instruction; (e) attending DEI events on and off campus (locally and nationally); and (f) and mentoring and supporting our students, including those who are traditionally underrepresented in our programs. Additionally, part of each of our student associations' (Sport Business Association, Sport Business Inclusion Committee, Michigan Women in Entertainment and Sport, Black Undergraduate Kinesiology Association, and others) agenda includes DEI. These data were favorable to our DEI planning process as they revealed the receptiveness and creativity of our faculty, staff, and student organizations' engagement in DEI. Their DEI involvement represented a marked increase since the inception of our DEI planning process and suggested the need for our plan to include ways (i.e., recognition, incentives, and events) to continue to support, encourage, highlight, and celebrate (in expressed and implied ways) the DEI work of our constituents.

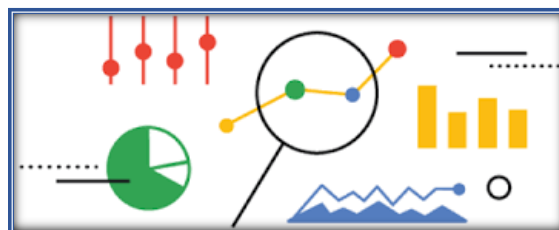
Lastly, data to inform this plan were obtained from the 2021 Kinesiology faculty and special faculty, staff, and student climate surveys. The response rate of the faculty (n=27, 71%) and staff (n=36, 73%) along with their item completion rates were large enough to offer substantial insight. However, the response rate of our specialty faculty (n=10, 38%) and our students (n=84, 9% undergraduates and n=42, 36% graduated) and corresponding lack of item completion rates did not allow the confidence needed to make wider/broader interpretations. The climate results for each of the constituents for which viable data were available are grouped in five (5) categories: (a) Involvement in DEI activities; (b) Descriptions of the Kinesiology climate; (c) Perceptions of experiences in Kinesiology; (d) Perceptions of equity in Kinesiology; and (e) Satisfaction with DEI in Kinesiology since the 2016 planning process. Following is a summary of the highlights.

- Involvement in DEI Activities: The climate results revealed that our faculty/specialty faculty and staff were generally engaged in DEI activities in a variety of ways (notably attending DEI-related trainings, workshops, event, and meetings). However, the percentages of our students who did so was much less. For instance, 96% of our faculty, 70% of the specialty faculty, and 81% of our staff attended DEI-related workshops, compared to 43% of our graduate students and 33% of our undergraduate students who did so. Of note, our students' attendance at DEI events in Kinesiology was lower than their attendance at DEI events in general – and this difference was pronounced for our undergraduate students. A remarkable 100% of our faculty reported having a DEI-related conversation with a colleague/peer.
- Descriptions of the Kinesiology Climate: Some similarities were revealed in how our constituents replied to the semantic differentials describing the Kinesiology climate. Faculty/special faculty, staff, and students perceived it favorably and generally considered it to be one that was *friendly, respectful, supportive, welcoming, non-racist, non-homophobic, and non-transphobic*. However, faculty/special faculty also perceived the Kinesiology climate to be *individualistic*, and faculty and undergraduate students perceived it to be *competitive*.



Moreover, undergraduate and graduate students reported being satisfied/very satisfied with the Kinesiology climate (75% and 79%, respectively); with the BIPOC students being slightly less satisfied (69%). The majority (65%) of the staff were satisfied/very satisfied with Kinesiology climate, while slightly less than half (48%) of the faculty indicated likewise.

- Perceptions of Kinesiology Experience:
 - Work Experience: The climate survey results revealed that the nature and quality of the Kinesiology experience varied for our constituents. The Staff reported the most favorable perceptions in that the majority of them reported overall positive sentiments of feeling valued, respected, a sense of belonging, and being in a work environment that supports opportunities for professional growth. Although the majority of faculty felt respected, less than half of them felt valued or a sense of belonging in their department or unit. The majority of the specialty faculty did not feel that their opinions were valued by others, half of them felt they had to work harder than others to be valued in their departments, and half of them believed they were treated with respect. The graduate students generally expressed positive sentiments about their experience in Kinesiology and depicted it as one in which they felt valued, respected, a sense of belonging, and opportunities to perform at their potential and achieve success; however, female and BIPOC graduate students agreed slightly less with these sentiments.
 - Students' Learning Experience: Regarding their classroom experiences, the nature of the student experience in Kinesiology based on their gender was generally positive as the majority of the male and female students (approximately 80% or higher) felt listened to by their faculty instructors, student instructors, other students, and staff members. However, the experiences of undergraduate males and graduate females represented declines since 2017. Regarding the student experience based on their race/ethnicity, white and BIPOC students (approximately 80% or higher) reported being listened to by their faculty instructors; however, significantly less graduate BIPOC students (58%) reported being listened to by their student instructors, and significantly less graduate (58%) and undergraduate (69%) BIPOC students reported being listened to by other students.
- Perspectives of Equity: Regarding perceptions of equity in Kinesiology, the staff ratings were very favorable, with the majority of the staff feeling that their ideas are seriously considered, they have a voice in decisions, and their workload and support is fair and equitable. A smaller percentage of them believed the compensation and reward for work in their department/unit is fair and/or equitable. The faculty's perspectives of equity in their unit/department was much less favorable in that significantly less percentages of faculty indicated they have a voice in decision making and that there is fairness and equity in support, scholarly expectations, service expectations, process for determining compensation, and rewards for work performance. Moreover, significantly less Kinesiology faculty in comparison to all U-M faculty believed that DEI work is valued in their department/unit.
- Satisfactions with DEI progress/efforts: The majority (65%) of the faculty and over half (56%) of the staff believed that the progress made in Kinesiology since 2016 was somewhat better or much better.



DEI 2.0 Meetings, Discussion, & Town Halls:

The climate survey results were shared with the Kinesiology faculty, staff, and students in separate meetings. Following the presentation and discussion of the results, each constituent group was asked to offer their suggestions for Kinesiology DEI 2.0. These conversations yielded rich discussions and offered unique insight.

- *Student Feedback:* The most prominent suggestion offered by our students was the need to infuse more DEI content in Kinesiology courses. The students also discussed the need for a suggestion box for them to share experiences. They addressed the need for building community among the students in the different Kinesiology sub-disciplines, continually offering and actively advertising DEI programs targeted to students, and utilizing student groups/organizations to mobilize their engagement. They also commented on the need to have faculty to explicitly encourage students who need course accommodations to request and use them.
- *Staff Feedback:* Staff discussions centered on creating ways for promoting community and connections among the staff, the need for inclusive language, programs on having difficult conversations, and the possibility of having a DEI certificate for staff.
- *Faculty Feedback:* The faculty discussion focused on creating community among faculty in the various disciplines and as located throughout the Kinesiology building, breaking down social and physical silos, and the need for equity in teaching, workload, scholarly expectations, and compensation.

Moreover, given the growth/expansion among Kinesiology faculty and staff and the turnover of students, each constituent group reiterated the need for additional data/more recent data in general and qualitative data in particular that is centered on the nuances and unique issues/challenges related to DEI in Kinesiology.

Key Findings, Themes, and Recommendations

The collective nature of the information obtained from our faculty, staff, and students supports the premises and informs the strategies contained in this iterative strategic plan. Be it in independent and/or interdependent ways, the data obtained by faculty, staff, and students (via various formal and informal data collection methods) have and continues to evidence the need for: (a) improving the demographic compositional diversity among Kinesiology faculty, staff, and students; (b) offering a Bridge support program for students from communities that are underrepresented in U-M Kinesiology; (c) improving the culture and climate in Kinesiology from one that is perceived as individualistic and competitive to one that fosters feelings of respect, being valued, and a sense of belonging for faculty, staff and students; (d) equity and fairness in Kinesiology expectations and processes/evaluations of research/scholarship, service, workload distributions, etc.); (e) the inclusiveness of Kinesiology instruction/teaching and learning, and (f) and enhanced cultural competence of Kinesiology faculty, staff, and students (notably as it pertains to how students with unique cultural identities are treated).

Notwithstanding the unique insight gleaned, more comprehensive information is needed. As such, we will continue to review current U-M general data and Rackham data, and we have plans to also collect more systematic data directly from our stakeholders to obtain additional insight regarding issues that should be prioritized and the parameters by which they should be addressed and infused into this strategic plan. In the future, U-M entities such as CRLT, STRIDE, ADVANCE and others will be consulted to assist with ascertaining data from Kinesiology constituents to further inform this plan.



Strategic Objectives, Measures of Success, and Action Plans*

Introduction

The School of Kinesiology DEI plan covers faculty, staff, and undergraduate and graduate students constituencies. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into three distal objectives (People, Process, and Products) as determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail, specific assignments, timelines, and accountabilities, see the Action Planning Table beginning on page 29.

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

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

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

Constituency Targeted: Kinesiology Undergraduate Students

A) Student Recruitment

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

Measures of Success: An increase or improvement in the number and/or quality of outreach and engagement initiatives to access broadly diverse groups of potential students for Kinesiology undergraduate programs.

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

Goal: Diversity

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

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

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

Goal: Diversity

B) Student Enrollment

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

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

Actions:

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

Goal: Diversity



C) Student Retention

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

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

Actions:

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

Goals: Diversity & Inclusion

Constituency Targeted: Kinesiology Graduate Students

A) Student Recruitment

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

Measures of Success: An increase or improvement in the number and/or quality of outreach and engagement initiatives to access broadly diverse groups of potential students for Kinesiology graduate programs.

Actions:

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

Goal: Diversity

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

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

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

Goal: Diversity

B) Student Enrollment

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

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

Actions:

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

Goal: Diversity



C) Student Retention

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

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

Actions:

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

Goals: Diversity & Inclusion

Constituency Targeted: Kinesiology Faculty

A) Faculty Recruitment

Strategic Objective 1: Obtain broadly diverse applicant pools for all Kinesiology faculty hires.

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

Action: Comprise a list of potential hiring, advertising, and job posting outlets with high reach and high return with broadly diverse faculty so that postings will reach a broader audience.

Goal: Diversity

Strategic Objective 2: Ensure that search committees adhere to best practices to achieve broadly diverse applicant pools for all Kinesiology faculty hires.

Measures of Success: Documentation of search committees' adherence to best practices to achieve broadly diverse applicant pools.

Actions:

- a. Use U-M HR approved documents to guide and support principles, practices, and procedures for all faculty searches relative to DEI.
- b. Require search committees to document the actions taken to achieve a broadly diverse applicant pool.
- c. Mandate STRIDE training for individuals serving on a search committee and/or interacting with candidates for faculty hires.

Goal: Diversity (also impacts student retention strategies).

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

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

Measures of Success:

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

Actions:

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

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



C) Faculty DEI Engagement

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

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

Actions:

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

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

D) Faculty Career Advancement/Professional Development

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

Measures of Success:

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

Actions:

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

Goals: Equity and Inclusion

Constituency Targeted: Kinesiology Staff

A) Staff Recruitment

Strategic Objective 1: Obtain broadly diverse applicant pools for all Kinesiology staff hires.

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

Action: Compile a list of potential hiring, advertising, and job posting outlets with high reach and high return with broadly diverse staff so that postings will reach broader audience.

Goal: Diversity

Strategic Objective 2: Ensure that search committees adhere to best practices to achieve broadly diverse applicant pools for all Kinesiology staff hires.

Measures of Success: Documentation of search committee adherence to best practices to achieve broadly diverse applicant pools.

Actions:

- a. Utilize U-M HR approved documents to guide and support principles, practices, and procedures for all staff searches relative to DEI.
- b. Require search committees to document the actions taken to achieve a broadly diverse applicant pool.
- c. Mandate DEI-related training for individuals on search committee and/or interacting with candidates for staff hires.

Goal: Diversity



B) Staff DEI Skills Development

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

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

Actions:

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

Goal: Inclusion

C) Staff DEI Engagement

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

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

Actions:

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

Goal: Inclusion

D) Staff Career/Professional Development

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

Measures of Success:

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

Actions:

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

Goals: Equity and Inclusion



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

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

Key Constituents: Kinesiology Faculty, Staff, and Students

A) Equity (and Transparency)

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

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

Actions:

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

Goal: Equity

B) Equity (and Conflict Resolution)

Strategic Objective 2: Establish conflict resolution procedures.

Measures of Success: Established conflict resolution procedure

Actions:

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

Goal: Equity

C) Inclusion (and Representation)

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

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

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

Goal: Inclusion

D) Inclusion (and Community Building)

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

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

Actions:

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

Goal: Inclusion



E) Equity and Inclusion (Data and Information)

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

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

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

Goals: Equity & Inclusion

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

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

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

Goals: Equity & Inclusion

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

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

Actions:

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

...Inclusion

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



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

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

Target Constituency: Kinesiology Faculty

A) Faculty Instructional Diversity

Strategic Objective 1: Ensure that all Kinesiology course materials are accessible to a broadly diverse group of learners.

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

Action: Encourage faculty to attest in their syllabi that all print and electronic materials are accessible and ADA compliant.

Goal: Inclusion

Strategic Objective 2: Support Kinesiology faculty's ability to deliver diverse and inclusive instruction.

Measures of Success:

- a) Faculty's post-event responses to DEI and Inclusive Instruction trainings.
- b) Faculty's self-report of their ability and efforts (successes/failures) with inclusive instruction
- c) Student feedback on the inclusiveness of faculty's instruction.

Action: Offer an Inclusive Instruction training/workshop for faculty.

Goal: Inclusion

B) Faculty Intellectual Diversity

Strategic Objective 3: Enhance Kinesiology faculty's embrace of DEI related/informed scholarship.

Measure of Success: Faculty applications for DEI-related research/scholarship grants.

Action: Offer grants to support faculty scholarship on matters related to DEI in Kinesiology.

Goals: Diversity and Inclusion

Target Constituency: Kinesiology Staff

A) Staff DEI Competence

Strategic Objective 1: Enhance staff's competence with DEI.

Measure of Success: Staff's post-event response to DEI training.

Action: Offer a DEI-related training/workshop for staff.

Goal: Inclusion

B) Staff Inclusive Service

Strategic Objective 2: Improve staff's ability to counsel and advise Kinesiology students.

Measure of Success: Staff's self-reported successes with counseling broadly diverse students.

Action: OUSA and OGSA staff meetings with U-M counseling services (CAPS and others) to learn best practices for counseling/advising broadly diverse students.

Goal: Inclusion

C) Inclusive Access

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

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

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

Goal: Inclusion



Strategic Objective 4: Ensure access to all Kinesiology materials.

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

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

Goal: Inclusion

D) Diverse and Inclusive Development/External Partners

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

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

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

Goals: Diversity & Inclusion

E) DEI Fundraising for Diversity & Inclusion

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

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

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

Goals: Diversity & Inclusion

Target Constituency: Kinesiology Students

A) Student DEI Competence

Strategic Objective 1: Improve students' DEI competence.

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

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

Goal: Diversity

B) Student Intellectual Diversity/Scholarship

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

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

Actions:

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

Goals: Diversity and Inclusion

C) Student DEI Service

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

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

Actions:

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

Goal: Inclusion



Goal-Related Metrics Tracked Over Time*

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

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

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

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

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

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

School, College or Unit Metrics:

Undergraduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Graduation Rates:

- 4-Year
- 6-Year

Enrollment:

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

Climate Survey Indicators (sample indicators listed below):

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



Graduate Students

Demographic Composition:

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

Enrollment:

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

Climate Survey Indicators (sample indicators listed below):

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

Staff

Demographic Composition:

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

Climate Survey Indicators (sample indicators listed below):

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

Faculty

Demographic Composition:

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



Climate Survey Indicators (sample indicators listed below):

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

Explanation of Abbreviations Used in Tables 1-8

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



ACTION PLANNING TABLES WITH DETAILS AND ACCOUNTABILITIES

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

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

Table 1 PEOPLE: Targeted Constituency – Kinesiology Undergraduate Students

Strategic Objective	Measures of Success	Detailed Actions Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Student Recruitment:</u> a) Improve outreach and engagement (via on and off-campus activities) with entities and events that serve or enroll a diverse population of students.	An increase and/or improvement in the number and/or quality of outreach and engagement initiatives to access a diverse group of potential students for Kinesiology UG Programs.	Visits to 5 local and 3 regional 'pipeline' entities (high schools, programs, and events) that serve or enroll diverse students.	OUSA, KIN Faculty, KDEI Amb., KDEI Dir., KDEI Mgr.,	Recruiting materials Finances for travel, lodging, and registration to designated locations
<u>Student Recruitment:</u> Increase the diversity of applications to Kinesiology UG Programs.	An increase in the diversity of students who apply to the Kinesiology UG Programs.	Involve current Kinesiology students from demographically diverse high schools in outreach recruitment and engagement initiatives.	OUSA, KIN Faculty, KDEI Amb., KDEI Dir., KDEI Mgr.,	Finances for resources and materials for hosting on and off-campus student outreach activities.
<u>Student Enrollment:</u> Increase the diversity of students who enroll in Kinesiology UG Programs.	An increase in the diversity of students enrolled in Kinesiology UG Programs.	Create a 'Best Practices' for inclusive and holistic application review process. Maintain a need-based application waiver program. Maintain offering of UG Kinesiology Merit Fellowship.	OUSA, KIN UG Admissions Committee, KDEI Dir., KDEI Mgr.	Finances for fee waiver Finances for Kinesiology Merit Fellowship Finances to offer need-based bridge support.
<u>Student Retention:</u> Provide a supportive and welcoming learning environment for all students.	Student satisfaction with learning environment based on anecdotal feedback and exit surveys.	Elevate the presence of the KDIN at UG Orientation. Maintain a dedicated physical multicultural space for students. Establish an Inclusive Mentoring & Peer Support program for students. Offer at least one student-focused DEI program/ activity/event per semester. Create an e-portal of DEI resources for students. Establish an UG Bridge Program	OUSA, KDEI Amb., KDEI Dir., KDEI Mgr.	Physical multicultural space for students. Resources and finances for Mentoring & Peer Support Meetings. Resources for DEI Programs.

Table 2 PEOPLE: Targeted Constituency – Kinesiology Graduate Students

Strategic Objective	Measures of Success	Detailed Action Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Student Recruitment:</u> Improve our outreach and engagement (via on and off-campus activities) with and entities that serve demographically diverse students.	An increase or improvement in the number and/or quality of outreach and engagement initiatives to access a diverse groups of potential students for Kinesiology graduate programs.	<p>Compile emails lists and send targeted recruitment emails to entities that serve high performing diverse students (McNair Scholars, MSI contacts, list serves, and associations) to send information about educational opportunities in Kinesiology.</p> <p>Offer an e-Information session for students at demographically diverse colleges and universities (at least one per semester).</p> <p>Visits to at least 2 events (such as recruitment or career fairs) that serve/enroll demographically diverse students.</p>	KDEI Dir., OGSA Staff, KIN Faculty, KDEI Amb., KDEI Mgr.	<p>Recruiting Materials</p> <p>Finances for travel, lodging, and registration to designated locations</p> <p>Email contacts</p>
<u>Student Recruitment:</u> Increase the diversity of student applications to Kinesiology Graduate Programs.	An increase in the diversity of student applications to Kinesiology Graduate Programs.	Involve current Kinesiology students from diverse colleges/universities in at least one outreach recruitment and engagement activity at their home institution per year.	KDEI Dir., OGSA Staff, KIN Faculty, KDEI Amb., KDEI Mgr.	Finances for student outreach
<u>Student Enrollment:</u> Increase the number of URM students enrolled in Kinesiology Graduate Programs.	An increase in the diversity of students who enroll in Kinesiology Graduate Programs.	<p>Invite campus visits for students from our MSI partner institutions.</p> <p>Create Best Practices document for inclusive and holistic review process.</p> <p>Maintain a need-based Graduate application waiver program.</p> <p>Maintain offering of Kinesiology Merit Fellowship.</p>	KDEI Dir., KIN Grad. Cord., KIN Graduate Committee, KDEI Mgr.	<p>Finances to support MSI students' campus visits</p> <p>Kinesiology Merit Fellowship for Financial Support</p>
<u>Student Retention:</u> Provide a supportive and welcoming learning environment for all students.	Student satisfaction with learning environment based on anecdotal feedback and exit surveys.	<p>Elevate the presence of the KDIN at Fall Graduate Student Orientation.</p> <p>Establish an Inclusive Mentoring & Peer Support program for students.</p> <p>Maintain a dedicated physical multicultural space for students.</p> <p>Offer at least one student-focused DEI program/activity/event per semester.</p> <p>Create an e-portal of DEI resources for students.</p> <p>Continue the Bridge transition and support program for underrepresented graduate students</p>	KDEI Dir., KIN Grad. Cord., KDEI Amb. KDEI Mgr.	<p>Physical multicultural space for students.</p> <p>Resources and Finances for Mentoring & Peer Support Meetings.</p> <p>Resources for DEI Programming.</p> <p>Information for Climate Survey</p>

Table 3 PEOPLE: Targeted Constituency – Kinesiology Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Faculty Recruitment:</u> Obtain broadly diverse pools of applicants for all faculty hires.	Diverse applicant pools for faculty hires.	Compile a list of hiring, advertising, and job posting outlets with high reach and high return with broadly diverse faculty so that postings will reach a broader audience.	KIN HR Officer, KDEI Dir., KIN Faculty, Chairs of KIN Search Committees	Information about possible Kinesiology and related sites, entities, and organizations that may serve as sources for accessing and identifying diverse faculty.
<u>Faculty Recruitment:</u> Ensure that Search Committees adhere to best practices to achieve broadly diverse pools for all Kinesiology faculty hires.	Documentation of Search Committees' adherence to best practices to achieve a broadly diverse applicant pool.	Utilize U-M-HR approved documents to guide and support principles, practices, and procedures for faculty searches relative to DEI. Require Search Committees to document the actions taken to achieve broadly diverse applicant pools. Mandating STRIDE training for Search Committees and individuals who interact with candidates for faculty hires.	KIN HR Officer, KDEI Dir., KDEI Mgr., KIN Search Committees	STRIDE Personnel OGC Consultation
<u>Faculty DEI Instructional Competence:</u> Enhance faculty's instructional competence with DEI.	Evidence of DEI in faculty course syllabi and course delivery.	Support Program Faculty Workgroups for Inclusive Instruction to review curriculum to establish baseline metrics for DEI content and competencies. Offer a Diversity Training & Inclusive Instruction (Teaching & Learning) Workshop for faculty. Maintain an online/e-portal of DEI information and resources for faculty.	KDEI Dir., KDEI Mgr., KIIC	Finances and resources to support Faculty workgroups DEI Training Personnel DEI Information and Training Resources
<u>Faculty DEI Engagement:</u> Encourage faculty's engagement in DEI.	Evidence of faculty's engagement in DEI.	Offer 'Inclusive Instruction' Grants for faculty course redesign Encourage faculty to document their engagement/participation and contribution to DEI (i.e., inclusive mentoring, inclusive instruction, diversity outreach, etc.) in their annual evaluations.	KDEI Dir., KIIC, KIN Dean, KIN Exec. Committee	Resources to fund 'Inclusive Instruction' Grants
<u>Faculty Career Advancement/ Professional Development:</u> Enhance faculty's skills for career advancement/ professional development.	Faculty's participation in career advancement/ professional development programs and activities. Faculty's improved knowledge, skills, and strategies for career advancement/ professional development.	Proactively communicate and advertise U-M career advancement/professional development programs and activities to faculty. Encourage and support faculty's participation in career advancement/professional development programs and activities.	KDEI Dir., KIN Assoc. Dean for Faculty Affairs, KIN Marketing	Compilation of U-M Professional Dev. Activities and resources. Finances to support Faculty's participation in Professional Development.

Table 4 PEOPLE: Targeted Constituency – Kinesiology Staff

Strategic Objective	Measures of Success	Detailed Actions Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Staff Recruitment:</u> Obtain a broadly diverse pool of applicants for all Kinesiology staff hires.	Diverse applicant pools for staff hires.	Compile a list of hiring, advertising, and job posting outlets with high reach and high return for a broadly diverse staff so that postings will reach a broader audience.	KIN HR Officer, KDEI Dir., KDEI Mgr., KIN Staff	Information about possible HR related sites, entities, and organizations that may serve as sources for accessing and identifying diverse staff.
<u>Staff Recruitment:</u> Ensure that Search Committees adhere to best practices to achieve broadly diverse pools for all Kinesiology staff hires.	Documentation of Search Committees' adherence to best practices to achieve a broadly diverse applicant pool.	Utilize U-M-HR approved documents to guide and support principles, practices, and procedures for all staff searches relative to DEI. Require Search Committees to document the actions taken to achieve a broadly diverse applicant pool. Mandate DEI training for Search Committees and individuals who interact with candidates for staff hires.	KIN HR Officer, KDEI Dir., KDEI Mgr., KIN Search Committees	STRIDE Personnel OGC Consultation
<u>Staff DEI Skills Development:</u> Enhance staff's development and competence with DEI.	Improved skills, ability, and comfort with DEI via self-reflection survey.	Offer a Diversity and Inclusion Training Workshop for staff. Maintain an e-portal of DEI resources for Staff.	KDEI Dir., KIIC , KIN Director of Budget & Admn., KDEI Mgr.	DEI Training Personnel and Training Resources
<u>Staff DEI Engagement:</u> Encourage staff's engagement in DEI.	Evidence of staff's engagement in DEI.	Ensure that DEI is an agenda item at all Staff Meetings. Offer Staff Grants for DEI-related programs, activities, and events. Encouraging staff to document their engagement/participation and contribution to DEI (i.e., attendance at workshops, webinars, etc.) in annual evaluations.	KDEI Dir., KDEI Mgr., KIIC, KIN Dir. of Budget & Admn., KIN HR Officer	Resources to fund Staff DEI initiatives
<u>Staff Career Advancement/ Professional Development:</u> Enhance staff's skills for career advancement/ Professional development.	Staff's participation in career advancement/ professional development programs and activities. Staff's improved knowledge, skills, and strategies for career advancement/professional development.	Proactively advertise U-M career advancement/professional development programs and activities. Encourage and support Staff's participation in career advancement/professional development programs and activities	KDEI Dir., KIN Dir. of Budget & Admn., KIN HR Officer, KIN Marketing	Compilation of U-M Professional Dev. Activities and resources. Finances to support Staff's participation in Professional Development.

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

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

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

Strategic Objective	Measures of Success	Detailed Actions Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Equity:</u> Transparency in Kinesiology 'governing' documents, policies, practices, and procedures.	The posting and accessibility of current policies and procedures for faculty, staff, and students.	Review, revise/update, and post UG Student Handbook. Review, revise/update, and post Graduate Bulletin. Review, revise/update, and post Faculty and Staff Handbook.	KIN Dean, OUSA, OGSA, KIN Exec. Comm., KDEI Dir., KDEI Mgr.	Current UG Policies and Procedures Current Graduate Bulletin Current Faculty and Staff Handbook
<u>Equity:</u> Establish conflict resolution procedures.	Established conflict resolution procedures.	Consult with Kines. HR officer, STRIDE, OIE, OGC, and other U-M offices for templates and best practices for conflict resolution. Publicize existing University pathways for reporting concerns and to encourage students, faculty, and staff to report concerns for resolutions.	KIN HR Officer KDEI Dir.	Resources on best practices for conflict resolution. Consultation with Stride, OIE, OGC, other U-M entities
<u>Inclusion:</u> Increased presence of diversity and inclusion, broadly defined, in marketing materials.	Culturally diverse and inclusive language, images, and narratives in Kinesiology materials/products.	Review current Kinesiology print and electronic materials, website, and premiums for DEI content and presence (images, narratives, brand markers, etc.).	KDEI Dir., KIN Marketing, KDEI Mgr.	Resources and services (personnel, electronic, financial, etc.) to revise Kinesiology materials to reflect DEI
<u>Inclusion:</u> Facilitate community and sense of belonging in Kinesiology for faculty, staff, and students.	Kinesiology faculty, staff, and students' participation in DEI activities promoting community/sense of belonging.	Disseminate a Kines DEI Update (2024) highlighting DEI activities. Offer at least one DEI program/activity each semester to promote/facilitate community and sense of belonging in Kinesiology for faculty, staff, and students.	KDEI Dir., KDEI Mgr., KDEI Amb. KIN Marketing	DEI Resources DEI Program Materials
<u>Equity & Inclusion:</u> Continue to assess the pulse of DEI in Kinesiology.	Obtaining and analyzing primary and secondary data relevant to DEI in Kines.	Encourage Kinesiology's participation in data collection activities/endeavors. Continual review of data from Rackham, U-M ODEI, and Kinesiology on faculty, staff, and students.	KDEI Dir., KIN Marketing, KDEI Mgr., KDEI Amb.	Personnel and resources for survey construction, dissemination, and analysis.
<u>Equity & Inclusion:</u> Establish a mechanism for DEI suggestions, feedback, & response.	Participant feedback offered via established mechanism(s).	In consultation with OIE, OGC, and other U-M entities, create an online 'Suggestion Box' for faculty, staff, and students to provide feedback a develop a corresponding response system/process.	KDEI Dir. KIN Marketing KIN Dean KDEI Mgr.	Skills to create an online feedback portal. OGC Consultation OIE Consultation
<u>Equity & Inclusion:</u> <u>Sexual Harassment</u> Educate the Kinesiology community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Full participation in sexual harassment training by faculty and staff.	Support central efforts to educate faculty, staff, and students on the University of Michigan Policy on Sexual and Gender-Based Misconduct prevention ("umbrella policy"). Develop and socialize unit-specific value statements that align and reinforce the university level values that promote culture and climate change consistent with both the Diversity, Equity, & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.	KIN Dean KIN HR Officer KDEI Dir., KDEI Amb.	Access to sexual harassment training and relevant policies.

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

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

Table 6 PRODUCTS: Targeted Constituency – Kinesiology Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Faculty Instructional Diversity</u> Ensure that all Kinesiology course materials are accessible to a broadly diverse group of learners.	Ability/disability access to Kinesiology print and electronic course materials.	Encourage faculty to attest in their syllabi that all print and electronic materials are accessible and ADA compliant.	KIIC, KDEI Dir., KDEI Mgr., KIN Amb.	Programs or specialty software to make materials accessible
<u>Faculty Instructional Diversity:</u> Support Kinesiology faculty's ability to deliver diverse and inclusive instruction.	Faculty's post-event response to DEI Inclusive Instruction trainings. Faculty's self-report of their ability and efforts (successes/failures) with inclusive instruction. Student feedback on the inclusiveness of faculty's instruction.	Offer an Inclusive Instruction training/workshop for faculty.	KDEI Dir., KDEI Mgr., KIN Assoc. Dean for Faculty Affairs, KIN Dir. Innovative Teaching	U-M Office of Professional Development CRLT
<u>Faculty Intellectual Diversity:</u> Enhance Kinesiology faculty's embrace of DEI-related/informed Scholarship.	Faculty applications for DEI-related Research/Scholarship Grants.	Offer grants to support faculty scholarship on matters related to DEI in Kinesiology.	KDEI Dir., KDEI Mgr., KIN Assoc. Dean for Research	Resources to fund Faculty DEI research grants. OGC Consultation



Table 7 PRODUCTS: Targeted Constituency – Kinesiology Staff

Strategic Objective	Measures of Success	Detailed Actions Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Staff DEI Competence:</u> Enhance staff's competence with DEI.	Staff's post-event response to DEI training.	Offer a DEI-related training/workshop for staff.	KDEI Dir., KDEI Mgr., Kinesiology Dir. of Budget & Admn., KIN HR Officer	U-M Office of Professional Development
<u>Staff Inclusive Service</u> Improve staff's ability to counsel and advise Kinesiology students.	Staff reported successes with counseling broadly diverse students.	OUSA and OGSA staff meetings with U-M Counseling services (CAPS and others) to learn best practices for counseling/advising broadly diverse students.	KDEI Dir., OUSA, OGSA	Counseling Services Assistance (Resources, Personnel)
<u>Inclusive Access</u> Ensure access to Kinesiology buildings and spaces.	Visible and readily available ability/disability information and access to Kinesiology buildings and spaces.	Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.	KIN Bldg. Management Team, KDEI Dir., KDEI Mgr.	Materials for building signage.
<u>Inclusive Access</u> Ensure access to all Kinesiology materials.	Ability/disability access to Kinesiology print and electronic materials.	Review all print and electronic materials and website to ensure that they are ADA compliant and accessible for individuals with visual, hearing, or other impairments.	KDEI Dir. KDEI Mgr. KIN Marketing	ADA compliance regulations
<u>Diverse and Inclusive Development/Partners</u> Ensure diverse and inclusive access to Kinesiology Development activities by among others, women and People of Color.	Diversity in Kinesiology database of current and potential donors and educational partners.	Review and adjust the current and prospective lists of external partners, constituents, and stakeholders to promote broadly diverse and inclusive representation.	KIN Development Team, KDEI Dir., KDEI Mgr.	Lists of current and potential donors and partners.
<u>DEI Fundraising for Diversity & Inclusion</u> Explore fundraising opportunities to support and grow our DEI efforts.	The identification of funds to support and grow our DEI efforts.	Biannual meetings with Kinesiology Chief Development Officer to discuss DEI funding needs and priorities.	KDEI Dir., KDEI Mgr., KIN Development Team and Chief Development Officer	List of Kinesiology DEI needs and priorities.



Table 8 PRODUCTS: Target Constituency – Kinesiology Students

Strategic Objective	Measures of Success	Detailed Actions Planned F23-W24	Person(s) Accountable	Resources Needed
<u>Student DEI Competence:</u> Improve students' DEI competence.	Students' post-event responses to DEI activities.	Offer events to inform and educate students about DEI.	KIN Faculty, KDEI Dir., KDEI Mgr. KIN Marketing	IDI instrument and others
<u>Student Intellectual Diversity:</u> Enhance students' embrace of DEI Research & Scholarly Activities.	Student applications for DEI Research/Scholarship Grants.	Offer grants to support student research/scholarly activities on matters related to DEI in Kinesiology. Continue to support the Kinesiology Graduate Research Showcase to feature the intellectual diversity in student's scholarship.	KDEI Dir. KIN. Assoc. Dean for Research, KDEI Mgr.	Research to fund Student DEI research grants. OGC Consultation
<u>Student DEI Service</u> Encourage all recognized Kinesiology student organizations to engage in inclusive service.	Kinesiology student organizations' actual engagement in service to a broadly diverse and/or underserved populations or communities.	Encourage each Kinesiology sponsored student organizations to participate in at least one event per year addressing the experiences of diverse and/or underserved populations or communities. Prioritize funding of voluntary student organization events that have a DEI theme.	KDEI Dir., KDEI Mgr., Faculty Advisors to KIN Student Associations	Resources currently in place to support Kinesiology Student Association Events.



Plans for Supporting, Tracking, and Updating Strategic Plan

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

- Ketra Armstrong, Ph.D. (Kinesiology Professor & Director of Director of Diversity, Equity, and Inclusion) will be the key contact for the stewardship, management, tracking, and supporting the implementation of Kinesiology's FY 2024 DEI Strategic Plan.
- Elena Simpkins, Ph.D. (Kinesiology Manager of DEI) will be a secondary point of contact for stewarding, managing, tracking, and supporting the implementation of Kinesiology's FY 2024 DEI Strategic Plan.
- A Kinesiology Diversity, Equity, and Inclusion (KDEI) Ambassador (Action Force) will be convened consisting of Kinesiology leadership, faculty, and staff (i.e., program area chairs, associate deans, and representatives from/for graduate and undergraduate student affairs, marketing, staff, budget, human resources, etc.) to assist with tracking and supporting the implementation of the Plan.
- A Kinesiology Inclusive Instruction (KII) subcommittee will be formed with specific responsibilities for promoting inclusive teaching and learning.
- A DEI Graduate Student Assistant and possibly an Undergraduate Student DEI liaison will be 'employed' to the extent possible/allowable to primarily assist with the Kinesiology (student) Diversity and Inclusion Network (KDIN) and the implementation of the student focused initiatives of the DEI Plan.

A midyear status report on the progress of the DEI Plan's implementation will be presented to the Kinesiology Leadership Group (Associate Deans Group and Executive Committee) in January 2024. A final evaluation of the plan's success measures, accomplishments, challenges, and suggested modifications will be presented to the Kinesiology Leadership Group and DEI Ambassadors in May 2024, along with recommendations. Additionally, a summary of the DEI accomplishments for 2023-24 will be published in the Kinesiology Movement Magazine to share with our faculty, staff, students, alumni, and other external constituents. The iterative nature of the Plan will allow the Kinesiology Director of Diversity, Equity, and Inclusion to make necessary adjustments on an on-going basis (between the benchmark mid-year and year-end evaluation periods).

