Diversity, Equity and Inclusion
Strategic Plan Year Two
Progress Report (2017-18)
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UMSI Diversity, Equity & Inclusion Strategic Plan Progress Report
Year Two (2017-18)

Introduction

The following report provides a summary of UMSI’s Year Two efforts towards our five-year (2016-2021) DEI Strategic Plan. In addition to reflections on the past year’s efforts overall, a progress update is provided for each of the 2017-18 Actions (annual goals) aimed at moving our community towards achieving UMSI’s DEI five-year strategic objectives.

Reflections on Plan Implementation

UMSI has provided consistent, strong leadership for DEI, with the position of Assistant Dean for DEI serving as a member of the Dean's Leadership Team and with the Dean's consistent support for DEI initiatives. This commitment has been backed up with resources that support enhanced outreach (along with generous funding from the Provost's Office), the work of the Diversity Committee, and support for time and attention from faculty and staff to enact the DEI strategic plan. DEI is infused into unit goals (such as student affairs and human resources), committee charges (such as faculty search and academic programs) and individual faculty and staff goal setting, a process now in its third year, and has encouraged grass roots efforts and individual initiative in support of DEI. The Assistant Dean for DEI continues to hold mid-year check-in meetings with unit directors and committee chairs and has met with and advised these and other members of the UMSI community on various DEI related efforts during the past year. The UMSI Diversity Committee provides a forum in which student, staff, and faculty serve as committee members to foster an inclusive school environment and to incentivize school wide DEI work through a funding request program and DEI awards.

UMSI continues to appoint a faculty member as an inclusive teaching liaison for CRLT's inclusive teaching initiative, and the Associate Dean for Academic Affairs continues to serve in the Rackham Faculty Allies program. New for 2017-18, UMSI moved from hiring an hourly DEI intern to hiring a DEI GSSA, with a more robust set of work expectations including student and student group advising on DEI matters, developing the UMSI DEI e-newsletter, coordinating the new iDEI Talks event, organizing and co-leading student focus groups, contributing to plans and assessment for UMSI's Community College Summer Institute, and contributing to the design and facilitation of the UMSI DEI retreat. The GSSA position was very successful both in the student's evaluation of her experience and in the contributions that were made to UMSI DEI efforts. By infusing DEI work across the school while providing a strong level of central capacity and support, UMSI has forwarded efforts from communications to education to policy changes across the school that are building our collective capacity to take DEI into account in what we do and how we do it.

Internally, a key challenge with the DEI implementation process was communicating with the UMSI community about all of the efforts underway and creating sufficient time and sustained energy for implementing these efforts. These challenges were met through a range of
communication and engagement efforts including: a revamped DEI newsletter and regular installments on DEI in the new UMSI.life newsletter; a new DEI bulletin board; the work of the DEI GSSA who met with individual students and student groups in regular office hours; the continuation of mid-year check in meetings; discussion about DEI at student forums with the Deans and Academic Program town halls, at staff and faculty meetings and via emails to the UMSI community. Equally important was the allocation of sufficient resources and support for the DEI work underway. Across the year there was notable engagement from faculty, staff and students for DEI efforts and programs.

However, as a community we struggled with how to most effectively respond and support students, staff, and faculty when bias incidents occurred whether locally, nationally, or on campus. This represents another challenge -- the impact of external incidents on members of our community - from the racist flyers and chalking on campus, to continued immigration concerns and related bias, to the increase in bigoted messaging driven by the increased activity of White Supremacist groups nationwide and aimed at college campuses. Members of our community were impacted personally and in ways that impacted their ability to learn and work. And while there are many positive indicators regarding the climate within UMSI, individuals in our community also experienced situations and interactions that did not meet our ideals for an inclusive environment.

As the year progressed communications incorporated feedback from students in terms of providing specific, direct, and clear messaging from leadership condemning incidents of bias and hate, and providing resources for support as well as guidance to help faculty effectively address or respond to these incidents in class. We also heard feedback from staff and faculty that incidents at times were creating an emotional burden at work and encouraged self-care, compassion from colleagues, and support for involvement and engagement with addressing human and civil rights issues and standing against violence and hate. Going forward, UMSI will strive to build capacity in each member of our community to engage across differences in ways that foster an inclusive culture and climate. I am optimistic for the continued, strong support across UMSI and from the central University to continue this important work to achieve meaningful and lasting organizational change.

**Reflections on Implementation Challenges**

Some UMSI units held DEI focused meetings or training such as the Office of Professional and Community Engagement, Office of Student Affairs, Career Development Office, and Marketing & Communications. As indicated in other sections of this report, we provided DEI training and education to students, staff and faculty members through Orientation, student life and career development programming, engaged learning programming, inclusive teaching workshops, an all staff training session, MLK Symposium workshop, and more. In winter term 2018, the DEI GSSA and Office of Student Affairs collaborated to offer two student focus groups open to all students; one focused on experiences of international students, while the other focused on gathering feedback on UMSI's DEI efforts and overall impressions of climate and inclusivity. Students consented to have the focus groups audiotaped; these were transcribed and summarized and the results are being used to inform our DEI work in Year Three. UMSI actively supported and championed the UM All Campus Climate Surveys for staff, students and faculty and this helped result in very strong response rates for each group. The staff survey results have already
been disseminated and the student and faculty results will be shared in early fall; the learnings from these surveys will inform follow up discussions and efforts to address issues and concerns.

UMSI held a lightning talks event during the U-M Diversity Summit in fall 2017 called "iDEI Talks: Short talks at the intersection of Information, Diversity, Equity & Inclusion. Over 75 students, staff, and faculty attended to hear 6 five-minute presentations on DEI related research, programs and projects. The Assistant Dean for DEI held mid-year check in meetings to discuss progress against DEI Actions for FY17 in December and January, meeting with each faculty academic program director, the chair of faculty searches, and all unit directors (Human Resources, Student Affairs, Career Development, Professional & Community Engagement, Research Administration, Finance, Development & Alumni Relations, and IT). These meetings were documented for continuing reference and identified follow up actions to help support achievement of stated goals. The Assistant Dean for DEI sponsored three DEI Community Gatherings during the year, with assistance from the DEI GSSA. At each event students, staff and faculty were able to voice their concerns on a range of DEI related topics. These conversations served to reinforce UMSI’s values of inclusion and a culture of open and respectful dialogue. At the gatherings, prompts for discussion and ground rules for dialogue were provided. Each gathering drew 20-25 people. One gathering had a broad focus and resulted in meaningful table discussions that helped identify areas of concern such as a need for more information on gender neutral bathrooms (options are now being evaluated for how to address this need) and continued training on implicit bias and cross-cultural skills. The second gathering served as a pilot of a DEI Design Jam concept which was expanded for use at the DEI retreat, and a third gathering was held at a time when many were concerned about the potential for Richard Spencer to speak on campus. The response to the gatherings has been largely positive and more will be offered in the coming year.

UMSI held its second annual DEI retreat in March 2018. The retreat is intended to engage students, staff and faculty members in discussing DEI issues and solutions to inform our continued strategic plan implementation. The retreat design was informed by an ad hoc planning group and an external consultant (Meredith Reitman). This year the retreat featured a short talk on power and intersectionality (delivered by UMSI’s DEI GSSA), a period to share experiences of bias or exclusion, and a working session in the form of a DEI Design Jam in which diverse groups of faculty members, staff members and students developed proposed solutions to three DEI challenges. Over 50 people attended the retreat; evaluations of the event were very positive.

**Update on Implementation Structure and Process**

During Year Two (2017-18) of the DEI Strategic Plan implementation, we increased Devon Keen's effort on school level DEI from 10% to 20% (Devon works primarily on our new outreach initiatives as Assistant Director for Outreach and External Transfer Students). We added a .50 DEI GSSA (in year one we had a .25 hourly higher education intern) which significantly added to our capacity and student centered approach. In April, the UMSI Dean approved a request from Judy Lawson, Assistant Dean for DEI, to reduce her appointment to 50% in order to accept a 50% role as Special Consultant for Communications and Engagement with the central Office for Diversity, Equity & Inclusion (ODEI). The Dean communicated this news along with assurance that UMSI would organize DEI staffing in order to not lose ground on our strategic plan implementation. UMSI plans to continue supporting the UMSI Diversity Committee, Inclusive Teaching Liaison, and building DEI work into committee charges and unit goals.
Report on Strategic Objectives and Action Items

Note: The completion status refers to work against stated annual goals; if indicated as complete the annual goal was met, yet future annual goals may build on and continue the work.

Strategic Theme 1: Recruitment & Retention

Strategic Objective: Increase diversity of students in all degree programs.

Action Item: Continue developing and refining recruitment strategies and processes across all academic programs to promote diversity, equity, and inclusion, adjusting activity based on assessment of impact. Status: Complete.

Progress Update: UMSI participated in the Summer Bridge Scholars’ Campus Connections Program in Summer 2017 and in Summer 2018. Starting in fall 2017, a section of SI 106 Intro to Programming (a gateway and required course for the BSI) was offered to students in the Comprehensive Studies Program (CSP). Two graduate students were hired to assist the UMSI Admissions Office with diversity recruiting efforts. The students created a First Generation Student Advisory Group to provide resources and support for First Gen students across all degree programs. UMSI staff and faculty continue to implement numerous diversity recruitment strategies, with annual assessment of impact guiding these efforts. UMSI's Marketing & Communications team has worked to represent diversity in recruitment materials, web and social media content. UMSI attended conferences supporting DEI and STEM within higher education including Richard Tapia Celebration of Diversity in Computing [new this year], Grace Hopper Celebration (the world’s largest gathering of women technologists, and the California Diversity Forum (a diversity recruiting event). Students who engaged with UMSI at these conferences received application fee waivers, as did other students with demonstrated need. UMSI implemented the first application cycle since the faculty's decision to remove the GRE for the MSI and saw URM numbers double (27 URM students will join UMSI in fall 2018 compared with 14 in 2017). In addition to expanding outreach to community colleges and hosting the Community College Summer Institute, UMSI continued the Research Experience for Masters Students (REMS) Summer Program which supports the diversity pipeline for doctoral education. Faculty and staff conducted individualized outreach to students from URM or marginalized communities from inquiry to enrollment.

Action Item: Deepen and extend collaborations with community colleges. Expand outreach activities to support recruitment of external transfers to the BSI program. Status: Complete.

Progress Update: 2017-2018 community college outreach strengthened awareness of UMSI’s academic and career opportunities, admissions process and commitment to access. Efforts included students as well as advisors and administrators and offered transfer fairs, information sessions and individual contact at seven Michigan community colleges. UMSI faculty consulted with Washtenaw Community College faculty to develop and launch an Intro to Python programming course at WCC mirroring SI106, a prerequisite for the BSI. The 2018 UMSI Community College Summer Institute (CCSI) welcomed 43 participants, an increase of 7.5% from 2017 with over 40% identifying as
URM. The 2018 CCSI added participants from Oakland Community College, Wayne County Community College District, Lake Michigan and Northwestern Michigan Colleges; a total of 14 institutions were represented. A resource fair with representatives from LSA, Public Policy, Education and Dental Hygiene was added to the CCSI program schedule, underscoring our commitment to encourage transfer to another UM program if not UMSI. Follow up with 2017 CCSI participants found 5 CCSI alums had applied to the BSI; 4 were admitted and are matriculating in 2018. UMSI continues to stay in contact with 2017 participants and will cultivate ongoing relationships with 2018 CCSI Fellows. Student evaluations demonstrate the impact of their experience, with comments including: "I can really see myself attending U of M"; "I learned that I will not be limited/restricted because of my past. I have a future"; and "Information studies is more than what people think. It's an opportunity for people to use technology to improve human life."

**Action Item:** Further develop and actively promote need-based aid for master’s students. *Status: Complete.*

**Progress Update:** UMSI publicized and extended need-based funding for master’s students in the MSI and MHI program. Admissions staff have received training on identifying students who may be good candidates for need based awards using established criteria based on careful assessment of graduate level need. Need-based funding opportunities were actively promoted through handouts, individual and group information sessions, and at large events such as Connect with UMSI and Visiting Days. The promotion of and availability of need based aid resulted in an increase of applicants with Pell Grant eligibility from 70 to 82 or 15% and contributed to the overall one year growth in URM acceptances from 14 to 27. UMSI will continue to collect feedback from students who were eligible for need based aid regarding their decision to apply and to accept an admission offer as well as to learn more about ways we can support those who were not admitted in building their readiness to reapply in the future.

**Strategic Objective:** Equitable assessment of each applicant in the admissions review process.

**Action Item:** Establish a process and criteria to assess equity in applicant review process over time for all programs. *Status: Complete.*

**Progress Update:** Office of Admissions and Student Affairs, in collaboration with Faculty-led Academic Program Committees, continued efforts to remove bias from admissions criteria and policies. The process to support equity includes annual training with all application reviewers, calibration throughout the season, and regular analysis of decision making across all programs. Specifically, there is written documentation of admissions criteria and the review process, in person training with discussion of case examples, calibration exercises to confirm consistency across reviewers, and regular review of application decisioning, reviewers' notes in support of their recommendations. Tools and features in the online system also aid with consistent and fair reviews.

**Action Item:** In collaboration with MHI partner school(s), evaluate and ensure equitable applicant review and appropriate use of GRE in the admissions process. *Status: Complete.*
Progress Update: The Master of Health Informatics faculty committee voted to remove the GRE as a requirement for application starting fall 2019. To reach this decision, the committee received training on the use of GRE scores and bias associated with past use of the scores. The MHI admissions review process was modified to mirror the Master of Science in Information process, providing more consistent training and evaluation of reviewers and the decision process. As with the MSI review process, the MHI process will include training, calibration, and regular evaluation of decisions. Previous statistical analyses have confirmed this approach supports holistic reviews and reduces bias while maintaining high standards of quality in admissions decisions.

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

Action Item: Develop one or two new opportunities for community input (faculty, staff, students, alumni) on recruitment strategies and engagement with recruiting efforts.
Status: Complete.

Progress Update: Groups of faculty members, staff members and student leaders were consulted for recruitment ideas including strategies and populations as well as their interest and availability to support efforts directly. A new advisory board focusing on first generation students was launched to plan recruitment and retention efforts. A similar initiative was supported for non-traditional students. Student admissions assistants with a diversity focus created the Information Mentor SI (IMSI) Coffee Chats program inviting prospective students of a variety of identities, including underrepresented identities, to meet up in their hometown area over Spring Break to foster a relationship building experience for prospective students. Multiple students and some faculty encouraged attendance at the Tapia Celebration of Diversity in Computing conference, and UMSI attended for the first time this year. In response to ongoing feedback from the community members to develop long-term relationships, UMSI maintained a partnership with the iSchool Inclusion Institute (i3) since its inception. This year, we are co-sponsoring a new conference with i3 on Diversity in the Information Field. Additional community input will be gathered over the next year through student focus groups, a meeting with the UMSI diversity committee, a community gathering or meeting focused on diversity recruitment, and recruitment coffee chats to hear ideas on recruitment from the UMSI community and to seek their input on planned efforts.

Action Item: Share outcomes of diversity recruitment, admissions, and yield with the UMSI community. Status: Complete.

Progress Update: An update on the outcomes of diversity recruitment, admissions, and yield will be created and shared with members of the UMSI community at the end of the admissions cycle in August, when final counts can be tallied including applications, admissions, and acceptances. This will highlight the range of outreach and recruitment activity we engage in along with comparative data on a number of diversity factors including race, gender, and citizenship as well as information on broader aspects of diversity that we learn such as first generation status. This effort at greater information
sharing and transparency will hopefully continue to spur the interest and engagement of the community to contribute ideas and to participate in outreach and recruitment efforts.

**Strategic Objective: Continue to increase diversity of staff.**

**Action Item:** Provide a training session for all supervisors on diversity recruitment and implicit bias in selection processes. **Status:** Complete.

**Progress Update:** UMSI's Chief Administrator and UMSI Human Resources staff members have attended training and conference sessions focused on diversity recruitment and avoiding implicit bias in the hiring process and guide efforts to reduce implicit bias and increase diversity in staff hiring. As part of UMSI's plan to support diversity recruitment and staff professional development, all UMSI supervisors were required to view a training webinar discussing ways to avoid bias in the interview and selection process.

**Action Item:** Share best practices for diversity recruitment and strategies for avoiding implicit bias with selection teams. **Complete.**

**Progress Update:** UMSI Human Resources staff members and UMSI's Chief Administrator have gathered best practices from training and from central UMHR. In turn they consult with search committee chairs and members on all aspects of recruiting and selecting new staff members. Modifications to recruiting and selection have resulted in a higher percentage of qualified minority candidates in applicant pools. There is an expectation for building a diverse pool of qualified candidates and consistent communication from school leadership that diversifying the staff goes hand in hand with standards of excellence and achieving better outcomes as an organization. During the period from July 2014 to June 2018, the percentage of minority staff members increased from 6% to 17%. This includes a growth from 2 to 9 in the number of underrepresented minorities; specifically, Black and Latinx staff members. The overall staff team represents many identities and forms of diversity. We continue to work to infuse our hiring process with best practices for diversity hiring that is in accordance with the law.

**Strategic Objective: Continue to increase diversity of faculty.**

**Action Item:** Establish a standing committee charged with developing and implementing a plan for ongoing cultivation of diverse candidates for faculty positions. **Status:** Halfway complete.

**Progress Update:** UMSI began a process to form a standing committee that will support the ongoing cultivation of diverse faculty candidates. Information was collected from others who operate similar standing committees and consultation General Counsel's office began to ensure our proposed process would fully meet legal parameters. We have meanwhile continued to participate in the Presidential Postdoc program which focuses on selection of diverse postdoctoral fellows to build a pipeline of future faculty. UMSI hired two Presidential Postdocs in this season, adding to hiring a Post Doc in the previous three seasons. This makes UMSI one of the most successful units in attracting and receiving support for Presidential Postdocs across campus.
Action Item: Continue having faculty search committee members complete STRIDE training. Status: Complete.

The ADVANCE Program's STRIDE training is mandatory for UMSI faculty members serving on faculty search committees. This training focuses on reducing implicit bias and incorporating best practices for the diversity recruitment and selection processes. At this point most all UMSI faculty, except for new faculty, have completed this training, providing a common base for discussions and efforts to support diversity hiring.

Action Item: Develop tools and checkpoints to support faculty search committees with integrating STRIDE training into the selection process. Status: Complete.

Progress Update: A UMSI faculty member serves as chair of faculty searches for a 2-year term, and works with faculty search committee chairs to provide coordination and guidance. We continue to work to apply strategies from STRIDE training into our process. Working with UMSI HR, faculty positions are posted via multiple channels to cultivate a diverse applicant pool. The Assistant Dean for DEI holds a mid-year check in meeting with the faculty search chair. All candidates are asked to include a diversity statement in their application package and search committees are encouraged to conduct holistic review of applications before criteria-based reviews. A template is used to generate comments on applicants in key areas including diversity and inclusion. Before candidate visits to campus, an email is sent with guidance on avoiding illegal or biased questions, and the candidate visit schedule is developed to support their interaction with diverse faculty, staff, students, and campus representatives at multiple levels. From July 2014 to June 2018, the minority representation in the faculty increased from 15% to 17%. This includes a growth from four to seven in the number of Black and Latinx faculty members. Recent faculty hiring has increased diversity along many vectors including race/ethnicity, gender/sexual orientation/gender identity, research tradition, discipline, citizenship status, and more. We continue to work to infuse our hiring process with best practices for diversity hiring that is in accordance with the law.

Strategic Theme: Education and Scholarship

Strategic Objective: Create a teaching and learning environment that prepares students for careers in diverse and global environments.

Action Item: Provide a workshop for all members of academic program committees. Provide a workshop for all faculty on inclusive teaching practice. Status: Complete.

Progress Update: CRLT provided a customized workshop for UMSI faculty members serving on our four Academic Program Committees this past year, with over 20 faculty members attending (about a third of the total faculty). The workshop provided academic committee members with guidance on evaluating one of their own class syllabi in terms of inclusive teaching approaches (class policies, assignments, readings, pedagogy etc.) to support making their courses more inclusive and then to consider these factors in the evaluation of new or revised course proposals while acting as ambassadors to champion more inclusive teaching practice across the school. In addition, an external diversity
Meredith Reitman, a consultant, designed and facilitated a workshop focusing on infusing inclusive teaching pedagogy into group project and/or client-based courses, which was attended by a dozen faculty members. UMSI will continue to offer in-house support and resources on inclusive teaching while also encouraging and supporting faculty attendance at inclusive teaching and DEI focused training sessions on or off campus.

**Action Item:** Identify and evaluate strategies to infuse DEI into the curriculum and implement one or more strategy in each of our academic programs this year. *Status: Complete.*

**Progress Update:** The Associate Dean for Academic Affairs included efforts that support our goal to infuse DEI into the curriculum in each of the charges for the four academic program committees, based on consultation with the Assistant Dean for DEI and our faculty academic program directors. Each academic program committee approached this work somewhat differently, but in the end, each committee had discussions about DEI and the curriculum, added a DEI focused question to the new/revise course proposal form, gathered input from students through town halls or other forums, and worked to propose ways to continue this work going forward. Each academic program has courses that address diversity, equity and inclusion in different ways; yet there are opportunities to become more intentional and help students connect with course content through a DEI lens. Several faculty orient their class projects or assignments with a connection to aspects of diversity, equity and inclusion in an Information context, and include readings and discussion that address issues such as understanding cultural context for system design, evaluating accessibility of interfaces or devices, or discuss the impact of inequity on information access.

**Action Item:** The Office of Professional and Community Engagement and the Office of Career Development will integrate diversity, equity & inclusion values and intercultural competency themes into its curricular and co-curricular offerings, policies and practices, and assessment activities. *Status: Complete.*

**Progress Update:** The UMSI Career Development Office (CDO) continued the Gender in Information Careers Program Series with the theme: Advocacy and Awareness of Sexual Harassment in the Tech Industry, including a keynote speaker, panel session and workshops. CDO offered an LGBTQ alumni panel session, "Out in the Workforce," and offered a salary negotiation workshop to address the gender pay gap. CDO provides identity-based career resources for groups such as veterans, students with disabilities, LGBTQ student, and international students and facilitates career development workshops for UMSI's outreach programs (CCSI and REMS). CRLT recognized CDO for creating "best practice inclusive teaching syllabi" for UMSI's new credit Career Development Courses, SI 300/SI500. DEI is also addressed in CDO's internship preparation and reflection activities. The Office for Professional and Community Engagement (OPCE) infuses DEI into its work with students, including a required session on identity development, privilege and engaging with diversity before participation in OPCE programs. OPCE engages students in diverse groups and in diverse communities in partnership with UMSI faculty and community organizations, including the Global Information Engagement Program, Alternative Spring Break, Citizen Interaction Design courses, and the UMSI Design Clinic. OPCE collaborated with the COE Center for...
Socially Engaged Design on a workshop on Ethical Outreach in User Research and with SPH and the Law School on social justice multidisciplinary design jams, such as the Wayne County Health Veterans and Community Wellness Design Jam Design, which designed a tool to reduce the risk of inmate medical needs not being effectively identified and addressed.

**Strategic Objective:** Produce and disseminate faculty led scholarship related to diversity, equity and inclusion across its many dimensions.

**Action Item:** Assess whether there are any barriers that are preventing faculty from pursuing research on topics related to diversity, equity and inclusion. If there are any, identify and implement one or two new strategies for reducing those barriers. *Status: Complete.*

**Progress Update:** Faculty have asked for and are receiving more guidance and support for identifying and managing community partners. The Office of Community and Professional Engagement and the Research Administration Office are collaborating to increase support for faculty pursuing community-based and community-focused research and course-related projects, which encompasses issues of diversity, equity and inclusion in terms of research and project topics, research subjects, and community partnerships. A Research Office Wednesday Ideation session, which brings faculty together to share and discuss research ideas, featured a presentation and discussion on community partners and areas of need. Junior faculty were invited to a meeting about the NSF CAREERS grant which includes focus on transformation outreach and engaged learning. UMSI continues to offer robust support for submission of grant proposals and continues to actively share information about DEI related research grant opportunities. We see a robust portfolio of DEI related research across our faculty, addressing issues including health disparities, college access, STEM education, accessibility, civic engagement, ethics in data science and more.

**Action Item:** Assess whether existing research related to diversity, equity, and inclusion is reaching the full audience that would benefit from knowing about it. If not, identify and implement one or two new strategies to increase its visibility. *Status: Complete.*

**Progress Update:** Discussions with students, staff and faculty suggested that there was an interest in knowing more about DEI related research in which faculty and doctoral students are engaged. Prospective students regularly ask for information about research that connects to communities and social justice issues. Our Marketing & Communications forwarded a plan for a new UMSI web site and is working to represent diversity, including DEI related research, on the web site and via public relations efforts that extend across the school's research portfolio. The new iDEI Talks event during the UM Diversity Summit week aimed to provide a platform for faculty and doctoral students to share about DEI and social justice oriented research. The event drew over 75 people and was very well received. UMSI sponsors poster sessions for select programs and events and public presentations of class projects which include projects with a DEI connection. The UMSI Diversity Committee continues to sponsor a DEI Award for the UMSI student project expoSIton to incentivize and reward projects (including research projects) that support DEI, and is our largest poster event which is attended by prospective students, employers, and UMSI students, faculty and staff.
Strategic Objective: Promote participation in research by undergraduate and master’s students from groups that are under-represented—including women, first generation college students and underrepresented minorities.

**Action Item:** Explore and propose new funded research opportunities with a focus on students who meet diversity broadly defined criteria. **Status:** Partially Complete.

**Progress Update:** As part of our efforts to expand our outreach efforts, UMSI explore the potential to create a new research experience program aimed at community college students. A meeting was held in June 2018 with some 15 faculty members attending and additional faculty expressing interest. Due to time constraints we decided to delay a year and submit an NSF-REU proposal in August 2019, focusing specifically on community college students. The Associate Dean for Academic Affairs has offered to serve as the P.I. UMSI hopes to provide a meaningful and transformational exposure to research for students at an earlier stage in their education and who have potential to transfer to the BSI or in the future, enter a masters or PhD program. Despite the grant supporting the Research Experience for Masters Students (REMS) ending, UMSI is continuing to fund and administer the program, which has been very successful (see details in Progress Highlights at end of this report).

**Action Item:** Establish mechanisms for multi-year follow up with UMSI pipeline program participants, tracking initial participation to future matriculation in graduate programs. **Status:** Complete.

**Progress Update:** UMSI’s STEM pipeline programs, Community College Summer Institute (CCSI) and Research Experience for Master's Students (REMS), have established expectations with new participants about the goal to maintain ongoing contact and learn about their future path. Contact information is requested and regular follow up offers guidance and mentoring leading to annual requests for status and future plans that we maintain and report. As UMSI grows these and other outreach programs, follow up and tracking methods will be advanced to continue maintaining personalized contact and collecting outcomes of future educational and career pursuits.

Strategic Objective: Amplify the impact of existing educational programs that address diversity, equity and inclusion.

**Action Item:** Align individual goals for diversity (in FARs) and staff performance reviews with one or two UMSI broader UMSI diversity goals. **Status:** Complete.

**Progress Update:** UMSI continues to incorporate DEI into Faculty and Staff goal setting and evaluation. We are in the third year of this effort, and have essentially 100% participation by both faculty and staff. The Assistant Dean for DEI provides guidance on setting DEI goals and consults with faculty, staff, and supervisors on determining DEI goals, then reviews goal statements and activity descriptions in the Faculty Activity Reports (FARS) and staff evaluations. Feedback on the alignment of individual goals with the DEI Strategic Plan is provided via faculty evaluation letters and via staff members' evaluation meetings with their supervisor. The larger educational efforts from UMSI and the University help direct individual goal setting which amplifies themes and
priorities, such as inclusive teaching, avoiding implicit bias (in hiring and in daily interactions), and learning about differences (such as race, gender, disability) and about underrepresented or marginalized groups (such as first generation college students, transfer students, and LGBTQ students).

**Strategic Theme: Promoting an Equitable and Inclusive Community**

**Strategic Objective:** 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. Note: This requires a particular focus on inclusiveness for women (at all levels -- i.e., faculty, staff, students) and international faculty and students. (This focus derives from UMSI 2015 climate survey data).

**Action Item:** Establish and implement an annual plan for DEI professional development for faculty, including: new faculty orientation; STRIDE training for all members of faculty search committees; workshop for members of academic program committees; inclusive teaching workshop for all faculty; brown bag discussion series on DEI issues and topics. Evaluate and adjust plan annually. **Status:** Complete.

**Progress Update:** The Assistant Dean for DEI discussed our DEI initiative at UMSI's new faculty orientation, and completed a new onboarding resource that is available for reference on the intranet, along with a DEI goal setting presentation. All new faculty continue to receive a complimentary copy of Claude Steele's book, "Whistling Vivaldi." Faculty have referenced this book in discussions and have commented about the ways it has impacted their thinking and interactions. In fall 2017, CRLT provided an inclusive teaching/curriculum workshop to all academic program committee members (N=22) and an external consultant provided a workshop aimed at faculty teaching group project and client-based courses (N=12). We did not institute a brown bag series for faculty in this year but Academic Program Committees engaged in DEI related discussions in follow up to the fall workshop and faculty search committees discussed applying diversity recruitment strategies in follow up to their STRIDE training. We encouraged faculty attendance at UMSI and UM DEI events and programs; a number of faculty attended the Diversity Committee's MLK Symposium workshop and 13 faculty participated in the UMSI DEI retreat in March, as well as attending various CRLT inclusive teaching workshops, Diversity Summit events, MLK Symposium events, and more. Overall UMSI faculty support for and engagement with DEI continues to be strong. Some faculty have sought guidance on expectations for participation in DEI activities; they have been encouraged to focus on opportunities for new learning and growth or for engagement with students and to balance participation over time.

**Action Item:** Establish and implement an annual plan for DEI professional development for staff, including: DEI onboarding meetings; completion of “Diversity 101” online training offered by UM LPD by all staff members; one all staff DEI workshop per year; support (financial and work release time) for attending DEI training and activities offered on campus or through professional associations. Evaluate and adjust plan annually. **Status:** Complete.

**Progress Update:** The Assistant Dean for DEI met with the Chief Administrator and Director of HR to develop a plan for supporting DEI professional development for staff.
All new staff participate in DEI onboarding sessions with the Assistant Dean for DEI. All staff are asked to complete the LPD online session "DEI: The Basics." The Staff Meeting Planning Group attended to inclusion in their planning for staff meetings broadly, and included DEI updates and presentations in meetings, including a presentation from the Spectrum Center on LGBTQ Allyship and use of pronouns. Change It Up bystander intervention training and additional group discussion activities were offered at an extended staff meeting in the Spring. Evaluations were largely positive, with a few staff reporting concerns about specific aspects of the training. These will be considered as future sessions are planned and may indicate areas needing further discussion.

Supervisors are expected to encourage and support staff members' attendance at UMSI and UM DEI events and training and to include DEI as part of funded professional development activities within reason. Some units have participated in additional DEI training, such as HR staff participating in training on avoiding implicit bias in hiring and student affairs staff participating in mental health awareness training. Staff members were well represented at the UMSI sponsored MLK Symposium workshop and at the UMSI DEI retreat.

**Action Item:** Charge the UMSI Diversity Committee with implementing activities, evaluating issues and practices, and making recommendations or proposals to the School’s leadership to further advance an equitable and inclusive environment at UMSI.

**Status:** Complete.

**Progress Update:** The UMSI Diversity Committee is charged to design and implement strategies that support inclusion and that incentivize and reward DEI efforts across UMSI. In 2017-18 the UMSI Diversity Committee was co-chaired by faculty member Lionel Robert (completing his third year on the committee and second year as co-chair) and staff member Claudia Leo (new to the committee and to the co-chair role). Membership included two additional faculty members, two additional staff members, and a student representative for each degree level: undergraduate, masters and doctoral. The Assistant Dean for DEI served in an ex officio and advisory capacity, assisting with the start-up of the committee by inviting external consultant Ron Jones to lead a 3 hour DEI training and team building session for the committee. The committee met biweekly and by the end of the academic year, had completed its charge including: improving the diversity funding request process and administering DEI funding requests made by students, staff and faculty for DEI activities, events and educational experiences (approving 15 requests representing over $10,000 in funding and referring additional requests to alternative funding sources); piloting a new multicultural game event, organizing a UMSI sponsored MLK Symposium event within the school, featuring DEI consultant/performer Ron Jones; organized a UMSI Lunar New Year event featuring music performances, games, food, and educational resources; providing input to the Assistant Dean for DEI and representing the interests of UMSI students, faculty and staff on diversity issues, and administering the second annual UMSI DEI Awards.
**Strategic Objective:** 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.

**Action Item:** Establish and implement a plan for integrating DEI content into doctoral student professional development and student life programs. **Status:** Complete.

**Progress Update:** The UMSI Doctoral Program developed a new First Semester Experience Seminar focused on helping new doctoral students transition into doctoral student life, fostering a positive and inclusive climate and encouraging work-life balance. Judy Lawson, Assistant Dean for DEI, led a DEI focused session discussing concepts from the book, Whistling Vivaldi relevant to both individual experience as students and for future faculty roles. Next year, we hope to embed aspects of DEI into more of the seminar sessions. Doctoral students participated in multiple DEI sessions offered to all students, including Change it Up! at orientation, IGR Common Ground and an Imposter Syndrome Workshop.

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

**Action Item:** Continue and assess effectiveness of programs for doctoral students to explore different career options and access information about alternative career paths. **Status:** Complete.

**Progress Update:** The UMSI Career Development Office (CDO) has increased its offerings for PhD students in the past few years, and actively supports PhD students seeking non-academic and alternative career paths. CDO now offers individual career counseling for PhD students pursuing industry or non-profit careers, identifies and shares academic and industry focused job postings via its online recruiting system, provides academic CV and industry resume consultations, industry career panel sessions, access to subscription-based resources such as Versatile PhD. CDO collaborates with Rackham to communicate and promote academic career planning events and workshops, with specific focus on the Preparing Future Faculty Conference.

**Strategic Objective:** 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.

**Action Item:** Develop, implement and evaluate continuing and new DEI content in MSI Orientation, including use of new intercultural assessment tool, bystander intervention training, and Information Challenge experience focusing on working across differences. **Status:** Complete.

**Progress Update:** This year's MSI orientation included Change it Up! bystander intervention training, a Wellness@UMSI session which included a focus on mental health, an Identity and Self-Awareness session, and a facilitated session to interpret students' results on the Intercultural Effectiveness Scale (IES), administered to all incoming students online prior to Orientation. The IES The Intercultural Effectiveness
School of Information

Scale (IES) is described as being "designed specifically to evaluate the skills critical to interacting effectively with people who are from cultures other than our own." We hope to offer Change it Up! again this year, in addition to a new activity for all degree programs, facilitated by Intergroup Relations. The MSI Orientation also features a group project experience called the Information Challenge, which placed students in diverse teams which, with guidance from faculty work to develop solutions to an information problem with a social justice theme.

**Action Item:** Establish and implement a plan for student life programming that integrates DEI content; assess and adjust plan annually. **Status:** Complete.

**Progress Update:** UMSI's student life programming has consistently offered programs and services integrating DEI content. This year at least one session at each program's orientations integrated substantial DEI content. Additionally, the doctoral first year experience will include one or more session focused on DEI while aiming overall to build a supportive and inclusive community for new PhD students, and the UMSI Leadership Series will include at least two sessions specifically focused on DEI content. Through professional staff advising complemented by effort from our DEI GSSA, we provided advising to all DEI oriented student groups including MIX, OUTformation, and the developing first-generation, part-time, and non-traditional affinity groups for programs and activities. This past year, UMSI offered a number of sessions related to DEI through its student life programming. IGR Common Ground facilitated a session open to all degree programs. CAPS facilitated a session on Imposter Syndrome. Via the leadership series, we offered sessions that addressed privilege, identity and strengths. Student organizations also committed to DEI programming by offering events including a pronoun button-making workshops and a multicultural dinner. Finally, for all academic programs, two DEI focus groups were held (one with international students and one open to all students) to engage students and gather feedback on our DEI initiatives and on student life at UMSI. Annual student surveys also gather evaluative information to assess these efforts and guide adjustments over time.

**Strategic Objective:** Raise awareness among BSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive for individuals or groups. Ensure that BSI students feel integrated into larger UMSI community.

**Action Item:** Establish and implement a plan for BSI orientation and student life programming that integrates DEI content including use of intercultural competency assessment tool. **Status:** Complete.

**Progress Update:** Incoming BSI students completed the Intercultural Effectiveness Scale (IES) online and then attended a session to interpret the results during Orientation. This assessment helps build understanding of cultural competencies and provides a developmental self-assessment to support students’ self-awareness and ongoing development to achieve deeper levels of ability to work across cultures and across differences. During orientation, Judy Lawson, Assistant Dean for Diversity, Equity, and Inclusion, led a discussion around UMSI’s DE&I goals, followed by an activity and facilitated discussion led by Kelly Kowatch, Director of the UMSI Office of Professional
and Community Engagement about the purpose and benefit of assessing intercultural competencies and setting goals for continued growth and development.

**Action Item:** Add questions to the BSI annual student survey to assess identification and integration in the UMSI community. **Status:** Complete.

**Progress Update:** The following (optional) climate related questions are included in the BSI annual student survey, which is confidential and for which results are summarized and used in ways that protect individuals' identities: -How comfortable do you feel in the UMSI environment? -Have you experienced or witnessed bias or exclusion at UMSI? -If you have experienced or witnessed bias or exclusion, please describe the incident and explain how the situation was handled: -Have you experienced or witnessed acts of inclusion at UMSI? -If you have experienced or witnessed acts of inclusion, please describe the situation and impact. The results of these questions and the questions themselves will be evaluated to ensure that in addition to bias and level of comfort we assess how students are integrating into the UMSI community as undergraduates. The response rate to annual surveys is often fairly low and so is only one indicator; focus groups, town halls, and school or university level climate surveys will also help to assess the experience of BSI students.

**Progress Highlights**

The following two initiatives were included in our progress report to central administration as highlighted areas of effort and progress: 1) UMSI Research Experience for Master’s Students (REMS) and 2) The Office of Professional and Community Engagement. We complete our Year Two Progress Report with details on these two areas of strong commitment and impact on our DEI efforts.

**Research Experience for Master’s Students (REMS) Program**

The UMSI REMS program provides students in library and information science professional Master’s programs with immersive exposure to research design, implementation, and analysis. While LIS programs and iSchools actively promote field experiences and engagement beyond the classroom to foster better professional practice, few of these focus on research. As a result, the development of both future faculty and evidence-based practitioners suffers. This not only hampers students’ professional job prospects but also limits competitiveness for doctoral programs. Research Experiences for Master’s Students (REMS) addresses this problem. The University of Michigan School of Information (UMSI) is now in its fourth summer of offering a 12-week intensive summer research experience in which the REMS Fellows are closely mentored as they work on research projects. This year we offered seven fellowships with IMLS REMS funds. All the research projects were with UMSI junior (untenured) faculty so this served as a means of not only introducing the Master’s students to research but also to strengthen the library and information science research agendas of newer faculty. Additionally, PI Yakel offered a REMS-like fellowship through her other IMLS grant #LG-06-14-0122-14, “Qualitative Data Reuse: Records of Practice in Educational Research and Teacher Development” and Dean Tom Finholt of the University of Michigan School of Information offered funds for two additional REMS fellows. As a result, the REMS total cohort was ten students. Top priority is
given to applicants from underrepresented populations in graduate programs and/or from schools with limited research opportunities. Of the 10 REMS students participating in the 2018 program, two are underrepresented minorities, two identify as LGBTQ, and three are first generation college students. The closely mentored REMS program did increase students’ ability to conduct research. Students from the 2017 cohort reported an increase in research skills. When asked “How confident are you in your abilities to make a research presentation to a group of peers?” Students’ average confidence level increased from 2.13 to 1.57 on a five-point scale, where 1 is very confident and 5 not at all confident. When asked “How confident are you in your abilities to use as directed specialized software” students’ confidence scores rose from 2.06 to 1.0.

Additionally, when asked how confident they were in their ability to make an informed decision about whether to apply to a doctoral program, 56% were highly confident prior to the REMS experience, while after the experience 100% were highly confident. Several students from the 2017 cohort produced scholarly products with their research teams:

- [Under review] Two students from the 2017 cohort applied to and were accepted into doctoral programs; Lindsay Brown will begin the PhD program at the University of Michigan, School of Information and Justin Petelka will begin one at the University of Washington Information School in fall 2018.

Office of Professional and Community Engagement (OPCE)

The UMSI Office of Professional and Community Engagement (OPCE), launched in 2017, is an initiative to facilitate transformational, high-quality engaged learning experiences for all UMSI students with local and global community partners. The efforts of the OPCE team have been exemplary in their infusion of DEI into OPCE's curricular and co-curricular offerings. From organizing data for non-profits in southeast Michigan to working with human rights lawyers in India, OPCE engages UMSI students in addressing challenging information problems while gaining hands-on experience in their fields of interest, while learning how to work productively with people from a wide variety of backgrounds and cultures. Through the programs and services
offered by OPCE, students engage in information and technology-related projects and action-based learning as a significant part of their studies. The OPCE works with a wide range of community partners from all industry types and sectors, ranging from Fortune 500 tech companies to grassroots social services non-profits and to cultural and heritage industries in a variety of project-based opportunities. Community partners can engage with UMSI students as a means to amplify the impact of their information systems and to increase their internal knowledge of appropriate and novel information practices.

The Office of Professional and Community Engagement actively incorporated practices for diversity, equity and inclusion in the following ways:

- DEI was integrated into the new unit's three-year strategic plan.
- As part of the orientation for all three programs (BSI, MSI, MHI), OPCE led a session on increasing self-awareness of cultural knowledge and competency, utilizing the Intercultural Effectiveness Scale.
- OPCE requires a Community Engagement Orientation (CEO) for all students who participate in OPCE activities, covering identity development, privilege, and introductory education on engaging with others unlike ourselves -Signature programs including Service Week, Alternative Fall Break, and Alternative Spring Break, have a direct focus on exposure of students to diverse populations, social inequalities, and understanding of exclusive practices through engagement with local NPOs and government entities.
- OPCE was selected to present at UMSI's iDEI Talks Diversity Summit event in Fall 2017.
- OPCE staff coordinated a December retreat for student facing staff (career development, engaged The UMSI Office of Professional and Community Engagement (OPCE), launched in 2017, is an initiative to facilitate transformational, high-quality engaged learning experiences for all UMSI students with local and global community partners.