



**SCHOOL OF INFORMATION**  
UNIVERSITY OF MICHIGAN

# Diversity, Equity and Inclusion Strategic Plan (2016-2021) Year Five Revised Plan (2020-21) and FY21 Actions



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## **Year Five (2020-21) UMSI Revised DEI Strategic Plan**

### **I. Year Five (2020-21) DEI Strategic Plan Overview**

As we enter the final, fifth year of the UM Five-year DEI Strategic Plan Implementation (2016-2021), we do so with a deepened commitment to the goals that this initiative set out to achieve. We recognize that our efforts to address all forms of diversity, while important in its intention, did not apply sufficient focus on anti-racism and combating systemic racism within society. Our Year Five DEI Strategic Plan aims to invest more time and more resources across the school towards collaboratively developed actions that will move us towards becoming an anti-racist school and contribute to the larger goal of becoming an anti-racist institution.

The UMSI Year Four Progress Report (published at the same time as this revised strategic plan) offers a compilation of our community's efforts in the past year – yet surely does not capture all of the individual and collective work and attention towards diversity, equity and inclusion. It serves as an important effort for accountability and transparency by providing evidence of progress – yet is written with recognition of the need to do more going forward.

Certainly, diversity, equity and inclusion are ideals we envisioned, struggled towards and put into practice prior to 2016; and are ideals that we will continue to collectively work to achieve and sustain well beyond 2021, building on the foundation we are building today. Our Year Five Revised DEI Strategic Plan includes continued effort on many of the strategic objectives and actions outlined by the strategic planning task force at the onset of the plan. It includes actions added based on input from surveys, community gatherings, retreats and focus groups. It includes a substantial number of new and specific actions added this year in response to activism from student and alumni members of the group Black@SI. It also includes new actions recommended in the 2019-20 UMSI DEI Committee's analysis of the 2019 ADVANCE administered School climate surveys. Finally, it reflects content from the public statement of commitment by the UMSI Leadership Team that denounced racist violence and systemic racism in society.

While this is the fifth year in our five-year strategic plan initiative, it is surely not an end, but rather, aims to launch us forward. In our plan, we name some communities that most often experience the inequity we seek to eliminate-- African-American, Latinx, low-SES, first-generation, differently abled, Native-American, Asian Pacific Islander American, and LGBTQ-IA. This is not an exclusive list. We include to bring specificity to work that has often become overgeneralized. Thus, the UMSI Year Five DEI Strategic Plan reflects a stronger commitment for institutional change that reflects more clearly the voices of members from Black@SI, whose proposals for action have inspired the UMSI community to do what it takes to become an anti-racist school.

## II. Year Four (2019-20) Implementation Highlights

UMSI continued to provide consistent leadership for DEI, with Judy (Lawson) Schabel serving as Assistant Dean for DEI (half time) and with Devon Keen, Assistant Director for Outreach and Transfer Student Initiatives increasing her contributions to school level DEI work. Lawson and Keen served as co-DEI Leads, shepherding UMSI's strategic plan and acting as liaisons with the University's DEI Strategic Plan implementation. What began as a year that was aimed to further build on past efforts and make new inroads in areas needing more attention became a year consumed with a major public health crisis due to COVID-19 and a historic movement to dismantle racism in the United States.

In Year Four the Dean continued DEI as a school priority, with resources to support a range of DEI efforts including outreach, diversity recruitment, financial aid and more. Individual faculty and staff annual goal setting and performance evaluation processes continued to include setting DEI-related goals and reporting on DEI efforts that included efforts for inclusive teaching, mentorship, professional development and DEI focused research and service. The UMSI Diversity Committee continued to provide 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.

As UMSI's faculty inclusive teaching liaison, Colleen Van Lent continued to engage with CRLT's inclusive teaching initiative, and the Associate Dean for Academic Affairs Beth Yakel continued to serve in the Rackham Faculty Allies program. UMSI Faculty members engaged in significant research and service in support of equity and social justice, and a number of students, staff and faculty participated in the faculty-led Race+Tech reading group. UMSI unit directors played a pivotal role in forwarding DEI efforts, including the efforts of UMSI Human Resources to reduce implicit bias in staff hiring, the Office of Admissions and Student Affairs efforts with diversity recruitment, outreach and academic success programs, the Engaged Learning Office's efforts to cultivate students' cultural awareness and skills through community based projects, the Career Development Office's efforts to create resources in support of DACA students, international students and identifying employers with inclusive practices, and Marketing & Communications efforts to enhance accessibility and attention to diversity in the new UMSI website, to name a few.

In addition, UMSI continued to support a .50 FTE DEI GSSA position with work expectations including student and student group advising and support on DEI matters, publishing the UMSI DEI newsletter, and supporting the distribution of the UMSI Climate Survey reports to students. Unfortunately, the GSSA needed to disenroll early in winter term.

After a busy January and February in terms of DEI programs and engagement, attention shifted to UMSI's response to the pandemic, and specifically, to ensure an equitable and inclusive approach was taken, given the various COVID-19-related disparities.

Emergency funding options were expanded for students and resources for support were shared with the community, including a form to request or offer help to fellow UMSI community members. UMSI organized social support through UMSI Community Connections, which

formed small groups of students, staff and faculty by interest area (e.g. cooking, gaming, parenting, social justice etc.) for virtual social engagement. One point of advocacy was to ensure staff who were working from home could set up an adequate workspace by allowing office chairs to be borrowed for home use. Subsequently, UMSI faculty worked with the director of development and the Dean to create a fund to support home office needs for staff, postdocs and doctoral students.

As the pandemic emerged further, so did anti-Asian racism. UMSI's director of information technology, Charles T. Yun, as a leader of the APID/A Staff Association worked with the APID/A Core Team to develop a statement and resources to combat anti-Asian racism, and subsequently, to write a statement of solidarity to combat anti-Black racism. Members of APID/A met with University leaders to discuss ways to mitigate xenophobia.

The horrific deaths of George Floyd, Breanna Taylor, Ahmaud Arbery – and others before and since - led to national unrest and protests against police brutality and racism, giving a new urgency to the work for justice through diversity, equity and inclusion. Following the UMSI Leadership Team's statement against racist violence and systemic racism within society, student and alumni members of Black @ SI shared a letter with the UMSI community including a set of demands that aimed to put UMSI on a course to becoming an anti-racist school. The UMSI leadership team responded with a set of actions that would support each of the demands. Following additional discussion, a set of actions was confirmed and added to our Year Five Revised DEI Strategic Plan. The time and effort of the members of Black @ SI is appreciated, in particular, during such a painful situation in our country. The UMSI community owes our gratitude for their service and effort to hold our school accountable to its stated ideals. We recognize that student activism plays a crucial role in forward progress. In the future, we hope to live out our values more clearly and more boldly, in closer collaboration with faculty and staff and in partnership with students, and, student activists in particular.

### III. Key Findings from Year Four Assessment and Engagement Activities

The UMSI Year Five Revised DEI Strategic Plan is informed by and reflects numerous inputs from engagement and assessment across the UMSI community in the past year (Year Four).

Two key points of assessment and engagement shaped the revision of our plan for Year Five: 1) Collaboration with student and alumni members of Black@SI and 2) Actions recommended by the DEI Committee from their analysis of the 2019 UMSI School Climate Survey and a follow up student survey they conducted. Input from faculty and staff climate conversations, meetings with students, and assessment of past year efforts further informed our Year-Five plan.

The key findings of these sources of feedback and assessment suggest that while there are many aspects of the UMSI community and climate that are positive, those from underrepresented groups - African-American, Latinx, Native-American, Asian Pacific Islander American, LGBTQ-IA and women) generally experience the climate less positively than those from the majority (white male) group. It suggests that while UMSI has taken multiple steps to increase diversity, strengthen inclusion and address equity issues, we have not yet created an anti-racist environment and this detracts from our climate and reduces our capacity to achieve a community that is diverse, equitable and inclusive.

In Year Four, engagement with the community continued in many ways and evolved to reflect the changing circumstances the past year presented.

In fall 2019, new student orientation programs included content introducing students to DEI values and working collaboratively across differences. We held an onboarding meeting with new faculty and with new staff to introduce the DEI strategic plan and provide information on ways to get involved, reporting and support options. We held tabling events to distribute the UMSI School Climate Survey reports to students, collect their ideas and engage in discussion. Our DEI GSSA published two issues of the DEI newsletter in fall, and we published two more in winter, in addition to email communications.

In winter 2020, we hosted Stanton Jones, a lawyer involved in immigration cases related to travel bans and related issues, which was attended by over 100 students, staff and faculty. We also co-sponsored a major speaker with the U-M Library, Carole Brown Henderson. January finished with the third annual UMSI Lunar New Year event, featuring music performances, food and cultural decorations, with over 75 students, staff and faculty attending.

As the semester continued, UMSI engaged the community in response to COVID-19, and we worked to do that with an inclusive approach and with a focus on health and wellness. In addition to featuring mental health resources on a new COVID-19 web site, we organized virtual social support through the UMSI Community Connections. This initiative organized groups of faculty, students and staff across a wide range of interest areas, such as cooking, gaming, and parenting. The groups were quite popular, with over 20 groups and over 150 participants. We also created an online form and process to enable community members to request help or ask for help, whether for transportation, information on a specific topic, or connecting with resources. While we did not receive a lot of activity through the help network, having it, available provided

a strong message of support. A number of School leaders completed the Coursera course, “Psychological First Aid” to increase the number of people with crisis intervention skills.

As national unrest over police brutality and protests in support of the Black Lives Matter movement grew, we communicated with messages of solidarity and support, followed by a School statement from the leadership team outlining a set of commitments. Following this statement, student and alum members of a recently organized group, Black@ SI, sent an open letter to the UMSI community with a set of demands and asking for an overall commitment to becoming an anti-racist organization. The leadership team agreed with this platform, and met with members of Black@SI to share a school proposed response, then met again to hear feedback on the school response, resulting in agreement on a path forward. Our Year Five plan significantly reflects this collaborative engagement, and we are determined to push forward towards building an anti-racist school and environment.

#### IV. Five-Year (2016-2021) Strategic Objectives, Measures and FY 21 Actions\*

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

**NOTE: Revised or new objectives, measures, and FY21 Actions are in bold. New or revised objectives, measures and actions resulting from our collaboration with members of Black@SI are in bold green.**

##### IV.A. Recruitment & Retention

###### IV.A.1. Five-Year Strategic Objective 1

Increase diversity recruitment and retention efforts across all degree programs. **Work to remove structural barriers and facilitate a vibrant, dynamic and diverse learning community, with a focus on developing a high-quality student experience, a sense of belonging, and a culture of trust and support.**

###### 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. **Student retention data. Future improved indicators from school climate surveys, student surveys and focus groups.**

###### FY21 Actions

1. 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.
2. **Increase the attendance of paid student recruiting representatives at conferences and other diversity focused events or activities (in person and/or virtually). This assumes recruitment continues to be the primary responsibility of paid staff and faculty.**
3. **Strongly encourage all faculty who will be accepting students in the coming year to include attendance at a diversity-focused conference or minority serving institution in their recruitment activities.**
4. **Evaluate current / recent recruitment efforts with Historically Black Colleges and Universities (HBCUs) and Minority-serving institutions (MSIs), benchmarking against the College of Engineering and others known for these efforts.**
5. **Establish a strategy for recruitment going forward, to include making our efforts more consistent year over year and increasing the involvement of UMSI alumni.**
6. **Identify organizations and/or events in predominantly Black communities in Detroit and Ypsilanti (or other locations) we can attend for recruitment purposes. Send (paid) student recruiting representatives, alumni ambassadors, and/or staff or faculty representatives to two or more such recruiting opportunities in 2020-2021 in addition to our current recruiting activity in these locations. This assumes recruitment continues to be the primary responsibility of paid staff and faculty.**
7. **Connect Black@SI members with the staff lead for student groups in OASA to establish official status and recognition as a UMSI student organization**
8. **Review existing lists and/or databases of diversity-focused conferences of particular interest to Black students (and more broadly, students of color) and create a**



searchable, community curated list of conference experiences and opportunities. Share this information during orientation and with faculty for mentorship purposes, and keep it available on the UMSI web site.

9. **Revise the call for funding requests/ mini-grants from the DEI committee to more explicitly highlight conference funding opportunities for including for diversity focused conferences and events that may be of particular interest to Black students (and other groups such as women or people with disabilities). Share information on funding provided with the UMSI community (currently we provide a summary in the annual DEI committee report and the DEI progress report). Identify ways to expedite funding decisions and allocation.**
10. **Enlist more UMSI alumni in diversity recruitment efforts, creating an advisory group or ambassador program.**
11. Continue to develop and increase diversity focused scholarships and fellowships. **Work with Alumni Relations and Development at UMSI to develop a scholarship fund for students from Ypsilanti and Detroit.** Share stories and outcomes of students from diverse backgrounds with alumni and donors to encourage funding for diversity focused scholarships and student support.
12. Continue to actively promote need-based and diversity focused financial aid, enhancing offerings based on ongoing evaluation of student needs and effectiveness of current offerings to recruit underrepresented students.
13. Continue to build UMSI outreach efforts with an emphasis on community colleges and adding efforts for K12 Education outreach. Repeat the Community College Summer Institute and continue building a partnership with the Center for Educational Outreach and others on and off campus.
14. **Through news stories, emails and social media posts, make our current collaborations with Wolverine Pathways and Wolverine Express more visible. Meet with leaders from Wolverine Pathways and Wolverine Express to identify ways we can extend current partnerships.**
15. Assess effectiveness of current need-based aid and diversity focused scholarships for master's students; revise as needed and continue to actively promote need-based and diversity focused aid.

#### IV.A.2. 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.

##### F21 Actions

1. Continue to provide training to faculty and staff serving on academic program committees on avoiding implicit bias in admissions. Provide information to UMSI faculty and staff on implicit bias in admissions and our efforts to remove it. **Build on current efforts to infuse an anti-racist focus in this work.**

#### IV.A.3. 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.

##### FY21 Actions

1. **Continue to confirm the joint responsibility of faculty and professional staff to collaboratively advance diversity recruitment efforts through clear committee charges and unit goals.**
2. **Continue and enhance resources and support for training and professional development for faculty and staff specific to diversity recruitment strategies.**

#### IV.A.4. 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

##### FY21 Actions

1. Continue to provide information and training to UMSI Human Resources Staff and UMSI Staff supervisors on diversity recruiting and avoiding implicit bias in the hiring process.
2. **Evaluate current diversity recruitment and selection efforts, policies and procedures with input from staff supervisors and campus experts to identify any areas needing adjustment or improvement.**
3. **Informed by recommendations from the 2019-20 DEI Committee review of the 2019 School Climate reports, evaluate current process for salary determinations at hire and in response to equity review requests with input from the staff management team and leadership team. Create a pay equity report and share with the Leadership team and UMSI staff.**
4. Continue using and refining the diversity focused hiring process and checklist.
5. Have a UMSI HR staff member meet with the supervisor/selection team to review the plans to support diversity recruiting and selection before the hiring process begins.

#### IV.A.5. Five-Year Strategic Objective 5

Increase diversity of faculty

##### Measure of Success

More racial and ethnic minority faculty members in all areas, more women in technically oriented fields

#### FY21 Actions

1. Continue to enhance efforts for recruitment and ongoing cultivation of diverse candidates for faculty positions
2. **Establish a standing committee and develop a set of year-round strategies for cultivating relationships and fostering future faculty candidates.**
3. Continue requiring members of faculty search committees to complete STRIDE training.
4. Continue to actively and consistently apply guidance from STRIDE training in the recruiting and selection process.
5. **Evaluate current efforts and implement ways to improve SI's implementation of best practices from ADVANCE in the faculty hiring process.**
6. Continue our current and successful efforts with recruiting for the Presidential Postdocs program.
7. Gather input and insights from faculty and Presidential Postdocs recruited to UMSI in the past 3-4 years regarding their experience, why they chose UMSI, how we can continue to build our recruitment and retention efforts.

#### IV.B. Education and Scholarship

##### IV.B.1. Five-Year Strategic Objective 1

**Create an anti-racist curriculum and decolonize educational material. The curriculum should be modified with the explicit goal of developing anti-racist graduates.**

##### Measures of Success:

Course evaluation data, climate survey results, and student outcomes data indicating greater awareness **and understanding of racism and anti-racism**, diversity, equity, and inclusion. Fewer reported experiences of bias and exclusion.

#### FY21 Actions

1. **Create an anti-racist curriculum task force charged with developing curriculum modules and proposing content for core courses (e.g. 110, 501, 701) and in other parts of the curriculum and co-curriculum. Curriculum committees and instructors of core courses will be consulted and involved in this work. Some changes will begin during the 2020-21 academic year, with full implementation in the 2021-22 academic year.**
2. **Survey UMSI faculty to confirm whether they have had an inclusive teaching consultation with CRLT (given efforts to encourage and facilitate this in the past 2 years), whether they have reviewed and changed their reading list and/or assignments, and to account what changes they have made.**
3. **Feature Black contributors (and other underrepresented contributors) in STEM, among others, within course syllabi. Prompt faculty to share changes to their syllabi in their faculty annual review (FAR) at end of year.**
4. **Continue including sessions on implicit bias and working with diverse teams in Orientation sessions. Create a clearly named/defined orientation session/seminar e.g. "Anti-Racism @ SI" or "Racism: What's tech got to do with it?". Involve students as co-facilitators in this (and other) sessions during orientation. Offer an additional session or incorporate content that is geared towards (not limited to)**

international students (e.g. "Why DEI? Understanding Racism in the U.S.") as well as providing a global context for all students.

5. **Require a community reading list for incoming students about race and technology with continuous, community conversations throughout the school year. For the 2020 Orientations, we will identify a shared, required reading (book or article) with a plan for discussing the reading as part of upcoming orientations. Evaluate and make a more robust plan for future orientations. Offer a series of readings and discussions on race and technology during the school year.**
6. **Evaluate and add to existing resources on mental health and wellness provided via course syllabi. Create a Google document listing that includes mental health and wellness resources, including those that focus on the needs of specific identity groups (Black, Latino/a, LGBTQ, parents, students with disabilities, international students, first generation students, etc.). Provide updated template language for course syllabi on mental health support including a link to the new resource list.**
7. Continue collaboration with CRLT to engage faculty in individual consultations to review and discuss proactive inclusive teaching practices in terms of their course content, pedagogy and class environment.
8. Continue including DEI **and anti-racism** as a component of academic program charges and end year reports, including considering how it is represented in program goals/objectives, recruiting and admissions, and/or in academic policies and practices.
9. The Office of Career Development will continue to integrate diversity, equity and inclusion **and anti-racism** into curricular and co-curricular offerings, policies and practices, and assessment activities. **Particular focus will be given to incorporating DEI and anti-racism guidance to employers recruiting & hiring UMSI students, as well as to provide students with greater access to identify and engage with DEI-oriented employers for internships and jobs.**
10. The Engaged Learning Office will continue to integrate diversity, equity, and inclusion and **anti-racism** into curricular and co-curricular offerings, policies and practices, and assessment activities. Particular focus will be given to incorporating DEI-oriented skill-building opportunities for students and emphasizing engagement with DEI-oriented organizations as part of client-based courses and programs.

#### IV.B.2. Five-Year Strategic Objective 2

Produce and disseminate faculty led scholarship related to diversity, equity and inclusion across its many dimensions

##### Measures of Success

Percentage of faculty research publications on topics related to diversity, equity and inclusion across its many dimensions. Data on scholarly publications and conference presentations, and results of communications efforts (visibility via UMSI web site and social media; media mentions, etc.)

##### FY21 Actions

1. Continue to provide faculty with information and resources on conducting community based and social justice-oriented research.

2. Identify and share ways in which current UMSI DEI efforts and values might strengthen grant proposals where relevant.
3. **Create and share annually a list of funding sources focusing on education-related research with faculty and doctoral students (especially poorly funded schools in local areas such as Detroit and Ypsilanti).**
4. **Share annually a report of community-based research and service that our faculty and students perform, including work with schools. The report will include information on external funders and an estimate of UMSI expenditures that are not covered by external sources.**
5. Repeat the iDEI Lightning Talks Event which features faculty and graduate student DEI related research along with staff led DEI projects. Consider partnerships with research teams or groups within UMSI, such as MISC., and other ways to enhance this work and explore ways to engage more undergraduate students.
6. Continue sharing DEI related research, broadly defined, through UMSI news and public relations efforts to generate coverage at the University level and in the broader media, as well as internally through the DEI newsletter and the UMSI.life school newsletter.

#### IV.B.3. Five-Year Strategic Objective 3

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 - to foster diversity in the next generation of scholars.

##### *Measures of Success*

Number of students participating in UMSI sponsored pipeline program(s) and number of these students who matriculate in doctoral programs at UMSI or elsewhere.

##### FY21 Actions

1. Continue to fund and administer the Research Experience for Masters Students (REMS) summer research program.
2. Continue to support mechanisms for multi-year follow up with UMSI research (REMS) and outreach (CCSI) program participants, tracking initial participation to future matriculation in undergraduate or graduate programs.

#### IV.C. Promoting an Equitable and Inclusive Community

##### IV.C.1. Five-Year Strategic Objective 1

**Review existing school infrastructure for grievances and hearing concerns from students, staff and faculty at UMSI. Improve the current process and communication to ensure the UMSI and university processes are well understood. Ensure these processes support addressing concerns without retribution to one's career or resources, including anonymity as an option.**

##### **Measures**

Surveys of students, staff and faculty regarding grievance information and resources, climate survey results indicating concerns are addressed without retribution.

#### FY21 Actions

1. Review and improve our existing process and options for reporting concerns and for grievances, including communication mechanisms and referral to university level bias reporting and support.
2. Improve current webpage (adding a flow chart or infographic) that outlines reporting, grievance and feedback options and resources.
3. Communicate grievance options and resources (UMSI and university level) more frequently and through more channels including anonymous reporting options.
4. Strongly encourage faculty to institute an anonymous opportunity for feedback in their courses, providing examples from current faculty who do this now. This will address the potential of students feeling concerned about sharing feedback openly and to protect students from any retaliation. It also allows the faculty member an opportunity to make changes to address the feedback.
5. Establish an anonymous climate concern drop-box at UMSI as an alternative to confidential conversations while reinforcing encouragement to report unlawful bias incidents at the university level. This provides an avenue to raise awareness of issues or concerns generally so that themes can be identified and issues addressed broadly speaking. Individual follow up with parties named would not result from the anonymous concerns drop-box to ensure anonymity of the person submitting the concern.
6. Increase the number of professional staff and/or faculty with formal conflict resolution/mediation training.
7. Establish a group of students trained in peer conflict resolution to support peer to peer and group work conflict resolution, school level grievance hearings, and discussion facilitation.
8. In consultation with anti-racism experts, organize town halls, community gatherings, workshops and/or seminars focusing on racism and anti-Blackness (one school wide plus one each for students, for staff, and for faculty across the school year).
9. **The UMSI Leadership team will participate in a workshop focusing on racism and anti-Blackness during the 2020-21 academic year.**

#### IV.C.2. Five-Year Strategic Objective 2

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 by women, underrepresented minorities, LGBTQ+ people, non-U.S. citizens, and people with disabilities.

#### Measures of Success

Future climate survey responses that report improvements in climate survey scores **and positive indicators from focus groups.**

#### FY21 Actions

1. Continue DEI onboarding session at faculty orientation and onboarding meetings for new staff hires.
2. Seek feedback on past onboarding meetings and ideas for improving the content and/or resources provided.
3. Offer and promote learning and professional development and information resources for faculty and staff that address implicit bias and work life balance broadly, including issues related to women, gender identity, race/ethnicity, mental health, disabilities and SES, and **focusing specifically on anti-racism and societal systemic racism.**
4. Continue providing financial support and/or work release time for staff to attend DEI training and activities offered on campus or through professional associations.

#### IV.C.3. Five-Year Strategic Objective 3

Encourage and support individual and school investment in DEI efforts and professional development.

##### Measures of Success

Outcomes from faculty and staff DE&I goal setting; documented changes in organizational practices, policies, or programs to support a more inclusive environment.

#### FY21 Actions

1. Continue to support faculty and staff DEI goal setting that fosters individual growth and commitment to **anti-racism**, diversity, equity and inclusion by providing guidance and feedback to align individual goals in FARs and staff performance reviews with one or two UMSI broader UMSI diversity goals.

#### IV.C.4. Five-Year Strategic Objective 4

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, underrepresented minorities, LGBTQ+ people, non-U.S. citizens, and people with disabilities.

##### Measures of Success

Future climate survey responses **and indicators from focus groups** that report improved climate for women, underrepresented minorities, LGBTQ+ people, non-U.S. citizens, and people with disabilities.

#### FY21 Actions

1. Continue to develop and implement a plan for integrating DEI content into doctoral student professional development and student life programs. Emphasize work/life balance and avoiding implicit bias, including issues/topics related to leadership, underrepresented minorities, gender, international status, mental health, LGBTQ+, disabilities and lower SES.

#### IV.C.5. Five-Year Strategic Objective 5

Raise awareness among Masters students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, underrepresented minorities, LGBTQ+ people, non-U.S. citizens, and people with disabilities.

#### Measures of Success

Future climate survey responses **and focus group indicators** that report improved climate for women, underrepresented minorities, LGBTQ+ people, non-U.S. citizens, and people with disabilities.

#### FY21 Actions

1. Continue to develop, implement and evaluate DEI content in Master's student Orientations and student life programs. Emphasize work/life balance and avoiding implicit bias, including issues/topics related to leadership, underrepresented minorities, gender, international status, mental health, LGBTQ+, disabilities and lower SES.

#### IV.C.6. Five-Year Strategic Objective 6

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 by women, underrepresented minorities, LGBTQ+ people, non-U.S. citizens, and people with disabilities.

#### Measures of Success

Climate survey and **focus group results** that report improved climate for women, underrepresented minorities, LGBTQ+ people, non-U.S. citizens, and people with disabilities.

#### FY21 Actions:

Continue to develop, implement and evaluate DEI content in BSI Orientations and student life programs. Emphasize work/life balance and avoiding implicit bias, including issues/topics related to leadership, underrepresented minorities, gender, international status, mental health, LGBTQ+, disabilities and lower SES.

#### IV.C.7. Five-Year Strategic Objective 7

Foster a climate and culture that supports students, staff and faculty holistically including work/life balance, wellness, and familial commitments. Foster mutual understanding across differences and work to institutionalize inclusion in UMSI's environment including policies, practices and norms.

#### Measures of Success

Future climate survey responses **and focus group indicators** that report higher climate scores across groups related to an inclusive environment, support for work/life balance, managing familial commitments, support for career development and strong mentorship.

#### FY21 Actions:

1. Continue to offer information, resources, and programming that address mental health, wellness and work/life balance for students, staff and faculty.



2. **As per recommendation from the DEI Committee's review of the 2019 School Climate Survey Reports, create a process for management team and all leadership team positions undergo evaluations similar or comparable to our Dean evaluation, providing a report in order to create actionable steps for improving staff and leadership relations.**
3. Continue to offer regular school level programming that supports DEI such as: iDEI Talks, Community Conversations, MLK Symposium Speaker, and Lunar New Year Event. Support these events through the UMSI Deans Office/ Asst. Dean for DEI, additional staff assisting with DEI, event and administrative support staff and in partnership with relevant student groups, staff units etc.
4. **Continue to support and fund the UMSI DEI Committee with a renewed charge and focus. The Committee will continue to include faculty and staff co-chairs and student, staff and faculty members and will support multiple DEI goals and initiatives in support of building an inclusive and anti-racist environment. Committee members will participate in a team building workshop focusing on anti-racism and will collaborate across the school to advance UMSI's efforts to become an anti-racist institution, focusing on curriculum, co-curriculum and community education and climate.**
5. **Informed by recommendations from the 2019-20 DEI Committee, organize a seminar or symposium focusing on disability issues and concerns.**

#### **IV.C.8. Five-Year Strategic Objective 8**

**Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.**

##### **Measures of Success**

**Future climate survey responses and feedback from focus groups or other channels that indicate higher scores for gender equity and fewer concerns related to gender bias, sexual harassment and misconduct**

##### **FY21 Actions:**

1. **Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").**
2. **Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.**
3. **Provide resources and educational programming that fosters awareness and prevention of sexual and gender-based misconduct.**

#### **IV.C.9. Five-Year Strategic Objective 9**

**Ensure annual evaluation of UMSI DEI efforts are transparent, actionable and assess anti-racist efforts.**

**Measures: Feedback from climate surveys, focus groups and achievement of actions listed.**

**FY21 Actions:**

1. **Hold focus groups in 2020-21, open to all who are interested, focusing on the needs and concerns of Black students, Faculty of color and Staff of color. (Note: this action was proposed by both Black @ SI and by the DEI Committee.**
2. **Summarize the themes and suggested actions from these discussions and report on ways that this impacts future DEI actions, committee charges, policy decisions etc.**
3. **Per recommendation of the DEI Committee from review of the 2019 UMSI School Climate Survey reports, hold focus groups to explore concerns and needs of post-docs, and to better understand issues impacting women faculty and staff.**
4. **Document more fully in the annual DEI Progress Report the collective contributions of faculty and staff to UMSI primary strategic objectives: Recruitment & retention, education & scholarship, and building an inclusive community, with a focus on efforts that are explicitly anti-racist in focus and/or that address systemic societal racism.**
5. **Offer guidance to DEC (doctoral executive committee - student group) on avenues to engage faculty in discussions of their DEI and anti-racism work.**
6. **Continue current efforts for faculty accountability with DEI goal setting as part of FARS: Provide DEI goal setting guidance annually, have DEI Leads (Judy Lawson and Devon Keen) and Dean Finholt review faculty DEI goals and progress statements, and have DEI Leads recommend language on DEI efforts for faculty evaluation letters.**
7. **Increase opportunities for student input in diversity recruitment planning through an open meeting and/or by sharing a document for student input; report on student input and actions taken.**
8. **Share school demographic information at school events such as Convocation and when discussing student enrollments. In addition, make links to UM enrollment reports (which include breakdown by school/college and race/ethnicity) more visible from the UMSI web site.**
9. **Prepare an annual report outlining diversity recruiting and retention efforts along with updated student enrollment demographics, and share this with the UMSI community.**

## **V. Goal-related Metrics Tracked Over Time**

UMSI will track multiple quantitative and qualitative measures to help inform and document our progress in achieving our DEI Strategic Plan. Supported by University data and augmented by data tracked at the School level, we will report on the following at the end of Year Three and again at the end of Year Five:

### **Undergraduate Students**

#### *Demographic Composition:*

Headcount

Race/ethnicity

Sex

Citizenship

#### *Graduation Rates:*

- 4-Year

- 6-Year

#### *Enrollment:*

- Entry status (new, continuing)

- Student class level (freshman, sophomore, junior, senior)

#### *Climate Survey Indicators:*

- Satisfaction with overall UM climate/environment

- Semantic aspects of the general climate of UM campus overall

- Semantic aspects of the DEI climate at UM campus overall

- Feeling valued at UM campus overall

- Feeling of belongingness at UM campus overall

- Assessment of UM institutional commitment to diversity, equity, and inclusion

- Perceptions of equal opportunity for success at UM campus overall

- Feeling able to perform up to full potential at UM campus overall

- Feelings of academic growth at UM campus overall

- Feelings of discrimination at UM campus overall

### **Graduate Students**

#### *Demographic Composition:*

Headcount

Race/ethnicity

Sex

Citizenship

#### *Enrollment:*

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

#### *Climate Survey Indicators:*

- Satisfaction with climate/environment in department of School/College

- Assessment of semantic aspects of the general climate in department of School/College

- Assessment of semantic aspects of the DEI climate in department of School/College

- Feeling valued in department of School/College

- Feeling of belongingness in department of School/College

- Assessment of department in School/College commitment to diversity, equity, and inclusion

- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

## **Staff**

### *Demographic Composition:*

Headcount

Race/ethnicity

Sex

Citizenship

Age (Generation cohort)

### *Climate Survey Indicators:*

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

## **Faculty**

### *Demographic Composition:*

Headcount

Race/ethnicity

Sex

Citizenship

Tenure status

### *Climate Survey Indicators:*

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

## **VI. Plan for Supporting, Tracking and Updating the Strategic Plan**

UMSI's Assistant Dean for DEI, Judy (Lawson) Schabel will continue to oversee the implementation of the UMSI DEI Strategic Plan, reporting to the Dean and serving on the UMSI Leadership Team. The Assistant Dean for DEI receives administrative support from the Dean's senior executive assistant as well as school event planning staff support. Devon Keen, Assistant Director for Outreach and Transfer Student Initiatives, will assume an enhanced role in our School wide DEI Strategic Plan Implementation work, while continuing to oversee one of our central DEI priorities - outreach and transfer initiatives. UMSI will hire two DEI GSSAs at a .50 level reporting jointly to Devon Keen, a change from one GSSA in previous years. The additional GSSA will be deployed to work with a faculty-led committee charged with creating an anti-racist curriculum across all UMSI academic programs. Judy Schabel and Devon Keen will serve as UMSI's co-DEI Leads for 2020-21.

A new curriculum task force focusing on developing an anti-racist curriculum and co-curriculum is being formed to assume responsibility for a significant portion of new actions resulting from our collaboration with members of Black @ SI. The DEI Committee will continue with a set of actions assigned from the strategic plan as its charge, supporting anti-racism and focusing on inclusion and equity. We will assign responsibility and organize effort against each of our action items in the Year Five Plan to unit directors, committee chairs and members of the leadership team, with work delegated across the school.

Progress will be tracked through regular communications and consultations, with mid-year check-ins to assess progress and identify needed resources and support. The results of climate surveys, focus groups, themes of community conversations and feedback from individual and small group discussions with faculty, staff, and students guide updates to our strategic plan for the following year. Proposed revisions are reviewed and approved by the Dean, while overall unit planning and budget allocation discussions ensure resources and staffing are aligned to support achieving stated DEI goals.

Ample funding has been allocated to support FY21 DEI Actions, including unit budgets, the Assistant Dean for DEI budget, and the Diversity Committee budget. DEI support continues to be a strategic area for UMSI Development efforts.

Each year we will continue to publish a DEI progress report and next-year actions on the UMSI web site, keeping previous year reports available. We will message the community with a link to this information and the summary of objectives and annual actions will also be posted on a DEI bulletin board within UMSI. We will offer a series of town halls and community conversations to seek input and feedback during the year and to engage in discussion of future DEI efforts.

## **VII. FY21 Revised Action Planning Tables with Details & Accountabilities**

### **VII.A. Recruitment and Retention**

<b>Key Constituency</b>	<b>Strategic Objective</b>	<b>Measures Of Success</b>	<b>Detailed Actions Planned (measurable, specific)</b>	<b>Group/ Persons Accountable</b>
Students	<p><b>Increase diversity recruitment and retention efforts across all degree programs.</b></p> <p><b>Work to remove structural barriers and facilitate a vibrant, dynamic and diverse learning community, with a focus on developing a high-quality student experience, a sense of belonging, and a culture of trust and support.</b></p>	<p>Increase in the number of racial and ethnic minority applicants in all degree programs including more women applicants for technically oriented fields.</p> <p><b>Student retention data.</b></p> <p><b>Future improved indicators from school climate surveys, student surveys and focus groups.</b></p>	<p>1. 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.</p> <p><b>2. Increase the attendance of paid student recruiting representatives at conferences and other diversity focused events or activities (in person and/or virtually). This assumes recruitment continues to be the primary responsibility of paid staff and faculty.</b></p> <p><b>3. Strongly encourage all faculty who will be accepting students in the coming year to attend a diversity-focused conference or minority serving institution to recruit.</b></p> <p><b>4. Evaluate current / recent recruitment efforts with Historically Black Colleges and Universities (HBCUs)</b></p>	<p>Senior Associate Dean; Office of Admissions &amp; Student Affairs; MSI, MHI, BSI, Ph.D. Academic Program Directors; Assistant Dean for DEI; Assistant Director for Outreach and External Transfer Initiatives</p>

			<p>and Minority-serving institutions (MSIs).</p> <p>5. Establish a strategy for recruitment at HBCU's and MSI's going forward, to include making our efforts more consistent year over year and increasing the involvement of UMSI alumni.</p> <p>6. Identify organizations and/or events in Black communities in Detroit and Ypsilanti (or other locations) we can attend for recruitment purposes. Send (paid) student recruiting representative, alumni ambassadors, and/or staff or faculty representatives to two or more such recruiting opportunities in 2020-2021 in addition to our current recruiting activity in these locations. This assumes recruitment continues to be the primary responsibility of paid staff and faculty.</p> <p>7. Connect Black@SI members with the staff lead for student groups in OASA to establish official status and recognition as a UMSI student organization with the</p>	
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			<p>benefits this includes, such as funding, meeting space, listing on UMSI web site, and communications about student groups with incoming and current students.</p> <p>8. Review existing lists and/or databases of diversity-focused conferences of particular interest to Black students (and more broadly, students of color) and create a searchable, community curated list of conference experiences and opportunities. Share this information during orientation and with faculty for mentorship purposes, and keep it available on the UMSI web site.</p> <p>9. Revise the call for funding requests/mini-grants from the DEI committee to more explicitly highlight conference funding opportunities for Black students (and others), including diversity focused conferences and events. Share information on funding provided with the UMSI community (currently we provide a summary in the annual DEI committee report and</p>	
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			<p>the DEI progress report). Identify ways to expedite funding decisions and allocation.</p> <p><b>10. Enlist more UMSI alumni in diversity recruitment efforts, creating an advisory group or ambassador program.</b></p> <p>11. Continue to develop and increase diversity focused scholarships and fellowships. <b>Work with Alumni Relations and Development at UMSI to develop a scholarship fund for students from Ypsilanti and Detroit.</b> Share stories and outcomes of students from diverse backgrounds with alumni and donors to encourage funding for diversity focused scholarships and student support.</p> <p>12. Continue to actively promote need-based and diversity focused financial aid, enhancing offerings based on ongoing evaluation of student needs and effectiveness of current offerings to recruit underrepresented students.</p> <p>13. Continue to build UMSI outreach efforts</p>	
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			<p>with an emphasis on community colleges and adding efforts for K12 Education outreach. Repeat the Community College Summer Institute and continue building a partnership with the Center for Educational Outreach and others on and off campus.</p> <p><b>14. Through news stories, emails and social media posts, make our current collaborations with Wolverine Pathways and Wolverine Express more visible. Meet with leaders from Wolverine Pathways and Wolverine Express to identify ways we can extend current partnerships.</b></p> <p>15. Assess effectiveness of current need-based aid and diversity focused scholarships for master's students; revise as needed and continue to actively promote need-based and diversity focused aid.</p>	
Students	Equitable assessment of each applicant in the admissions review process.	No evidence of bias in terms of number of reviews, content and quality of reviews, and recommendations	1. Continue to provide training to faculty and staff serving on academic program committees on avoiding implicit bias in admissions. Provide	Office of Admissions & Student Affairs; Senior Associate Dean; MSI, MHI, BSI, Ph.D. Academic

		for others to consider the application.	information to UMSI faculty and staff on implicit bias in admissions and our efforts to remove it. <b>Build on current efforts to infuse an anti-racist focus in this work.</b>	Program Directors
Students	Develop clear lines of responsibility and accountability for promoting diversity in student applicant pools, establish policies and reporting procedures, and provide appropriate training.	More effective division of responsibility between program directors, faculty reviewers, and staff with involvement in recruitment and admissions; Reports on recruitment, admissions, yield.	<b>1. Continue to confirm the joint responsibility of faculty and professional staff to collaboratively advance diversity recruitment efforts through clear committee charges and unit goals.</b> <b>2. Continue and enhance resources and support for training and professional development for faculty and staff specific to diversity recruitment strategies.</b>	Office of Admissions & Student Affairs; Senior Associate Dean; Faculty Academic Program Directors; Director of Marketing & Communications and Director of Development
Staff	Increase diversity of staff	Increase in underrepresented minority staff, particularly in managerial positions; Increase of	1. Continue to provide information and training to UMSI Human Resources Staff and UMSI Staff supervisors on diversity recruiting and avoiding	Administrative director, Human Resources Director, Management Team; Supervisors

		women in technical positions	<p>implicit bias in the hiring process.</p> <p><b>2. Evaluate current diversity recruitment and selection efforts, policies and procedures with input from staff supervisors and campus experts to identify any areas needing adjustment or improvement.</b></p> <p><b>3. Informed by recommendations from the 2019-20 DEI Committee review of the 2019 School Climate reports, evaluate current process for salary determinations at hire and in response to equity review requests with input from the staff management team and leadership team. Create a pay equity report and share with the Leadership team and UMSI staff.</b></p> <p>4. Continue using and refining the process and checklist to avoid implicit bias in staff hiring process</p> <p>5. Have a UMSI HR staff member meet with the supervisor/selection team to review the plans to support diversity recruiting and selection before the hiring process begins.</p>	
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Faculty	Increase diversity of faculty	More racial and ethnic minorities in all areas, more women in technically oriented fields	<p>1. Continue to enhance efforts for ongoing cultivation of diverse candidates for faculty positions.</p> <p>2. Establish a standing committee and develop a set of year-round strategies for cultivating relationships and fostering future faculty candidates.</p> <p>3. Continue requiring faculty search committee members to complete STRIDE training.</p> <p>4. Continue to actively and consistently apply guidance from STRIDE training in the recruiting and selection process.</p> <p><b>5. Evaluate current efforts and implement ways to improve SI's implementation of best practices from ADVANCE in the faculty hiring process.</b></p> <p>6. Continue our current and successful efforts with recruiting for the Presidential Postdocs program.</p> <p>7. Gather input and insights from faculty and Presidential Postdocs recruited to UMSI regarding their experience and why they chose UMSI.</p>	Faculty Search Committee Chair, Faculty Search Committee Members; Assistant Dean for DE&I, Associate Dean for Faculty; Dean
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## VII.B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Students	<b>Create an anti-racist curriculum and decolonize educational material. The curriculum should be modified with the explicit goal of developing anti-racist graduates.</b>	Course evaluation data, climate survey results and student outcomes data indicating greater awareness and understanding of racism and anti-racism, diversity, equity, and inclusion; Climate survey results indicating fewer experiences of bias and exclusion	<p><b>1. Create an anti-racist curriculum task force charged with developing curriculum modules and proposing content for core courses (e.g. 110, 501, 701) and in other parts of the curriculum and co-curriculum. Curriculum committees and instructors of core courses will be consulted and involved in this work. Some changes will begin during the 2020-21 academic year, with full implementation in the 2021-22 academic year.</b></p> <p><b>2. Survey UMSI faculty to confirm whether they have had an inclusive teaching consultation with CRLT (given efforts to encourage and facilitate this in past 2 years), whether they have reviewed and changed their reading list and/or assignments, and to account what changes they have made.</b></p> <p><b>3. Feature Black contributors (and other minoritized and</b></p>	Senior Associate Dean, DEI Committee Co-chairs, Assistant Dean for DE&I, Faculty Academic Program Directors, Director, Office of Prof. & Community Engagement, Director, Career Development Office, Director, Office of Admissions and Student Affairs

			<p>underrepresented contributors) in STEM within course syllabi. Prompt faculty to share changes to their syllabi in their faculty annual review (FAR) at end of year.</p> <p><b>4. Continue including sessions on implicit bias and working with diverse teams in Orientation sessions. Create a clearly named/defined orientation session/seminar e.g. "Anti-Racism @ SI" or "Racism: What's tech got to do with it?". Involve students as co-facilitators in this (and other) sessions during orientation. Offer an additional session or incorporate content that is geared towards (not limited to) international students (e.g. "Why DEI? Understanding Racism in the U.S.") as well as providing a global context for all students.</b></p> <p><b>5. Require a community reading list for incoming students about race and technology with continuous, community conversations throughout the school</b></p>	
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			<p>year. For the 2020 Orientations, we will identify a shared, required reading (book or article) with a plan for discussing the reading as part of upcoming orientations. Evaluate and make a more robust plan for future orientations. Offer a series of readings and discussions on race and technology during the school year.</p> <p><b>6. Evaluate and add to existing resources on mental health and wellness provided via course syllabi. Create a Google document listing that includes mental health and wellness resources focusing on the needs of specific identity groups (Black, Latino/a, LGBTQ, parents, students with disabilities, international students, first generation students, etc.). Provide updated template language for course syllabi on mental health support including a link to the new, identity-based resource list.</b></p> <p>7. Continue collaboration with CRLT to engage faculty in individual</p>	
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			<p>consultations to review and discuss proactive inclusive teaching practices in terms of their course content, pedagogy and class environment.</p> <p>8. Continue including DEI and <b>anti-racism</b> as a component of academic program charges and end year reports, including considering how it is represented in program goals/objectives, recruiting and admissions, and/or in academic policies and practices.</p> <p>9. The Office of Career Development will continue to integrate diversity, equity and inclusion and <b>anti-racism</b> into curricular and co-curricular offerings, policies and practices, and assessment activities. Particular focus will be given to incorporating DEI into peer coach orientation and training.</p> <p>10. The Engaged Learning Office will continue to integrate diversity, equity, and inclusion and <b>anti-racism</b> into curricular and co-curricular offerings, policies and practices, and assessment activities. Particular focus will be</p>	
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			given to incorporating DEI-oriented skill-building opportunities for students and emphasizing engagement with DEI-oriented organizations as part of client-based courses and programs.	
Faculty	Produce and disseminate faculty led scholarship related to diversity, equity and inclusion across its many dimensions	Percentage of faculty research publications on topics related to DE&I across its many dimensions. Data on scholarly publications and conference presentations, communications results (visibility via UMSI web site and social media; media mentions, etc.)	<p>1. Continue to provide faculty with information and resources on conducting community based and social justice-oriented research.</p> <p>2. Identify and share ways in which current UMSI DEI efforts and values might strengthen grant proposals where relevant.</p> <p><b>3. Create and share annually a list of funding sources focusing on education-related research with faculty and doctoral students (especially poorly funded schools in local areas such as Detroit and Ypsilanti).</b></p> <p><b>4. Share annually a report of community-based research and service that our faculty and students perform, including work with schools. The report will include information on external funders</b></p>	Director, Research Admin.; Associate Dean for Research; Faculty; Assistant Dean for DEI; Marketing and Communications Director

			<p>and an estimate of UMSI expenditures that are not covered by external sources.</p> <p>5. Repeat the iDEI Lightning Talks Event which features faculty and graduate student DEI related research along with staff led DEI projects. Consider partnerships with research teams or groups within UMSI, such as MISC., and other ways to enhance this work and explore ways to engage more undergraduate students.</p> <p>6. Continue sharing DEI related research, broadly defined, through UMSI news and public relations efforts to generate coverage at the University level and in the broader media, as well as internally through the DEI newsletter and the UMSI.life school newsletter.</p>	
Faculty and Students	Promote participation in research by undergraduate and master's students from groups that are under-represented—including women, first	Number of students participating in UMSI sponsored pipeline program(s) and number of these students who matriculate in doctoral programs at	<p>1. Continue to fund and administer the Research Experience for Masters Students (REMS) summer research program.</p> <p>2. Continue to support mechanisms for multi-year follow up with UMSI pipeline program participants,</p>	Dean; Associate Dean for Academic Affairs; Assistant Dean for DEI; Assistant Director for Outreach and External

	generation college students and underrepresented minorities	UMSI or elsewhere.	tracking initial participation to future matriculation in graduate programs.	Transfer Initiatives
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### VII.C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Students, Staff and Faculty	Review existing school infrastructure for grievances and hearing concerns from students, staff and faculty harmed by individual or institutional racism at UMSI. Improve the current process and communication to ensure the UMSI and university processes are well understood. Ensure these processes support addressing concerns without retribution to one's career or resources,	Surveys of students, staff and faculty regarding grievance information and resources, climate survey results indicating concerns are addressed without retribution.	1. Review and improve our existing process and options for reporting concerns and for grievances, including communication mechanisms and referral to university level bias reporting and support. 2. Improve current webpage (adding a flow chart or infographic) that outlines reporting, grievance and feedback options and resources. 3. Communicate grievance options and resources (UMSI and university level) more frequently and through more channels including anonymous reporting options. 4. Strongly encourage faculty to institute an anonymous opportunity for	Assistant Dean for DEI, Asst. Director Outreach & Transfer Initiatives

	<p>including anonymity as an option.</p>		<p>feedback in their courses, providing examples from current faculty who do this now. This will address the potential of students feeling concerned about sharing feedback openly and to protect students from any retaliation. It also allows the faculty member an opportunity to make changes to address the feedback.</p> <p>5. Establish an anonymous concern drop-box at UMSI as an alternative to confidential conversations while reinforcing encouragement to report bias incidents at the university level. This provides an avenue to raise awareness of issues or concerns generally so that themes can be identified and issues addressed broadly speaking. Individual follow up with parties named would not result from the anonymous drop-box to ensure anonymity of the person submitting the concern.</p> <p>6. Increase the number of professional staff</p>	
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			<p>and/or faculty with formal conflict resolution/mediation training.</p> <p>7. Establish a group of students trained in peer conflict resolution to support peer to peer and group work conflict resolution, school level grievance hearings, and discussion facilitation.</p> <p>8. In consultation with anti-racism experts, organize town halls, community gatherings, workshops and/or seminars focusing on racism and anti-Blackness (one school wide plus one each for students, for staff, and for faculty across the school year).</p> <p>9. The UMSI Leadership team will participate in a workshop focusing on racism and anti-Blackness during the 2020-21 academic year.</p>	
Faculty & Staff	Raise awareness among faculty and staff of how behaviors, forms of expression, and other individual	Future climate survey responses that report improvements in climate survey scores.	<p>1. Continue DEI onboarding session at faculty orientation and onboarding meetings for new staff hires.</p> <p>2. Seek feedback on past onboarding meetings and ideas for</p>	Assistant Dean for DE&I, Assistant Director for Outreach and External Transfer Initiatives,

	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.		improving the content and/or resources provided. 3. Offer and promote learning and professional development and information resources for faculty and staff that address implicit bias and work life balance broadly, including issues related to women, gender identity, race/ethnicity, mental health, disabilities and SES, and <b>focusing specifically on anti-racism and systemic racism.</b> 4. Continue providing financial support and/or work release time for staff to attend DEI training and activities offered on campus or through professional associations.	Senior Associate Dean, Administrative Director; Human Resources Director; UMSI Diversity Committee
Faculty & Staff	Encourage and support individual and school investment in DEI efforts and professional development.	Outcomes from faculty and staff DE&I goal setting; documented changes in organizational practices, policies, or programs to support a more inclusive environment.	1. Continue to support faculty and staff DEI goal setting that fosters individual growth and commitment to <b>anti-racism</b> , diversity, equity and inclusion by providing guidance and feedback to align individual goals in FARs and staff performance reviews with one or two UMSI	Dean, Associate Deans; Assistant Dean for DEI; Administrative Director; Faculty; Staff

				broader UMSI diversity goals.	
	Ph.D. Students	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	Future climate survey responses <b>and indicators from focus groups</b> that report an improved climate for female, URM, LGBTQ, international, and disabled students.	1. Continue to develop and implement a plan for integrating DEI content into doctoral student professional development and student life programs. Emphasize work/life balance and avoiding implicit bias, including issues/topics related to leadership, underrepresented minorities, gender, international status, mental health, LGBTQ+, disabilities and lower SES.	Office of Admissions and Student Affairs; Doctoral Program Director and Committee
	Master's Students	Raise awareness among Master's 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.	Future climate survey responses <b>and indicators from focus groups</b> that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.	1. Continue to develop and implement a plan for integrating DEI content into Master's student professional development and student life programs. Emphasize work/life balance and avoiding implicit bias, including issues/topics related to leadership, underrepresented minorities, gender, international status, mental health, LGBTQ+, disabilities and lower SES.	Office of Admissions and Student Affairs; MSI, MHI and MADS Program Directors
	BSI Students	Raise awareness among BSI students of how	Future climate survey and focus group results that	1. Continue to develop, implement and evaluate DEI content in BSI	Office of Admissions and Student Affairs; BSI



		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 the larger UMSI community.	report fewer biased comments and bias incidents over time across different student groups. Survey and focus group results that indicate BSI students feel integrated in the larger UMSI community	orientation and student life programs. Emphasize avoiding implicit bias and leadership, including issues/topics related to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income backgrounds, LGBTQ individuals and individuals with disabilities.	Program Director, Assistant Director for Outreach and External Transfer Initiatives
	Faculty, Staff and Students	Foster a climate and culture that supports students, staff and faculty holistically including work/life balance, wellness, and familial commitments. Foster mutual understanding across differences and work to institutionalize inclusion in UMSI's environment including policies, practices, programs and resource allocations.	Future climate survey responses <b>and focus group indicators</b> that report higher (compared to 2015 responses) climate scores across groups related to inclusive environment, support for work/life balance and managing familial commitments, support for career development and strong mentorship.	1. Distribute Continue to offer information, resources, and programming that address mental health, wellness and work/life balance for students, staff and faculty. <b>2. As per recommendation from the DEI Committee's review of the 2019 School Climate Survey Reports, create a process for management team and all leadership team positions undergo evaluations similar or comparable to our Dean evaluation, providing a report in order to create actionable steps for improving staff and leadership relations.</b>	Assistant Dean for DEI; Assistant Director for Outreach and External Transfer Initiatives, Dean, Associate Deans, Chief Administrative Director, Office of Student Affairs; UMSI Human Resources; UMSI DEI Committee

				<p>3. Continue to offer regular school level programming that supports DEI such as: iDEI Talks, Community Conversations, MLK Symposium Speaker, and Lunar New Year Event. Support these events through the UMSI Deans Office/ Asst. Dean for DEI, additional staff assisting with DEI, event and administrative support staff and in partnership with relevant student groups, staff units etc.</p> <p><b>4. Continue to support and fund the UMSI DEI Committee with a renewed charge and focus. The Committee will continue to include faculty and staff co-chairs and student, staff and faculty members and will support multiple DEI goals and initiatives in support of building an inclusive and anti-racist environment. Committee members will participate in a team building workshop focusing on anti-racism and will collaborate across the school to advance UMSI's efforts to become an anti-racist</b></p>	
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				<p>institution, focusing on curriculum, co-curriculum and community education and climate.</p> <p>5. Informed by recommendations from the 2019-20 DEI Committee, organize a seminar or symposium focusing on disability issues and concerns.</p>	
	<p>Faculty, Staff and Students</p>	<p>Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.</p>	<p>Future climate survey responses and feedback from focus groups or other channels that indicate higher scores for gender equity and fewer concerns related to gender bias, sexual harassment and misconduct.</p>	<p>1. Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").</p> <p>2. Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity &amp; Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.</p> <p>3. Provide resources and educational programming that fosters awareness and prevention of sexual</p>	<p>Dean, Associate Deans, Assistant Dean, Chief Administrative Director, Director of Human Resources</p>

				and gender-based misconduct.	
	Students, Staff and Faculty	<b>Ensure annual evaluation of UMSI DEI efforts are transparent, actionable and assess anti-racist efforts.</b>	<b>Feedback from climate surveys, focus groups and achievement of actions listed.</b>	<p><b>1. Hold focus groups in 2020-21 focusing on the needs and concerns of Black students, Faculty of color and Staff of color. (Note: this action was proposed by both Black @ SI and by the DEI Committee.</b></p> <p><b>2. Summarize the themes and suggested actions from these discussions and report on ways that this impacts future DEI actions, committee charges, policy decisions etc.</b></p> <p><b>3. Per recommendation of the DEI Committee from review of the 2019 UMSI School Climate Survey reports, hold focus groups to explore concerns and needs of post-docs, and to better understand issues impacting women faculty and staff.</b></p> <p><b>4. Document more fully in the annual DEI Progress Report the collective contributions of faculty and staff to UMSI primary strategic objectives:</b></p>	Assistant Dean for DEI, Assistant Director for Outreach & Transfer Initiatives, DEI Committee Co-chairs, Dean

				<p><b>Recruitment &amp; retention, education &amp; scholarship, and building an inclusive community, with a focus on efforts that are explicitly anti-racist in focus and/or that address systemic racism.</b></p> <p><b>5. Offer guidance to DEC (doctoral executive committee - student group) on avenues to engage faculty in discussions of their DEI and anti-racism work.</b></p> <p><b>6. Continue current efforts for faculty accountability with DEI goal setting as part of FARS: Provide DEI goal setting guidance annually, have DEI Leads (Judy Lawson and Devon Keen) and Dean Finholt review faculty DEI goals and progress statements, and have DEI Leads recommend language on DEI efforts for faculty evaluation letters.</b></p> <p><b>7. Increase opportunities for student input in diversity recruitment planning through an open meeting and/or by sharing a document for student input; report on</b></p>	
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				<p>student input and actions taken.</p> <p>8. Share school demographic information at school events such as Convocation and when discussing student enrollments. In addition, make links to UM enrollment reports (which include breakdown by school/college and race/ethnicity) more visible from the UMSI web site.</p> <p>9. Prepare an annual report outlining diversity recruiting and retention efforts along with updated student enrollment demographics, and share this with the UMSI community.</p>	
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