Diversity, Equity and Inclusion Strategic Plan Progress Report
Year One (2016-17)
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Introduction

Factors Supporting Progress
Our progress in our Year One DEI plan can be attributed to strong leadership and an integrated, school-wide approach to DEI work. The school-wide approach was effective due to the strong commitment to DEI across faculty, staff, and students. The Dean made it clear that DEI is a top priority for UMSI, and this is reflected consistently in his communications and remarks about school priorities, values, and goals. It is also reflected in his decisions about resources, such as creating the assistant dean position focused on DEI and supporting substantial effort across multiple staff and faculty towards priority DEI initiatives. Our decision to include DEI in our staff and faculty goal setting and evaluation processes, the Sr. Associate Dean for Academic Affairs' efforts to integrate DEI strategic actions into school committee charges (faculty search, academic program committees etc.) and the expectation for unit leads to incorporate DEI into their unit goals has helped to distribute the work and enable people to connect DEI with other goals and with their areas of expertise.

The assistant dean position has afforded additional capacity for leadership and coordination and a budget was allocated to support DEI strategic planning and implementation. UMSI and Provost funding support a full time position focused on external transfer and outreach. The diversity committee has been given ample support, with a budget of $20,000 for this past academic year to support DEI grants available to students, staff, and faculty for DEI related programs and events, as well as for DEI awards, and other initiatives. Having a point person from the University DEI Office as a liaison to the Assistant Dean was beneficial in providing guidance and advice as well as an effective channel for communication, and the monthly DEI Lead meetings provided information, guidance, and a means to network with other DEI Leads. We anticipate building on our learning and progress from year one as we head into the second year of our strategic plan.

Implementation Challenges
A key challenge has been managing the complexity of the DEI Strategic Planning and Implementation process, given wide ranging opportunities for this work across all aspects of the school's operation. The shift from planning to implementation came at a time when we were transitioning to a new Dean, and a new DEI assistant dean position was finalized in November, which required organizational transitions well after the school year began. The national and international landscape added challenges and pressed on the need for immediate responsiveness, which was important, yet competed with the time needed to forge larger, ongoing strategic efforts. We managed these challenges by communicating that both immediate and longer term efforts were necessary, while identifying specific areas that we would prioritize in this year and providing ample resources and staffing support for those priority efforts.
Summary of Year One (2016-17) Implementation Structure and Process

Our DEI strategic plan implementation structure included the following elements:

1) The Assistant Dean for Diversity, Equity, & Inclusion is a new position held by Judy Lawson, reporting to the Dean and with responsibility for execution of the UMSI DEI strategic plan.

2) The UMSI Diversity Committee is a standing committee comprised of faculty, staff, and student members and co-chaired in 2-16-17 by a staff member (Veronica Falandino) and a faculty member (Lionel Robert).

3) A graduate intern from the higher education administration program at UM worked with the Assistant Dean on various efforts starting in winter, 2017.

4) The new Assistant Director for Outreach and External Transfers provided 5% effort towards strategic DEI effort, working with the Assistant Dean for DEI on varied projects.

5) School goals, unit goals, and individual faculty and staff goals incorporate DEI into the content and process of their work in support of the DEI Strategic Plan and the UMSI mission.

6) Charges written for faculty search committees and Academic Program Committees include direction to advance our progress on strategic DEI objectives.

7) The Assistant Dean for DEI conducted mid-year check-in meetings with committee chairs, unit directors, and associate deans to assess progress and identify areas needing additional attention, support or resources.

8) The Assistant Dean for DEI held meetings during the academic year with UMSI's student government leaders in each academic program, and with small groups of students to share more about our DEI efforts and gather feedback and ideas.

9) The UMSI Staff Meeting Planning Committee included DEI topics and activities regularly in monthly staff meetings

10) The Assistant Dean provided updates to the community via a bi-weekly newsletter, presented and discussed DEI at faculty and staff meetings, and held office hours to discuss individual concerns, ideas, or suggestions.

11) UMSI held its first DEI strategic planning retreat in April 2017. The retreat drew 50 faculty, students, and staff members for a half day of structured activities and discussions that informed decisions about our Year Two actions and plans.
Report on 2016-17 Actions Supporting Strategic Themes and Objectives*
*All strategic objectives and related actions have been pursued in accordance with the law and University policy.

Theme One: Recruitment, Retention and Development

Five-Year Strategic Objective 1
Increase diversity of students in all degree programs

Measures of Success
Increase in the number of racial and ethnic minority applicants in all degree programs including more women applicants for technically oriented fields

2016-17 Actions and Progress Statements

1. Continually monitor recruitment processes across all programs to promote diversity, equity and inclusion (Completed).
   As part of continually monitoring recruitment processes to promote diversity, equity and inclusion across all academic programs the UMSI Office of Student Affairs, with oversight from the Sr. Associate Dean for Academic Affairs: a) measured current recruiting performance against data on historic performance; b) evaluated current recruiting plans against best practices on campus and nationally; c) evaluated current recruiting plans against expectations of key constituencies, including current students, alumni, faculty and staff; d) evaluated current recruiting plans against expectations of the Dean's Office, the Office of Student Affairs, and the faculty directors of the academic programs; e) conducted training to ensure inclusive communication in presentations and promotional materials; f) followed up with applicants and admitted students; g) increased need-based financial aid and monitored the impact of this intervention; and h) increased the number of aid opportunities that included broad definitions of diversity as part of the selection criteria.

2. Begin recruiting external transfers into the BSI Program (Completed).
   The Office of Student Affairs, in collaboration with the BSI program committee faculty chair and faculty members, the UMSI Dean's office, UMSI Marketing & Communications and units across UMSI, developed and implemented a plan to establish a BSI external transfer program. This plan included: relationship development with community colleges; advertising in community college spaces; programming related to transferring to Michigan; collaboration across campus with groups working with external transfers; development of new marketing material and web content; building knowledge about the experience of transfer students; conducting focus groups with transfer students; creating a new academic success program; evaluating and creating new policies for transfer credit; and implementation of new administrative systems to span initial contact with prospective students to posting transfer credits. With supplemental DEI funding from the Provost's Office, we created a position for an Assistant Director of Outreach and External Transfers and filled the position with an outstanding internal candidate. As an initial effort, the Assistant Director developed and implemented a Community College Summer Institute (CCSI) which brought forty highly qualified community college students to campus for a three-day preview of life as a UM undergraduate, including
faculty led learning experiences, staying overnight in the dorms, and sessions on career options, financial aid and housing.

**Five-Year Strategic Objective 2**
Equitable assessment of each applicant in the admissions review process.

**Measures of Success**
No evidence of bias in terms of number of reviews, content and quality of reviews, and recommendations for others to consider the application.

**2016-17 Actions and Progress Statements**
1. Charge the Ph.D. program committee to evaluate and restructure the applicant review process (Completed).
   Leaders from Rackham presented a session entitled "Holistic Review for Diversity and Excellence" at a faculty meeting in the fall. This presentation covered points about bias, including preferences for applicants from top tier institutions and over-emphasis on GRE scores as predictors of graduate performance. A follow up session with new faculty, led by the Associate Director for Admissions and Student Affairs, provided ongoing mentoring for holistic review.

2. All program committees: Evaluate whether GRE scores are being used appropriately in the admissions processes (Mostly Completed).
   The work related to this action item is described for each of our academic programs: Master of Science in Information (MSI) program: The MSI academic program committee voted to remove the GRE as a requirement for application starting in fall 2017. In the meantime, review showed that GRE scores were being used appropriately in admissions decisions. UMSI PhD program: The PhD academic program committee agreed to de-emphasize GRE scores in admission decisions, particularly after review showed past biased use of these scores. Master of Health Informatics (MHI) program: UMSI members of the MHI academic program committee received Rackham training on the use of GRE scores -- decisions about use of GRE scores in admissions was postponed until SPH faculty members on the committee could receive the Rackham training.

**Five-Year Strategic Objective 3**
Develop clear lines of responsibility and accountability for promoting diversity in student applicant pools, establish policies and reporting procedures, and provide appropriate training.

**Measures of Success**
More effective division of responsibility between program directors, faculty reviewers, and staff with involvement in recruitment and admissions; Reports on recruitment, admissions, yield.

**2016-17 Actions and Progress Statements**
1. The Office of Student Affairs (OSA) and Academic Program Directors (APD) will establish clear responsibility around recruitment and admissions (Completed).
   Clear responsibility around recruitment and admissions has been established with the Office of Student Affairs staff, reporting to the Senior Associate Dean for Academic and Student Affairs, and the faculty Academic Program Directors who serve on a committee chaired by the Senior Associate Dean for Academic and Student Affairs. This involved meetings to review and confirm roles and responsibilities as well as ongoing
communication and coordination. There is a plan for continued collaboration to support clear responsibility for promoting diversity in recruitment and admission. Primarily, the Office of Student Affairs (OSA) leads diversity recruitment and admissions efforts with oversight from the Senior Associate Dean for Academic and Student Affairs. Faculty Academic Program Directors and members of Academic Program Committees determine admissions criteria and standards in collaboration with OSA, provide input on recruitment strategies, and engage directly in select recruitment events and efforts. OSA collaborates with the UMSI Office of Marketing & Communications, which leads print, web, and multimedia communications across the school, in the development of recruitment marketing content and publicity campaigns. Responsibility for building diverse student applicant pools is shared. Faculty engagement in the process and collaboration with Marketing & Communications are critical, yet the Office of Student Affairs and the Senior Associate Dean for Academic and Student Affairs have primary accountability for this work.

2. OSA and APD will develop consistent best practices for all faculty and staff to ensure applicant review is done in an equitable manner (Mostly Completed). UMSI guides training and calibration for admission reviewers in each of our academic programs and have clear rubrics to guide holistic review (e.g., to reduce implicit bias). With respect to the rubric, in our BSI, MSI, and MHI programs we have added language to describe "striver qualities" such as persistence, overcoming obstacles, and/or grit. A key goal of our efforts has been consistency in admissions decisions, which we have achieved in BSI and MSI admissions. The nature of selecting doctoral students is highly individualized and is an area where we will continue to monitor consistency moving forward. For example, the faculty received training about different models that can provide more consistency for doctoral application review from Rackham. While the MHI program utilizes many of the same best practices as the MSI and BSI programs, achieving consistency has been more challenging. In particular, because this is a program that sits across two schools, there are different expectations from the committee members based on their academic affiliations. As one step toward improving consistency, we have proposed maintaining the same (or staggering) admissions committee membership year-over-year.

Five-Year Strategic Objective 4
Increase diversity of staff.

Measures of Success
Increase in underrepresented minority staff, particularly in managerial positions; Increase of women in technical positions.

2016-17 Actions and Progress Statements
1. Continue to identify recruitment mechanisms to increase diversity of applicant pools (Completed).
Two years ago, UMSI Human Resources consulted with Jean Tennyson from central UM Human Resources on best practices for diversity recruitment for staff. Multiple strategies are now a part of our regular hiring process, including diversifying selection teams, expanding the publicity of positions beyond campus to reach diverse audiences, providing guidance to hiring managers on avoiding implicit bias in hiring processes, and
continued monitoring of applicant pools and finalists with follow up to help ensure all
efforts are made to achieve diversity on multiple dimensions. We will check official data
on staff diversity in the fall but there is evidence that these strategies are working in terms
of an increase in diversity in application pools and in those selected to interview as well
as finalists and new hires.

Five-Year Strategic Objective 5
Increase diversity of faculty.
Measures of Success
More racial and ethnic minorities in all areas, more women in technically oriented fields.

2016-17 Actions and Progress Statements

1. Revisit the diversity planning process to identify mechanisms, beyond the President’s
   Postdoctoral Fellowship Program, to increase diversity of faculty applicant pools (In
   progress; just started).

Integration of broad based diversity recruitment plans into the faculty search process has
been challenging. Faculty search committee members did complete STRIDE training and
made eorts to build diverse applicant pools. We have had success with the President’s
Postdoctoral Fellowship Program (PPFP) and will continue to make use of it. To go
beyond the PPFP, UMSI has decided to implement a standing search committee to be
able to evaluate emerging candidates, independent of whether they align with an active
search. This plan will be refl ected in our FY18 Actions towards our DEI strategic
objectives.

2. Encourage all UMSI faculty members to do STRIDE training (Completed).

In 2016-17 we focused on requiring completion of STRIDE training for all faculty
serving on faculty search committees. This was achieved, and subsequently the Assistant
Dean for DEI held mid-year check in meetings with the search chairs to discuss ways to
further apply the STRIDE training throughout the selection process. Given we had four
faculty search committees, this resulted in 22 faculty (50%) who completed STRIDE
training. The outcomes from the 2016-17 faculty search included diversity in gender,
sexual orientation, and race/ethnicity, but we will review and assess overall progress once
official faculty demographic data are available in the fall. We value and seek many types
of diversity and some of these are not centrally tracked or initially shared by candidates
and new hires.
Theme Two: Education and Scholarship

Five-Year Strategic Objective 1
Create a teaching and learning environment that prepares student for careers in a diverse and global environment.

Measures of Success
Student outcomes data; Climate survey results indicating fewer experiences of bias and exclusion.

2016-17 Actions and Progress Statements
1. MSI Program: Assess diversity/multicultural content in courses as part of the implementation of the new MSI curriculum (In progress).
   As part of a comprehensive curriculum revision, the MSI program confirmed learning objectives and core competencies that integrate DEI, including: the objective to engage effectively with real-world problems, clients, and communities; the objective to identify with UMSI values of inclusivity, innovation, interdisciplinarity, and impact; and the ability (competency) to engage with diverse stakeholders to understand their needs and to adapt communication for different audiences. Given the efforts on the new curriculum, the committee took a broader approach with their DEI efforts this past year. The MSI Committee identified a multiyear set of priorities to advance DEI in the curriculum, including: identifying and promoting courses that include DEI themes; asking about DEI themes and inclusive practices in the course proposal form; developing and sharing ideas for using DEI topics in assignments and course projects; and providing guidance on increasing inclusivity through course syllabi. This work will be mapped into the work of the committee over the next few years.

2. BSI Program: This action item was revised for this year from “Conduct an evaluation of diversity/multicultural content in BSI courses” to “Foster inclusive teaching practices in BSI courses” (In progress).
   In the past year, the BSI Academic Program Director collaborated with CRLT to develop a program featuring a panel of BSI students who shared their perspective on what constitutes a positive and inclusive learning environment. Also in the past year, the BSI program and faculty instructors of BSI gateway courses developed a stronger relationship with the LSA Comprehensive Studies Program. This has led to creation of a CSP specific section of SI 106, the introductory programming course and a prerequisite for BSI admissions and multiple BSI faculty have worked to build inclusive teaching practices into their courses and some have developed DEI related project and class assignment options.

Five-Year Strategic Objective 2
*Increase the impact of faculty scholarship on diversity, equity and inclusion

Measures of Success
Faculty annual review scholarly productivity and publication data.
2016-17 Actions and Progress Statements

1. Evaluate policies for research incentives, start-up funds, and other research support to take maximum advantage of funding sources that support research with broad impacts.

2. Convey to faculty and students what the rewards are for impactful research.

*We are reframing / changing this strategic objective with revised action items for FY18 in order to clarify its focus and make it more actionable. While many if not most faculty are engaged in research that is impactful, a number of faculty and doctoral students are engaged in research that is substantively related to DEI or social justice. UMSI celebrates this research through a program of annual awards, including the Joan Durrance Community Engagement Award, which recognizes the faculty member who contributed the most in terms of building partnerships with communities to develop successful, sustainable information-related projects that address societal challenges. We also included research/scholarship as a category in our new DEI Impact Awards, which recognize one faculty member, one student, and one staff member.

Five-Year Strategic Objective 4
Amplify the impact of existing educational programs that address diversity, equity and inclusion.

Measures of Success
Opportunity for every student to participate in at least one learning experience with an underserved community.

2016-17 Actions and Progress Statements

1. Align individual goals for diversity (in FARs) and staff performance reviews with one or two UMSI broader UMSI diversity goals (Complete).

Since 2015, all UMSI faculty and staff have been asked to include goals related to diversity, equity, and inclusion (DEI) in their annual reviews. For example, the review form prompts respondents to describe goals for the coming year -- and to describe progress toward the previous year's goals. This furthers our efforts to build DEI into the fabric of everything we do, and enables faculty and staff to consider ways they can act on DEI training and education they are receiving. In the past year, Judy Lawson, Asst. Dean for Diversity Equity, and Inclusion, gave a presentation on DEI goal setting at a faculty meeting and at a staff meeting, including strategies for setting goals that are SMART (specific, measurable, attainable, relevant, and time-bound) and that align with our strategic DEI objectives. This year we explicitly assessed the alignment of each faculty member's DEI goals with specific elements of the UMSI DEI plan -- and suggested alignment if none was present. Goals have often included efforts for inclusive teaching or DEI related research for faculty, and attention to DEI issues in services, systems, and initiatives for staff. In the past two years we have had educational programs for faculty and staff on topics including stereotype threat and implicit bias. At the start of the 2016 academic year, all faculty and staff unit leaders received the book Whistling Vivaldi, which discusses stereotype threat, as a means to encourage further learning and reflection.
Theme Three: Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 1
Raise awareness among faculty and staff of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive. This requires a particular focus on inclusiveness for women (at all levels -- i.e., faculty, staff, students) and international faculty and students. (This derives from the 2015 UMSI climate survey data)

Measures of Success
Future climate survey responses that report improvements (compared to 2015 responses) in climate survey scores. Select specific measures from climate survey options and/or write some specific questions targeted to this objective.

2016-17 Actions and Progress Statements
Developing programming for faculty and staff that targets:

1. Strategies to address behaviors that result from subconscious biases (targeted to individual behavior) (Complete).
   In Fall 2016, we held an inclusive teaching workshop following the September faculty meeting, led by CRLT. Thirty-two regular faculty members participated (57%). The session focused on three key topics: stereotype threat; addressing DEI issues in class discussions; and supporting group work involving diverse project teams, with an emphasis on engaging differences across U.S. and international students. In winter 2017, a presentation at a faculty meeting by the CRLT Players focused on awareness and support of students' mental health. We have not had a session on implicit bias that specifically addresses other groups such as fellow faculty and staff but the concepts covered certainly extend beyond students. A number of faculty and staff attended community gatherings hosted by the UMSI diversity committee that included topics related to climate and inclusion. Ron Jones from Dialogues on Diversity joined a staff meeting (having given a workshop to staff the previous year) and led a discussion and activity related to implicit bias and inclusion; diversity was a topic in additional staff meetings including a staff discussion about DEI and ideas for building inclusion at UMSI.

2. UMSI-specific issues by identifying scenarios that have occurred (from 1:1 interviews with faculty and staff) (Complete).
   While specific UMSI scenarios were not the basis of programming with faculty, such scenarios informed the development of the fall inclusive teaching workshop including case studies for discussion, and informed the training on student mental health concerns.

Five-Year Strategic Objective 2
Raise awareness among PhD students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.

Measures of Success
Future climate survey responses that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.

2016-17 Actions and Progress Statements

1. Identify and develop mechanisms to raise doctoral students awareness of diversity, equity, and inclusion issues (Complete).
   
The UMSI Office of Student Affairs (OSA) offered an IGR Common Ground session open to all UMSI students around identity. The majority of attendees were doctoral students. Doctoral students also participated in the “Change It Up!” bias intervention session offered at orientation and in the Diversity Committee’s Community Gatherings throughout the year. Incidents such as the government's travel ban, increased focus on immigration status, and bias incidents personally impacted a number of our doctoral students (and others). Our doctoral students came together in support and solidarity, taking a group picture holding signs of hope they created, then posting the signs in UMSI space. Doctoral students were active in campus discussions around graduate student labor and DEI, and several pursued professional development and conference attendance focusing on DEI issues. Within UMSI discussions around wellness, mental health, and alternative career paths raised awareness and offered resources and strategies for individual and peer support. The Doctoral Executive Committee continued to offer a weekly CommuniTea, allowing doctoral students and faculty to socialize informally more frequently to foster discussion and relationship building.

Five-Year Strategic Objective 3

Provide comprehensive career planning that allows for work/life balance considerations, familial commitments, and non-academic careers.

Measures of Success

Future climate survey responses that report higher (compared to 2015 responses) level of advisor support related to balancing a career with starting a family or managing familial commitments, as well as support for exploring and pursuing non-academic careers that may provide opportunities for better work-life balance (e.g., internships, industry career advising, etc.).

2016-17 Actions and Progress Statements

1. Charge the doctoral committee with identifying or developing opportunities or programs through which doctoral students can explore different career options. Note: This was modified as follows to avoid overlap with the next action and to broaden its scope: Identify or develop opportunities or programs through which doctoral students can discuss career planning and the job search process (Complete).
   
The doctoral program offered faculty panels on applications, phone interviews, job visits, and conference networking. The doctoral program is creating a First Year Experience seminar for our first year doctoral cohort, which will start in Fall 2017. Some of these sessions will focus on time management, work-life balance, and how to manage your workload and self-care as a doctoral student. Rackham’s sessions around finding a career and work-life balance are also promoted via a monthly doctoral student newsletter sent from the Graduate Programs Coordinator.
2. Work with the Career Development Office to ensure that doctoral students have access to information about alternative careers (Complete).

The UMSI Career Development Office offered a workshop for doctoral students interested in industry careers, provided career related information for the doctoral newsletter and assisted students individually with alternative career exploration, internships and jobs. These efforts will continue to be developed over time.

*Five-Year Strategic Objective 4*

Raise awareness among MSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.

*Measures of Success*

Future climate survey responses that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.

*2016-17 Actions and Progress Statements*

1. Charge the MSI committee and the Office of Student Affairs with evaluating the current MSI orientation offerings concerning diversity, equity, and inclusions issues and revise or develop more effective educational alternatives (Complete).

In summer 2016 a faculty representative from the MSI committee worked with a project manager and student affairs staff members to develop a new activity for entering MSI students, "The Information Challenge," that the MSI committee had proposed. This program aimed to bring an intentional and guided approach to building students' abilities to work in diverse teams on complex information problems. The problem chosen focused on social media and social movements. Diverse teams were created and were instructed on strategies for group work across differences and strategies for assessing problems while considering diverse perspectives. The MSI Orientation also included the bystander intervention training, "Change it Up," along with a wellness program and a session on identity and self-awareness. Efforts were made to plan to further the DEI focus in orientation and through programs offered by the Office of Student Affairs, the Office for Professional and Community Engagement, and the Career Development Office. MSI student government and student group leaders were actively engaged in supporting DEI efforts through programming, gathering and sharing student input and needs, and partnering with staff and faculty in efforts related to recruitment and retention of underrepresented and marginalized students.

*Five-Year Strategic Objective 5*

Ensure that BSI students feel integrated into larger UMSI community (based on preliminary data that suggests that inclusion is a key issue)

*Measures of Success*

Survey and focus group results that indicate BSI students feel integrated in the larger UMSI community.
2016-17 Actions and Progress Statements

1. Conduct surveys and focus groups with undergraduates to assess community identification and integration.

The Assistant Dean for DEI held two informal focus groups, one with a group of six BSI students and another with two BSI student government officers. Students indicated a high degree of satisfaction with their UMSI experience, in particular in terms of the personal attention received from faculty and the camaraderie among students. Students noted the lack of racial and ethnic diversity. They valued instances when faculty included a DEI related theme or project focus in their courses. They expressed interest in more interaction with graduate students and access to more space within UMSI (e.g. student lounge and project rooms). An end of year survey was sent to all BSI students in May 2017. The survey focus ranged from courses and advising to student life. 48 (23%) BSI students responded. Overall, students' responses reflected a high degree of satisfaction with their UMSI experience. Future surveys will ask more specifically about identification and integration. Feedback on ways to create a positive and inclusive environment for BSI students included the following statements: “UMSI is incredibly inclusive - definitely more than other programs/colleges/majors on campus” “Have more events that are low stakes, low commitment where people can just meet other people in the community” “Better integration of MSI and BSI students.” As we work to diversify the BSI student body, we will attend both to issues of inclusion within the program and continuing to build integration and inclusion of undergraduates into UMSI overall.
Summary of DEI Engagement and Key Findings with Students, Staff and Faculty

**UMSI Students: Summary of DEI Engagement and Key Findings**

All UMSI students participate in DEI related activities and sessions during Orientation. Multiple DEI programs and activities were offered across the school year and student attendance was mixed but solid at these events. Student groups requested funding from the Diversity Committee for multiple events and activities they organized related to DEI. The Assistant Dean for DEI held two informal focus groups to discuss DEI topics and the strategic plan with students in each degree level (undergraduate, master's, and doctoral); these discussions were substantive and demonstrated students’ value of and interest in DEI efforts. The Office of Student Affairs conducts annual student surveys and has included questions related to climate and the student experience. This helps gauge the climate in between more in depth and formal climate studies. The OSA staff uses the results of the annual student surveys in their ongoing development of programs and services and to identify issues or concerns that need special attention.

We continue to see indicators of a positive climate overall. However, underrepresented minority students and students from other marginalized groups continue to struggle with the lack of critical mass and with a need for continued efforts around inclusion and implicit bias. We continue to see a need for greater integration across domestic students and international students, particularly at the master’s degree level. Undergraduate students noted the lack of racial/ethnic diversity in the BSI, and would like to have more contact with graduate students and greater access to space for projects and study within UMSI. Doctoral students express a need for greater awareness and support around wellness, and in particular, mental health concerns. These areas will receive further attention as our DEI work continues.

**UMSI Staff: Summary of DEI Engagement and Key Findings**

UMSI provided support for the University climate survey for staff in winter 2017. We communicated regularly about the survey emphasizing its confidentiality, provided information about the survey at a staff meeting and in multiple emails, resulting in a nearly 80% response rate. A diversity consultant spent time with the staff at a fall staff meeting and led a brief activity related to inclusion, and there were DEI topics and activities at multiple staff meetings during the year. The Assistant Dean for DEI held two informal focus groups with staff, led a discussion at a staff meeting on how UMSI can become a more inclusive environment, and gave a presentation to staff on setting DEI goals. Overall indicators of the climate for staff are positive, yet there are some concerns related to implicit bias and an interest in building stronger connections (and less bias) across faculty and staff. Staff members continue to want to be informed, consulted, and involved in decision making that impacts the school overall and staff directly. Over 20 staff members participated in the UMSI DEI Strategic Planning retreat (total attendance was 50 including faculty, students, and staff). The Assistant Dean for DEI has developed an on-boarding session around our DEI values and strategic plan for all new staff members. Staff members continue to show a high level of engagement and support for DEI efforts at UMSI.
UMSI Faculty: Summary of DEI Engagement and Key Findings
UMSI Faculty members have demonstrated ongoing support for our DEI efforts and their activities related to DEI cut across research, service, and teaching. Faculty members serving on faculty search committees completed STRIDE training; with four search committees this involved 22 faculty members (50%). An all faculty inclusive teaching workshop was held in fall 2016, led by CRLT. Thirty-two regular faculty members participated (57%). The session focused on three key topics: stereotype threat; addressing DEI issues in class discussions; and supporting group work involving diverse project teams, with an emphasis on engaging differences across U.S. and international students. In winter 2017, a presentation at a faculty meeting by the CRLT Players focused on awareness and support of students’ mental health. A few faculty requested funding from the UMSI Diversity Committee for DEI related activities, including "Black Bodies, Social Justice, and the Archive," a day long symposium and to promote greater faculty and doctoral student presence at the Grace Hopper Technology Conference. A number of faculty and staff attended community gatherings hosted by the UMSI diversity committee. Over a dozen faculty members participated in the DEI Strategic Planning retreat in spring 2017 (total attendance was 50 including staff, students, and faculty).

Diversity, Equity & Inclusion is included in the UMSI faculty activity report (FAR). Faculty members are asked to include DEI in their goal setting and report on their activities as part of the annual review process. The Assistant Dean for Diversity Equity & Inclusion gave a presentation on DEI goal setting at a faculty meeting including strategies for setting goals that are SMART (specific, measurable, attainable, relevant, and time-bound) and that align with our strategic DEI objectives. This year we explicitly assessed the alignment of each faculty member's DEI goals with specific elements of the UMSI DEI strategic plan. Nearly all faculty members wrote a DEI related goal last year and for the coming year; many described substantial efforts and plans for inclusive teaching, for diversifying research teams and contributing to diversity recruitment for faculty and students, as well as reporting on DEI related research activities.

Many UMSI faculty members have been actively supportive of our DEI efforts; the main challenges faculty express regarding their involvement is time constraints, competing demands, and a continuing need for clarifying expectations for faculty regarding their DEI efforts. Faculty have expressed concern for meeting student expectations in terms of inclusive teaching and some have acknowledged their need for additional guidance and skills for navigating issues of implicit bias in the classroom, balancing building a supportive and inclusive learning environment with the importance of upholding free speech, and taking an intentional approach to DEI issues in terms of course content. We will continue to provide resources and support for these and other topics as well as identifying ways to gather regular input from faculty on their own experiences with our climate and our DEI efforts.
Year One (2016-17) Highlighted Progress Areas

1) UMSI Community College Summer Institute
2) UMSI Diversity Committee
3) UMSI Career Development Office and Office of Engaged Learning

The following programs and initiatives were selected as particularly successful areas of progress related to or going beyond stated action plans for 2016-17.

1. UMSI Community College Summer Institute (CCSI)

Through our first Community College Summer Institute (CCSI), the University of Michigan School of Information (UMSI) piloted a 3-day outreach program designed to build long-term relationships and remove barriers for prospective community college transfer students. Using a high-touch, participant centered approach; the institute successfully introduced new ideas around ways that UMSI can best connect to and support community college transfer students. The event was designed in collaboration with the Center for Educational Outreach (CEO) and with support from across UMSI and from other campus units.

Initially planned for 10 students, we received nearly 100 applications and were able to bring approximately 40 students to campus for three days of focus on their career and academic strengths and focus, with particular attention to the process of developing applications for transfer to a four-year college, and the BSI. Students interacted with BSI faculty around the three BSI curricular paths, engaged in career development assessment, participated in a low ropes course for team building and diversity awareness, and were given an immersive experience of UMSI and the UM campus.

The institute was highly successful in terms of participation and feedback, and brought new ideas around ways that UMSI can best connect to and support community college transfer students. Over 50% of the CCSI attendees identified as underrepresented. 58.4% identify as first gen, and 47.2% identify as Pell eligible. In the post institute survey, 80% of the participants are interested or planning to apply to the University of Michigan (most in the School of Information). The launch of our external transfer program represented a huge amount of effort from the school, and was supported through leadership that opened doors to an inclusive model for student access. There are 13 incoming external transfer students for Fall 2017. Of these, 4 are underrepresented minorities representing 33% of that population. Comparatively, there are 137 cross-campus transfers, which have 11 URM students (about 8%). The addition of the 4 URM students in the external transfer program represents an increase of URM admitted students by 36% (up to 15 from 11), and brought the total URM in the cohort from 8% to 10%. The diversity in the external transfer population was across many identities including non-traditional, first generation college student, first generation U.S. citizen, Pell Grant eligible, and more.

Through our experience with the CCSI, we gained a deeper understanding of the vital role of high-touch engagement in mitigating student's perceived barriers and the importance of cultivating cross-campus and internal partnerships in both program design and implementation. We also learned the importance of having a follow plan for post-event engagement. One challenge we found in working with the external student population was that we had low interactions with women students, though this pattern is not replicated with the cross-campus population. In both the external transfer applications and in the CCSI, the number of women participating was low. A future goal will be to do more work understanding if this is a pattern
existing in community colleges currently, and working on some targeted recruitment of women in community colleges.

We learned a tremendous amount from designing, planning, and implementing the CCSI. In particular, we learned the benefits of a participatory design approach, which led us to actively engage with prospective participants and transfer students to learn what would make such an event meaningful and accessible to them. We learned that the experiences and perceptions of prospective transfer students included a number of problem areas in terms of interactions with and views of the university, and we sought to alleviate these issues in our program design, communications, and implementation. We affirmed our suspicion that there was tremendous untapped talent in community college students; the students who attended the CCSI were highly motivated and engaged, and made the most of their time in the program. We have learned that we need to continue to step back from our own perceptions and our current way of doing things as we continue to expand our efforts with outreach and access.

Our experience with the CCSI has led us to include repeating this event in our year two action plans, and to develop a plan for expanding our outreach efforts over the remaining DEI strategic plan timeframe and beyond, capturing the insights gained from our work with the CCSI and infusing that into our ongoing work with outreach and external transfer students. The UMSI CCSI program and our grant funded research program for master's students (REMS) were featured in the July/August 2017 issue of Diversity in Action: [https://www.bluetoad.com/publication/?i=421137#{"issue_id":421137,"page":56}].

2. UMSI Diversity Committee
The UMSI Diversity Committee was formed in 2013; following recommendations of a Dean appointed task force, which also resulted in a new school statement on Diversity and a set of 5-7 year goals. The Diversity Committee is co-chaired by a faculty member and a staff member, and has student, staff, and faculty members. Now that the School is more fully mobilized around our DEI strategic plan, the Diversity Committee has increasingly focused on advancing efforts to build an equitable and inclusive community.

In the 2016-17 academic year, the Diversity Committee made meaningful contributions to our DEI efforts. The Committee initiated a UMSI Diversity newsletter to both aggregate a variety of diversity events, news, and initiatives in one place and to better communicate such information to the broader UMSI community. To foster community dialogue, the committee instituted a monthly “Community Gatherings” series. Faculty, staff, and students attended these gathering. Attendance ranged from 20-50, with all constituency groups represented. These gatherings were designed to facilitate a safe space for open dialogue. Several gatherings were organized around a specific topic or theme ranging from gender in technology to the use of personal pronouns. Other gatherings had no pre-arranged theme or topic but instead were open-ended. These gatherings provided audience members with opportunities to discuss issues they felt were important. Given the large number of international students (as well as some faculty and staff) from Asian countries including China, Taiwan, and Korea, the Committee launched the school’s first Lunar New Year celebration, held in January 2017. This celebration was successful and well-received, and including traditional foods, games, and displays.

An ample program budget enabled the Committee to offer funding for student, staff, or faculty
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initiated activities, events, or professional development. The Committee granted funding for 17 requests, for a total of over $13,000. The funded activities varied in scope and size, including the Black Bodies Symposium, a seminar exploring the relationship of archives and social justice, the UMSI featured MLK speaker and performer, Sammus, and student travel support for DEI related conferences. Funding recipients were asked to provide follow up information about their activities.

A member of the Diversity Committee served as UMSI's representative on the UM Library MLK Program Committee, resulting in hosting Alicia Garza during the MLK Symposium. In response to a proposal from a staff member, the Committee successfully advocated for the creation of a Reflection Room in North Quad. In addition, the Diversity Committee finalized and administered the first UMSI Diversity Awards, including the Award for Impact in Diversity, Equity, & Inclusion (three awards total, one each for a student, faculty member, and staff member) and the Award for Impact in Gender Diversity in Information & Technology (one award annually to a student, staff member, or faculty member).

Each year has been a year of learning and growth for the UMSI Diversity Committee in terms of its focus, organizing its work, etc. Administering funding involves a number of steps and considerations, and we have gained insights into how to keep this work manageable. The intensity of issues and incidents on the campus, local, national, and international level added urgency to the Committee's efforts to foster an inclusive environment. There are many issues and concerns that merit the committee's attention, and that creates challenge in terms of time, expertise, and capacity. We will continue to support and strengthen the work of the committee to support learning and growth on many dimensions of DEI across our community. In the coming year, the Diversity Committee will take part in a 3 hour DEI workshop to build mutual understanding and awareness of key issues. The committee will continue to administer DEI awards, distribute DEI funding, and develop ways to further equity and inclusion in the UMSI Community. It is a group that continues to provide pivotal leadership and representation for our DEI work.

3. UMSI Career Development Office and UMSI Office of Engaged Learning

In the past year, the UMSI Career Development Office (CDO) and the Office of Engaged Learning (since renamed Office of Professional and Community Engagement) have made strong contributions to our DEI efforts, beyond what was indicated in our specific AY17 strategic actions (goals). In particular, the UMSI Career Development Office repeated its successful Gender in Information Careers program series, added (with Diversity Committee support and funding) a DEI award to the UMSI Student exposition project contest, partnered with the American Association of University Women to provide a workshop to students on gender pay gap issues and salary negotiation strategies, provided tailored career development sessions in UMSI's new Community College Summer Institute and UMSI's group within the Comprehensive Studies Program Bridge Program, and offered initial support to incoming international students using online chat systems.

Moreover, the CDO took steps to further integrate DEI into its policies and practices. Specifically, team members were selected to present a best practice UMSI's Inclusive Internship Program at the iSchool conference in Wuhan, China; worked with our online recruitment system vendor to add inclusive language in student profiles and all forms in system; created presentation and document standards so that they are in accessible locations and in accessible formats; integrated inclusive language and options for employers to identify as DEI committed employers.
on all forms for event participation; developed and have put into practice accommodations language and standards into all workshops and resources; and leveraged the online recruitment system's functions to help employers gain visibility to students as a company committed to and offering DEI related recruiting and hiring practices, as well as company cultural support.

The Office of Engaged Learning in this past year added a scholarship program for the UMSI Alternative Spring Break program to remove barriers for participation; expanded the UMSI Service Day to Service Week and changed the program to better accommodate faculty, staff and student participation; and began developing DEI related learning objectives for its programming overall. In collaboration with the Ginsberg Center, Taubman College, and the Law School, UMSI Engaged Learning developed three case study workshops to better prepare students on the nuances of professionalization, communication, power differences, intercultural awareness, and developing cultural humility to enhance their skill set and help better engage in current client-based projects. In addition, UMSI Engaged Learning led creation of a collaborative Foundations of Community Engagement MOOC for University of Michigan students who are working with community partners. The idea of this MOOC is to allow for greater access for all students, regardless of degree program, location, program affiliation, or community engagement type, to be better prepared to ethically work with community partners and gain a better understanding of their own identities, power, and privilege.

We continue to assess and learn from these efforts and the feedback and evaluation of what we do and how we do it informs changes for the future. These functional areas within UMSI are not the only ones who have worked to integrate DEI into policies, programs, and practices, but they certainly demonstrate a high degree of effort and success in this area.

To build on these efforts in the coming year, the Career Development Office, the Office of Professional and Community Engagement, and the Office of Student Affairs are establishing a collaborative framework for supporting and educating students around intercultural and multicultural development, using an assessment tool and then weaving the framework and assessment into ongoing programming and advising with students.