



**SCHOOL OF INFORMATION**  
UNIVERSITY OF MICHIGAN

# Diversity, Equity and Inclusion Strategic Plan



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## **UMSI STATEMENT ON DIVERSITY (2013)**

The University of Michigan School of Information (UMSI) is a scholarly community of faculty, staff and students who come together from hundreds of unique backgrounds. This diversity is a key advantage of the school. We also seek diversity in our school because doing so helps to build a better world.

United by our interest in making technology and the communication of information between people better, and sharing the belief that our efforts can change the world, we use our many backgrounds, orientations and points of view to shape our research, teaching and learning. Together, we produce better, more creative work than we would have been able to accomplish without so many different, strong contributions. We trust each other's commitment to the school's mission, and seek to understand and take advantage of the insights and experiences that make our stories different.

UMSI is unique in how broadly it approaches information problems, bringing together the intellectual diversity of a dozen social and technological sciences. A community of students, faculty and staff that is multicultural, international and representing differences in countless other ways is essential to maintain that edge.

We actively work to increase the diversity of our school, and also to make it a welcoming environment for everyone who chooses to share their unique strengths here at UMSI.

What is your story? What do you bring to the table? Join us, and explore the possibilities.



## Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY17 Actions

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### I. Diversity Equity and Inclusion Strategic Plan: Overview

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#### Goals: Diversity, Equity and Inclusion:

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

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

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

#### Rationale: School of Information Mission, Principles and Values

##### Our mission

We create and share knowledge so that people will use information -- with technology -- to build a better world.

##### Our principles

- We share a passion for the fundamental intertwining of people, information and technology.
- We share a defining idea: to understand and improve interactions between people, information, and technology, we must combine scientific expertise in all three.
- We share a willingness to take risks: risks in our teaching, research and service.
- We are progressive and forward-looking, and have been for 80 years.
- We are welcoming and diverse. We work together in community.
- We have a lot of fun.



**Our vision**

The School of Information delivers innovative, elegant and ethical solutions connecting people, information and technology. When there is a need for world-changing information discoveries, we will be there.

**Values**

- We must act with deliberateness and humility as we seek to respect and leverage diversity, ensure equity, and promote inclusion.
- We must examine and learn from the outcomes of our efforts and work to improve them.
- We must act on our commitment, in accordance with the law, to contribute to a just society and to affirm the humanity of all persons.

**Our History**

The School of Information was chartered by the Board of Regents in 1996, but the school has had several other incarnations since its origin as the University Of Michigan Department Of Library Science in 1926. In 1927, the first class of 34 students graduated with an ABLS degree. In 1928, the department was the third in the nation to receive accreditation by the American Library Association –part of the school has held accreditation continuously ever since.

The department continued to evolve throughout the twentieth century, reinventing itself to meet the needs of each new generation. In 1948, the department ended its undergraduate program, replaced the bachelor’s degree in library science with a master’s degree, and introduced a Ph.D. program. In 1969, the department of library science became the School of Library Science. In 1986, the name was changed again, to the School of Information and Library Science.

Toward the end of the 20th century, as the pace of change quickened in the information field, the name changed again. The School of Information was founded in 1996, taking on a new identity and mission: to prepare socially engaged information professionals, and to create people-centered knowledge, systems and institutions for the Information Age.

Since 1996, the School has experienced major changes, faculty size has doubled, most of the founding faculty are gone, and the student body has tripled. In the past several years, the School has added two new degree programs: a Master of Health Informatics (MHI) (a joint degree with the UM School of Public Health) in 2012 and a Bachelor of Science in Information (BSI), in 2014. Together with the Master of Science in Information (MSI) and the Ph.D. in Information these form the four academic programs offered by the School. In spite of this grow the School has resisted creating departments. Still, the organizational infrastructure has grown and become more complex making it more difficult to establish community.

The school inherited the rich traditions of service, leadership, research, and universal access from the School of Information and Library Studies and extended these values into the digital age. Students and faculty with diverse backgrounds are forging a new body of theory, principles, and practices drawing on the information and computer sciences, social sciences, and humanities.

**History of Diversity at the School of Information**

From being one of the first universities to admit women in 1870 to our historic defense of race conscious admission policies at the U.S. Supreme Court in 2003, the University of Michigan has had a fierce and longstanding commitment to diversity, equity and inclusion. This commitment rests upon our recognition of the history in the United States of racial, ethnic, and gender discrimination as well as our understanding that our progress as an institution of higher learning will be enhanced with a vibrant community of people from many backgrounds.

The diversity, inclusion, and equity history of the school is not well known. The School of Information (UMSI) traces its roots back into the university library in the 19<sup>th</sup> century. It became a formal entity in 1926, and since that time the school has grown and evolved finally becoming the School of Information in 1996. Service (broadly defined) has been a tenet of our ethos. While we have great intellectual diversity, different academic backgrounds, methods and approaches to problems present challenges for cohesion. In other areas our diversity has been a challenge. Clara Stanton Jones, head of the Detroit Public Library and first African-American President of the American Library Association graduated from UMSI in 1938 and over the years recruited many African-Americans to enroll in the Master's program. Still, UMSI has never been able achieve more than token recruitment of underrepresented students or faculty. Likewise, climate surveys uncovered undercurrents in our community that work against inclusivity and equity. Our plan addresses these issues as well as others that we hope will emerge in our community engagement activities.

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## II. Planning Process Used

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### Diversity, Equity, and Inclusion Planning Task Force

**Planning Lead:** Margaret Hedstrom, Professor  
**Planning Team:** Christian Sandvig, Associate Professor  
Julia Adler-Milstein, Assistant Professor  
Ceren Budak, Assistant Professor  
Veronica Falandino, Assistant Director Graduate Programs  
Andrea Barbarin, PhD student  
Amanda Ciacelli, Staff

### Planning Process Summary

Stage 1: Start Up: (September 2015) Appointment of Planning Lead, subcommittee of the Diversity Committee organizes strategic planning effort, participation in University process (December 2015) Creation of a separate Diversity, Equity, and Inclusion Strategic Planning Committee and expansion of member ship beyond the sub-committee of the Diversity Committee.

Stage 2: Data Collection, Review, Synthesis, Reporting (October - December 2015)  
Inventory of existing data sources (Administrative data from M-Reports, local UMSI systems, admissions systems), Climate Surveys from 2011 and 2015, etc.  
Presentations to and feedback from faculty, students, alumni, and external advisory board  
Student forum on diversity  
Data analysis of several types of administrative data  
Identification of additional data needs

Stage 3: Data Analysis and Planning by Strategic Planning Group (January-March 2016)

Stage 4: Community Engagement:  
Draft plan reviewed by UMSI Leadership Team and Dean’s Advisory Committee (April 2016) and faculty (May 2016). Revised plan (response to DELTAA feedback) discussed with staff (June 2016). Final plan and first year implementation plans will be discussed with students, staff, and faculty in fall 2016.

### Recommendations for the DEI 5-year strategic plan

- Develop realistic, achievable goals
- Assign responsibility for achieving diversity, equity and inclusion goals to specific faculty, staff, and committees with ultimate responsibility owned by the UMSI leadership team
- Publicize the final plan and discuss its implementation across the school. (Sending an email or announcing the plan on the School’s web site is not sufficient). Remind faculty, staff and students about the plan regularly, especially when it is updated or revised, during on-boarding for new hires, and during orientation for new students.
- Monitor the plan and adjust objectives, tactics, and implementation to achieve DEI goals at the end of 5 years.



### Previous Diversity Planning at UMSI

The School of Information embarked on a Diversity Strategic Planning process during the 2012/13 Academic Year. That process produced a Statement on Diversity at the School and provided the foundation for including goals for diversity in the UMSI's overall strategic planning process (See Appendix A). The 2013 UMSI Diversity Statement is aspirational and notes that we are "a scholarly community of faculty, staff and students who come together from hundreds of unique backgrounds. This diversity is a key advantage of the school. We also seek diversity in our school because doing so helps to build a better world. United by our interest in making technology and the communication of information between people better, and sharing the belief that our efforts can change the world, we use our many backgrounds, orientations and points of view to shape our research, teaching and learning." Our planning effort is geared toward helping us achieve the lofty goals stated in our Diversity Statement.

In 2013, the School created a Diversity Committee with faculty and staff members appointed by the Dean and student members recommended for appointment by the student organizations for doctoral, master's, and undergraduate students. The diversity committee's (2015-2016) year-end report demonstrated substantial progress was made against this charge. Going forward, UMSI is committed to increasing its capacity, where needed, to make progress on the new strategic plan.

The 2015-2016 charge to the UMSI Diversity Committee highlighted areas for action:

- Planning and Coordination
  - Actively participate in the university's Diversity, Equity and Inclusion (DEI) Strategic Planning Process, resulting in a School-level DEI plan by May 30, 2016.
  - Align the UMSI DEI plan with the University-wide Strategic Planning Process.
- Composition
  - Review and assess the composition of faculty, staff and student populations.
  - Monitor and support implementation of DEI and UMSI efforts for student recruitment and faculty and staff hiring.
- Capabilities
  - Solicit proposals for training, development, community building, and related initiatives that build the capacity of students, staff and faculty to work productively and live in a diverse, equitable and inclusive environment. Assess proposals and select two to four projects worthy of financial support and/or sponsorship.
  - Lead two to four diversity / inclusion initiatives.
  - Continue to act as a clearinghouse for educational opportunities to faculty, staff and students (both separate and as a whole-school events) about diversity issues. These can either be hosted elsewhere on campus, offered by UMSI faculty and/or students, or through the identification of outside groups or individuals



- Climate
  - Develop an action and activity plan that addresses the diversity and inclusion issues of underrepresented minorities, international students, and women surfaced in the 2015 School Climate Survey report.
  - Conduct additional climate analyses/assessments as needed for the University DEI strategic planning process.
- Contributions
  - Develop ways to identify, draw attention to, and recognize the contributions that diversity brings to the UMSI community.
  - Report the Diversity Committee’s activities to the Dean by May 31, 2016.

Diversity planning at UMSI sits within a school-wide strategic planning process with yearly goals through FY 2017. The UM Diversity, Equity and Inclusion Strategic Planning Process provided an opportunity to reflect on the larger strategic planning process used in the past, identify ways in which diversity was integrated into the larger planning efforts, and recommend several changes. Here we highlight strengths and shortcomings of the approach used so far.

**Strengths**

- UMSI sets out an aspirational long-term goals which make our commitment to diversity part of the fabric of everything we do, visible in our community life, instruction, research and administration of programs and services.
- Diversity goals were integrated into the School’s planning process rather than treated as an “add on”, stand-alone activity, or optional initiative.
- The strategy of making diversity part of all activities has the potential to embed diversity into the structure and culture of the school.
- Requiring all individual staff and faculty to include diversity-related goals in the annual merit review provides a mechanism for individual accountability.

**Weaknesses**

- As a school we have not committed the level of resources and effort needed to make transformative change in diversity, equity, and inclusion
  - Integrating diversity into a large Strategic Planning Process at UMSI has made faculty and staff aware of their role in furthering diversity, equity, and inclusion goals, but there is currently no mechanism in place to bring faculty with like goals together to create more impact or to link faculty and staff with similar diversity-related goals. This approach limits the potential for school-wide or program-specific initiatives, processes or achievements.
  - A dispersed multi-layered school goal setting process for individuals, programs, and units has not supported development of a shared understanding and commitment to key diversity-related goals. The initial UMSI Strategic Plan and annual adjustments are developed by the dean, associate deans, and senior staff. There is varying awareness of the plan’s long-term and year-to-year goals and commitment to the plan. Therefore, diversity, equity, and inclusion goals are obscured.
  - Lack of clarity in roles, responsibilities, and accountability for diversity, equity, and inclusion across individuals, academic programs, committees, and units.
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### III. Data and Analysis: Key Findings

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We used numerous data sources to assess:

- The current composition of the student body, staff, and faculty at UMSI
- The School's climate with regard to diversity, equity, inclusion
- Changes in diversity, equity and inclusion over the past five to ten years.

#### Summary of Data Sources

- Student demographics
- UM Registrar enrollment reports for the MSI, PhD, and BSI programs
- Internal data on applicants, admitted students, and matriculated students for the MSI and PhD programs
- Student outcomes
- Staff demographics
- HR system reports on Race/Ethnicity and Gender of staff
- Faculty demographics
- HR system reports on Race/Ethnicity and Gender of Faculty by Title and Rank
- Data on peer institutions from the iSchool Caucus
- ADVANCE implemented Climate Surveys of Faculty, Lecturers, Staff, PhD, and MSI students in 2011 and 2015
- Student Satisfaction Surveys (MSI, BSI) conducted by UMSI Office of Student Affairs
- 10 years of PhD and MSI admissions data, including reviewer comments, downloaded from UMSI application database
- Discussions with selected alumni in conjunction with the Alumni Society Board and UM homecoming, 2015
- Discussions at the External Advisory Board meeting (November 2015)
- Student forum on diversity held in December 2015
- Review of UMSI strategic plan goals and priorities for diversity
- Individual faculty goals related to diversity from faculty annual reviews

#### Data Analysis and Key Findings

The School of Information has 62 faculty (47.4 FTE) (all faculty tracks and ranks), 62 staff (56 FTE); 60 PhD students, 377 masters students (321 MSI and 55 MHI), and 151 declared majors in the BSI program. The BSI program began in 2014, so we have limited data on student recruitment, satisfaction, and outcomes. There are small numbers of individuals in many demographic categories, especially when data is subdivided into student demographics (BSI, MSI and PhD), staff, and faculty. In the past several years, the School has seen a rapid increase in students from other countries, particularly in the MSI and PhD programs, and to a lesser extent in faculty from other countries.



## Education and Scholarship

The School of Information has a broad mission in education and scholarship: **We create and share knowledge so that people will use information -- with technology -- to build a better world.** Achieving this mission requires diverse perspectives, knowledge and expertise from many academic disciplines, application of a variety of research methodologies, and relationships with many different communities. Diverse academic backgrounds, areas of expertise, and research interests are some of UMSI's greatest strengths. Yet climate surveys also indicate that not all academic backgrounds, approaches to problems, research methods employed, and areas of research and teaching are perceived of as having equal value. For example, according to the March 2015 Climate Study by ADVANCE: In open-ended responses, more than half of responding faculty described a lack of cohesiveness and shared purpose for the School among faculty, due, at least in part, to divisions along disciplinary and methodological lines; faculty also expressed concerns about heavy workloads and divisions between faculty and UMSI students and staff, and between domestic and international students.

The DEI planning group at UMSI analyzed diversity-related goals that individual faculty members included in their FARs. Diversity goals were extracted from the FARs and anonymized to protect the identity of the faculty members. The majority of UMSI faculty do not see diversity goals as related to research and scholarship. If they do, they are overwhelmingly likely to indicate that mentoring junior faculty and doctoral students is the avenue by which they will contribute to diversity in research and scholarship. A significant minority of UMSI faculty maintain research programs that they conceptualize as directly targeting diversity, usually by studying underserved or underrepresented populations, and occasionally by studying international locations.

Over the past five years, UMSI has invested heavily in launching a new undergraduate degree program (BSI), developing the MHI, and developed a plan for a new MSI Curriculum that will be launched in fall 2017. The MSI Curriculum Proposal states that the objectives of the new curriculum are to:

- Prepare information professionals for careers in a dynamic, global job market.
- Ensure that graduates are proficient in core competencies and develop mastery in one or more areas of UMSI's strengths.
- Help students develop and embrace a way of thinking and practice that advances UMSI's mission and values:
  - the importance of an understanding of interactions between people, information and technology
  - a commitment to nurture diversity
  - an aim to change the world.

As the School rolls out a revised curriculum over the next few years, there is an opportunity to pay specific attention to diversity, equity and inclusion in the curriculum.



### Recruitment, Retention, and Development

The UMSI DEI Task Force acquired data on recruitment, admissions, retention, and development for students, staff, and faculty. We discuss key findings in each of these areas.

Current demographics are provided for:

- Faculty (Appendix B)
- Staff (Appendix C)
- Bachelor of Science in Information Students (Appendix D)
- Master of Science in Information Students (Appendix E)
- PhD Students (Appendix F)

### Students

#### **BSI Students**

The BSI program admitted its first class of majors in 2014. Therefore, data on the program is limited. As an upper-class program only available to UM students as a cross-campus transfer, we currently recruit from within the UM community. This has not led to cohorts with great diversity.

UMSI working with the Office of Undergraduate Admissions (OUA) in campus-wide planning for external transfer students and will begin a major initiative to recruit from other four year and community colleges in 2016-2017. In fall 2016, the BSI Program Committee will be charged with setting holistic admissions criteria, consistent with legal parameters, for external transfers in terms of college performance, high school performance, test scores, etc. Our goal is to identify strong applicants while keeping in mind diversity goals and goals to support student success in the BSI.

#### **MSI Students**

UMSI has been tracking applications, admissions, matriculation, scholarship data, and student outcomes for the past 18 years. Applications receive a holistic review. They are first reviewed by at least two staff members in the Office of Student Affairs. Borderline cases, where there is disagreement between reviewers, and all scholarship recommendations are reviewed by the MSI Program Committee for final decisions and approvals. For the past three years, the MSI Program Committee has held meetings with staff to discuss and calibrate recommendations for admission.

The UMSI DEI Task Force used statistical analysis and natural language processing to find patterns and trends in reviewer comments on all MSI applications during the past ten years. Based on this analysis, it appears that MSI applications receive a thorough and balanced holistic review which takes multiple factors into account (Undergrad GPA, Undergrad institution, GREs, TOEFL (if applicable), evidence of interest and fit from essays, letters of recommendation).



**PhD Students**

UMSI has been tracking applications, admission, and matriculation data for the past 18 years. Until 2013, PhD admissions decisions were made by the PhD Committee based on undergraduate GPA, undergraduate institution, GREs, TOEFL (if applicable), advanced degrees, research interests, fit with the program and an advisor, and availability of support. The review process was revised in 2013 so that individual faculty members eligible to advise PhD students may review the pool of applicants. In short, any faculty member with sufficient credits (in the form of grants, start-up funds, other research funds, or sponsorship credit equivalent to one year of tuition, stipend, and benefits) may admit a student as long as one other faculty member is willing to serve as a co-advisor or as a standby. Faculty are encouraged to identify students who might qualify for Rackham Merit scholarships where there is no requirement for faculty funding. Individual faculty members have also expressed concern that the revised procedures and funding model may discourage a complete and balanced review of all applicants because faculty do not have sufficient funds or credits to support a student may not fully review the applications.

The UMSI DEI Task Force analyzed 10 years of PhD application and admissions data, including reviewer comments, using natural language processing techniques and statistical analysis. The findings revealed several areas of concern.

1. Rejected PhD female applicants receive less discussion than rejected male applicants. There are also more suggestions in review comments to “take a second look” for male applicants. This suggests that female PhD applicants do not receive as much attention.
2. Disproportional impact of GRE (especially for PhD applications) scores in admission decisions: rejected white PhD applicants have a more holistic review based on reviewer comments; discussion of rejected African American PhD applicants is more predominantly around GRE scores.
3. Controlling for GPA and GRE, African American applicants to the PhD who have master’s degree are less likely to be admitted (at  $p \sim 0.07$ ) than their white counterparts.

We are committed to monitoring Ph.D. recruitment processes to promote a diverse applicant pool; however, our data analysis indicates that inconsistencies in the review process are more critical area for action in the immediate future.

**Faculty**

The School of Information has been adding faculty at a brisk pace over the past five years and that has provided numerous opportunities to increase faculty diversity broadly defined. Each year, faculty propose areas for hiring new faculty. The proposals are discussed by the Deans’ Advisory Committee (DAC) and then the Dean decides on the number of hires and the priority areas for searches. The Associate Dean appoints a search committee chair and a subcommittee is established for positions in each area. Each subcommittee has to submit recruitment, applicant evaluation, and diversity plans to verify active recruitment strategies and attention to attracting a diverse applicant pool to the Search Committee Chair in the early stages of the process. These are reviewed and modified if not acceptable. These diversity plans do not appear to be yielding



more diverse applicant pools. UMSI requires all members of search committees to take STRIDE training. Accountability for following recommended procedures and best practices for faculty search is as follows: the chair of the search committee reports to the Associate Dean for Academic Affairs. The chair of the search committee monitors the progress of each search. Searches over the past several years have focused on a limited set of areas, as a result only 25% of the faculty have attended Stride workshops over the past five years. In spite of the difficulty in expanding applicant pools, UMSI has increased the number of women and underrepresented minorities on the faculty over the past several years by engaging successfully with the President's Postdoctoral Fellowship Program. All three of our presidential postdocs have transitioned into tenure track faculty positions.

**Staff**

Given the short time and limited resources for data analysis, we were not able to conduct a thorough analysis of staff recruitment, retention and development. However, this is one area where substantial gains have been made in the past two years. This has been done through identification of more diverse applicant pools to enhance recruitment, which has had subsequent effects on actual staff hiring. In doing this we have expanded the geographic range beyond southeast Michigan and conducted national searches for some positions. This has raised the overall quality of the applicant pool. Furthermore, in the past underrepresented minorities working at UMSI tended to be in entry level positions; now there are more individuals in managerial positions.

**Climate and Inclusion**

The Diversity Committee was instrumental in arranging for the 2015 Climate Survey and has advocated for doing climate surveys at regular intervals. Faculty, lecturers, staff, PhD students, and master's students participated in the climate surveys in both 2011 and 2015. Interpreting the climate survey results is difficult because of the small numbers of underrepresented groups in the faculty, staff, and student populations. Findings from the survey, though, have a direct bearing on diversity, equity and inclusion and point to areas for improvement.

The 2011 and 2015 Climate Surveys show both positive attitudes toward diversity, equity, and inclusion but also instances of bias and exclusion. Furthermore, while the overall climate remains good, there are some indications of downward trends between 2011 and 2015, particularly in the staff and masters student responses. These require attention. What follows are results from the two climate surveys that relate to major themes in the diversity, equity, and inclusion effort and are of particular note relevance to UMSI.



**Overall Climate**

Faculty and lecturers gave the strongest responses in terms of a positive (friendly, respectful, collegial, collaborative, cooperative, and supportive) climate. Women faculty rated the positive environment scale lower than men and the mean scores for senior faculty were lower on two items: respectful and supportive. The doctoral and MSI students provided a moderately-high rating on the positive environment scale. While staff only rated UMSI as only having a moderately positive environment. Faculty identified a lack of cohesiveness and shared purpose for the School, largely due to disciplinary and methodological differences. Masters students appear to be picking up on this sense of a lack of cohesiveness; less than half thought there was a sense of community among faculty. MSI students did think there was a sense of community among students and the interactions among graduate students were supportive and collegial.

**Diversity**

In 2015, all faculty agreed that a diverse faculty is important for the School of Information's continued academic excellence, a stronger result than in 2011. Faculty and lecturers also provided higher mean ratings on the tolerant environment scale (non-racist, non-sexist, non-homophobic, and diverse) than in 2011. Doctoral students rated the School as more diverse, respectful, collegial, non-homophobic, supportive, and inclusive than students in the three comparison units and gave UMSI a moderately-high rating for tolerance. UMSI master's students rated the climate tolerant. In 2015, staff saw UMSI as moderately tolerant, but less so than in 2011. Staff cited faculty/staff relationships, the hierarchical power structure, the need to improve diversity, and the need to improve communication as areas for change.

**Equity**

The climate surveys did not address how well the School addresses issues of bias and discrimination, particularly micro-aggressions. The 2015 survey did identify several areas for action. A quarter of faculty reported experiencing bias or exclusion. One-third of the doctoral students reported experiencing bias or exclusion by a fellow student and less than half thought that all their peers from underrepresented groups felt free to speak up in meetings and classes. International students were more likely report that some faculty members had a condescending attitude toward them. Among staff, those from other countries, underrepresented racial and sexual minorities, and people with disabilities rated the School as less friendly, positive, and egalitarianism, and more racist.



**Inclusion**

Faculty described the School as one in which both women and men feel comfortable and included and can voice their ideas. Lecturers provided the lowest rating on collaborative and cooperative; only one-third agreed that they had a voice in the decision-making. Half of the lecturers felt excluded from informal networks in the School. Both staff and MSI students identified lack of communication as an issue.

The questions concerning stress potentially uncovered issues concerning inclusion. Most UMSI faculty thought UMSI was a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling School obligations and that they can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member. Still, faculty women reported more stress associated with managing a research group or grant, securing funding for research, and committee and administrative responsibilities. Overall UMSI faculty reported more stress than faculty in the comparison units associated with scheduling of School meetings and functions.



### Pathways to Conflict Resolution

UMSI has a number of different mechanisms for conflict resolution available to faculty, research fellows, staff, and students. For faculty the major policy is the 2012, “School of Information Faculty Grievance Procedure” which was revised in light of university changes to the grievance process and best practices which were introduced at that time. The faculty also elect a grievance office to serve on the university-wide grievance process. The Dean or one of the Associate Deans attempt to resolve faculty conflicts in an equitable manner before they reach the grievance process.

For post-doctoral research fellows, UMSI adopted a policy “Dispute Resolution Policy and Procedures for Postdoctoral Research Fellows 30 September 2015” based on guidance and best practices from the Rackham Graduate School. We also try to inform post-doctoral fellows about Rackham resources in this area. In each of the program handbooks, we have a section on conflict resolution. In the *Doctoral Handbook*, the *MSI Handbook*, and the *BSI Student Handbook*, there are sections on “Dispute Resolution” and “Grievance Policy” for students which list the process for reporting a conflict and the process should mediation through the UMSI Office of Student Services fail. Students are also informed about their rights regarding appeal, among other things. In each handbook, UMSI staff direct students to the [U-M Office of Student Conflict Resolution \(OSCR\)](#), which administers the [Statement of Student Rights and Responsibilities](#) and offers conflict resolution services for cases where the UMSI process is not sufficient.

At all levels, most of the conflicts are resolved before a formal case is brought. This is due to the professionalism of the Assistant Dean of Academic and Student Affairs, who is the UMSI Dispute Resolution Officer, and the Office of Student Services staff in the case of students. Students are also empowered to resolve their own conflicts. The UMSI Career Development Office offers a workshop on conflict resolution as part of their suite of professional development offerings. They offer tactics for conflict resolution during orientation, particularly for the master’s students who engage in many group projects and activities in the curriculum and co-curricular. Over the past ten years, we have only had two formal grievance hearings; one brought by a doctoral and one by a master’s student. It is important to monitor both the number of conflicts brought forward and those that transition into a formal grievance process as our student body becomes increasingly diverse and the number of cultural approaches to conflict resolution increases.

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**IV. Strategic Objectives, Measures of Success and Action Plans\***

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

**IV.A. Recruitment, Retention and Development**

**Constituency: Students**

**Five-Year Strategic Objective 1**

Increase diversity of students in all degree programs

**Measures of Success**

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

**FY17 Actions**

1. Continually monitor recruitment processes across all programs to promote diversity, equity and inclusion.
2. Begin recruiting external transfers into the BSI Program

**Primary DE&I Goal:** Diversity

**Other applicable domain:** Equity

**Constituency: Students**

**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.

**FY17 Actions**

1. Charge the Ph.D. program committee to evaluate and restructure the applicant review process.
2. All program committees: Evaluate whether GRE scores are being used appropriately in the admissions processes.

**Primary DE&I Goal:** Equity

**Other applicable domain:** Diversity



**Constituency: Students**

**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.

**FY17 Actions**

1. The Office of Student Affairs (OSA) and Academic Program Directors (APD) will establish clear responsibility around recruitment and admissions
2. OSA and APD will develop consistent best practices for all faculty and staff to ensure applicant review is done in an equitable manner.

**Primary DE&I Goal:** Diversity  
**Other applicable domain:** Equity

**Constituency: Staff**

**Five-Year Strategic Objective 4**

Continue to increase diversity of staff

**Measures of Success**

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

**FY17 Actions**

1. Continue to identify recruitment mechanisms to increase diversity of applicant pools

**Primary DE&I Goal:** Diversity  
**Other applicable domain:** Equity

**Constituency: Faculty**

**Five-Year Strategic Objective 5**

Increase diversity of faculty

**Measures of Success**

More racial and ethnic minorities in all areas, more women in technically oriented fields

**FY17 Actions**

1. Revisit the diversity planning process to identify mechanisms, beyond the President's Postdoctoral Fellowship Program, to increase diversity of faculty applicant pools.
2. Encourage all UMSI faculty to do STRIDE training

**Primary DE&I Goal:** Diversity  
**Other applicable domain:** Equity



**IV. B. Education and Scholarship**

**Constituency: Faculty**

**Five-Year Strategic Objective 1**

Create a teaching and learning environment that prepares student for careers in a diverse and global environment.

**Measures of Success**

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

**FY17 Actions**

1. MSI Program: Assess diversity and multiculturalism content in courses as part of the implementation of the new MSI curriculum
2. BSI Program: Conduct an evaluation of diversity/multicultural content in BSI courses

**Primary DE&I Goal:** Diversity

**Other applicable domain:** Inclusion

**Constituency: Faculty**

**Five-Year Strategic Objective 2**

Increase the impact of faculty scholarship on diversity, equity and inclusion

**Measures of Success**

Faculty annual review scholarly productivity and publication data

**FY17 Action**

1. Evaluate policies for research incentives, start-up funds, and other research support to take maximum advantage of funding sources that support research with broad impacts.
2. Convey to faculty and students what the rewards are for impactful research.

**Constituency: Faculty, Staff and Students**

**Five-Year Strategic Objective 3**

Amplify the impact of existing educational programs that address diversity, equity and inclusion

**Measures of Success**

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

**FY17 Actions**

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

**Primary DE&I Goal:** Diversity

**Other applicable domain:** Equity



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

#### Faculty & Staff

##### **Five-Year Strategic Objective 1**

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

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

Future climate survey responses that report improvements (compared to 2015 responses) in climate survey scores. We can pick specific measures from climate survey if needed or ideally write some specific questions targeted to this objective.

##### **FY17 Actions**

Developing programming for faculty that targets:

1. Strategies to address behaviors that result from subconscious biases (targeted to individual behavior)
2. UMSI-specific issues by identifying scenarios that have occurred (from 1:1 interviews with faculty and staff)

**Primary DE&I Goal:** Inclusion

**Other applicable domain:** N/A

#### Faculty & PhD

##### **Five-Year Strategic Objective 2**

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

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

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

##### **FY17 Actions**

1. Charge the doctoral committee to identify and develop mechanisms to raise doctoral students awareness of diversity, equity, and inclusions issues

**Primary DE&I Goal:** Equity

**Other applicable domain:** Inclusion



**PhD**

**Five-Year Strategic Objective 3**

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

**Measures of Success**

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

**FY17 Actions**

1. Charge the doctoral committee with identifying or developing opportunities or programs through which doctoral students can explore different career options.
2. Work with the Career Development Office to ensure that doctoral students have access to information about alternative careers.

**Primary DE&I Goal:** Equity

**Other applicable domain:** Inclusion

**MSI Students**

**Five-Year Strategic Objective 4**

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

**Measures of Success**

Future climate survey responses that report lower amounts (compared to 2015 responses) of disparaging comments targeting different student groups.

**FY17 Actions**

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

**Primary DE&I Goal:** Inclusion

**Other applicable domain:** N/A



**BSI Students**

**Five-Year Strategic Objective 5**

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

**Measures of Success: (for Objective 1)**

Survey and focus group results that indicate BSI students feel integrated in the larger UMSI community.

**FY17 Actions:**

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

**Primary DE&I Goal:** Inclusion

**Other applicable domain:** N/A



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**V. Goal-related Metrics – School, college or unit measures tracked over time**

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**1) Diversity**

- a) Recruitment, Retention and Development
  - i) Increase in the number of racial and ethnic minority applicants in all degree programs including more women applicants for technically oriented fields
  - ii) No evidence of bias in terms of number of reviews, content and quality of reviews, and recommendations for others to consider the application
  - iii) Clear division of responsibilities and accountability academic program directors and staff with direct involvement in recruitment and admissions, and individual reviewers.
  - iv) Increased numbers of underrepresented minority staff, particularly in managerial positions; more women in technical positions
  - v) Increased diversity of faculty
- b) Education and Scholarship
  - i) Student outcomes data; climate survey results indicating fewer experiences of bias and exclusion
  - ii) Opportunity for every student to participate in at least one learning experience with an underserved community

**2) Equity**

- a) Promoting an Equitable and Inclusive Community
  - i) Future climate survey responses that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.
  - ii) Future climate survey responses that report higher (compared to 2015 responses) levels of advisor support related to balancing a career with starting a family or managing familial commitments, as well as support for exploring and pursuing non-academic careers that may provide opportunities for better work-life balance (e.g., internships while a student, industry careers, etc.).

**3) Inclusion**

- a) Promoting an Equitable and Inclusive Community
  - i) Future climate survey responses that report improvements (compared to 2015 responses) in climate survey scores. We can pick specific measures from climate survey if needed or ideally write some specific questions targeted to this objective.
  - ii) Future climate survey responses that report lower amounts (compared to 2015 responses) of disparaging comments being about different student groups.
  - iii) Survey and focus group results that indicate BSI students identify and feel integrated in the larger UMSI community.



VI. Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Students	Increase diversity of students in all degree programs	Increase in the number of racial and ethnic minority applicants in all degree programs including more women applicants for technically oriented fields	1. Continually monitor recruitment processes across all programs to promote diversity, equity and inclusion. 2. Begin recruiting external transfers into the BSI Program	MSI, MHI, BSI, Ph.D. Program Directors and Committees; Assistant and Associate Dean; OSA; Faculty	
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 for others to consider the application.	1. Charge the Ph.D. program committee to evaluate and restructure the applicant review process. 2. All program committees: Evaluate whether GRE scores are being used appropriately in the admissions processes.	MSI, MHI, and Doctoral Program Director and Committees; OSA; Faculty	
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.	1. The Office of Student Affairs (OSA) and Academic Program Directors (APD) will establish clear responsibility around recruitment and admissions 2. OSA and APD will develop consistent best practices for all faculty and staff to ensure applicant review is done in an equitable manner.	MSI, MHI, BSI, and Doctoral Program Directors; OSA	
Staff	Continue to increase diversity of staff	Increase in underrepresented minority staff, particularly in managerial positions; Increase of women in technical positions	1. Continue to identify recruitment mechanisms to increase diversity of applicant pools.	Administrative director, Cabinet, Management Team	
Faculty	Increase diversity of faculty	More racial and ethnic minorities in all areas, more women in technically oriented fields	1. Revisit the diversity planning process to identify mechanisms, beyond the President's Postdoctoral Fellowship Program, to increase diversity of faculty applicant pools. 2. Encourage all UMSI faculty to do STRIDE training	Faculty Search Committee Chair, Faculty, Associate Dean	

**VI. B. Education and Scholarship**

<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>	<b>Resources needed (if applicable)</b>
Faculty	Create a teaching and learning environment that prepares student for careers in a diverse and global environment.	Student outcomes data; Climate survey results indicating fewer experiences of bias and exclusion	<ol style="list-style-type: none"> <li>1. MSI Program: Assess diversity and multiculturalism content in courses as part of the implementation of the new MSI curriculum</li> <li>2. BSI Program: Conduct a formative evaluation of diversity/multiculturalism content in BSI courses.</li> </ol>	MSI, MHI, BSI, and Doctoral Program Directors and Committees; Faculty	
Faculty	Increase the impact of faculty scholarship on diversity, equity and inclusion	Faculty annual review scholarly productivity and publication data	<ol style="list-style-type: none"> <li>1. Evaluate policies for research incentives, start-up funds, and other research support to take maximum advantage of funding sources that support research with broad impacts.</li> <li>2. Convey to faculty and students what the rewards are for impactful research.</li> </ol>	Dean, Associate Deans, Faculty, Marketing and Communications Director	
Faculty, Staff and Students	Amplify the impact of existing educational programs that address diversity, equity and inclusion	Opportunity for every student to participate in at least one learning experience with an underserved community	Align individual goals for diversity (in FARs) and staff performance reviews with one or two UMSI broader UMSI diversity goals	Dean, Associate Deans, Faculty, Marketing and Communications, OSA, Diversity Committee	



VI. C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Faculty & Staff	Raise awareness among faculty and staff of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive. This requires a particular focus on inclusiveness for women (at all levels -- i.e., faculty, staff, students) and international faculty and students. (This derives from the climate survey data that indicated individual behavior and structural factors resulting in a climate that is not inclusive.)	Future climate survey responses that report improvements (compared to 2015 responses) in climate survey scores. We can pick specific measures from climate survey if needed or ideally write some specific questions targeted to this objective.	Developing programming for faculty that targets: 1. Strategies to address behaviors that result from subconscious biases (targeted to individual behavior) 2. UMSI-specific issues by identifying scenarios that have occurred (from 1:1 interviews with faculty and staff.)	Diversity Committee, Dean, Associate Deans	
Faculty & PhD	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 that report an improved climate for female, URM, LGBTQ, international, and disabled students.	1. Charge the doctoral committee to identify and develop mechanisms to raise doctoral students awareness of diversity, equity, and inclusions issues.	Doctoral Program Director and Committee, Faculty	

**VI. C. Promoting an Equitable and Inclusive Community (continued)**

<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>	<b>Resources needed (if applicable)</b>
Ph.D. Students	Provide comprehensive career planning that allows for work/life balance considerations, familial commitments, and non-academic careers	Future climate survey responses that report higher (compared to 2015 responses) of advisor support related to balancing a career with starting a family or managing familial commitments, as well as support for exploring and pursuing non-academic careers that may provide opportunities for better work-life balance (e.g., internships while a student, industry careers, etc.).	1. Charge the doctoral committee with identifying or developing opportunities or programs through which doctoral students can explore different career options. 2. Work with the Career Development Office to ensure that that doctoral students have access to information about alternative careers.	Doctoral program director and Committee, Career Development Office, Faculty	
MSI Students	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.	Future climate survey responses that report lower amounts (compared to 2015 responses) of disparaging comments targeting different student groups.	1. Charge the MSI committee and the Office of Student Affairs with evaluating the current MSI orientation offerings concerning diversity, equity, and inclusions issues and revise or develop more effective educational alternatives.	MSI Program Director and Committee, OSA	
BSI Students	Ensure that BSI students feel integrated into larger UMSI community (based on preliminary data that suggests that inclusion is a key issue).	Survey and focus group results that indicate BSI students feel integrated in the larger UMSI community	1. Conduct surveys and focus groups with undergraduates to assess community identification and integration.	BSI Program Director and Committee	



**VII. Plans for Supporting, Tracking and Updating the Strategic Plan**

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The creation of the plan has been a valuable experience for UMSI. The process has given us a chance to look across areas in the school, different data sets, and evaluate initiatives fostering diversity, equity and inclusion as well as areas for improvement. In addition to the various goal and objectives listed in this report there are four infrastructural changes which we will make to address DEI issues: creating a dean-level role with responsibility for diversity, equity, and inclusion; better integration of diversity initiatives in the planning process; reexamination of the role of the Diversity Committee; and better communication within the School.

Having a member of school leadership responsible for DEI will help to integrate the many efforts going on in the school. For example, the Diversity Committee has taken leadership on co-curricular programs and climate issues; others have focuses on more on recruitment. No one is connecting these initiatives, which sometimes overlap, to help them make larger impacts.

The planning process has also been somewhat atomized. Looking across individual plans and helping faculty, staff, and UMSI leadership identify synergies earlier would again help us to focus DEI efforts and combine energies to create both better and more impactful action. This would also help UMSI to more readily track what is going on and identify gaps.

The School has a standing Diversity Committee. UMSI will reassess the authority, role, resources, composition, and effectiveness of the Diversity Committee. Having a Diversity Committee that meets only during the Academic Year and that has new membership every year is detrimental to building on accomplishments that are necessary for this plan to succeed.

Communication is key for DEI. Lapses in communication were revealed in the climate survey and have resulted in experiences of exclusion. Furthermore, the data show that better communication would also have helped the yearly school-wide planning efforts which have contained individual diversity goals from faculty and staff. We will review our internal communication policies and practices to foster a more transparent environment.

UMSI will attach budget figures after legal review but we have already allocated funds in the FY 2017 budget for DEI activities. We have also made a substantial request to the Provost for our ambitious program to recruit external transfers into the BSI program. Once we determine what is in the plan we will prioritize actions and allocate funding. The dean-level DEI officer will track DEI activities across the school with the assistance of the Diversity Committee. This person will be able to bring disparate groups with similar goals together and bring a strategic dimension to activities. Our goal here is to make the whole bigger than the parts. Finally, the DEI officer and the Diversity Committee will be responsible for updating and evaluating the plan and progress toward goals.



Appendix A

UMSI STATEMENT ON DIVERSITY

The University of Michigan School of Information (UMSI) is a scholarly community of faculty, staff and students who come together from hundreds of unique backgrounds. This diversity is a key advantage of the school. We also seek diversity in our school because doing so helps to build a better world.

United by our interest in making technology and the communication of information between people better, and sharing the belief that our efforts can change the world, we use our many backgrounds, orientations and points of view to shape our research, teaching and learning. Together, we produce better, more creative work than we would have been able to accomplish without so many different, strong contributions. We trust each other’s commitment to the school’s mission, and seek to understand and take advantage of the insights and experiences that make our stories different.

UMSI is unique in how broadly it approaches information problems, bringing together the intellectual diversity of a dozen social and technological sciences. A community of students, faculty and staff that is multicultural, international and representing differences in countless other ways is essential to maintain that edge.

We actively work to increase the diversity of our school, and also to make it a welcoming environment for everyone who chooses to share their unique strengths here at UMSI.

What is your story? What do you bring to the table? Join us, and explore the possibilities.

School-wide Diversity Goals

Full goal (5-7 year):

Make our commitment to diversity part of the fabric of everything we do, visible in our community life, instruction, research and administration of programs and services.

To achieve this goal, we will focus on four concepts: culture/climate (environment), composition (people), capabilities (skills), and contributions (outcomes).

Sub-goals (5-7 year) launching in FY14

- a. Continuously and consistently support diversity by adding support of diversity (broadly defined: many different backgrounds, orientations, life experiences, and perspectives) as an objective in staff performance evaluations and Faculty Activity Reports (FARS). (Contributions)
- b. Provide opportunities to bring people from different backgrounds in the school together. (Culture/Climate)
- c. Implement additional efforts to reach out to underrepresented populations when recruiting for our faculty, staff and student body. (Composition)
- d. Create a teaching and learning environment that takes advantage of diversity in and outside the classroom and in the UMSI workplace. (Culture/Climate)

- e. Provide educational opportunities to faculty, staff and students about how diversity can be both encouraged and harnessed; actively encourage faculty and staff participation in campus events, and seek out partnerships with U-M recognized student campus groups. (Capabilities)
- f. Identify and publicize ways that diversity has contributed to the success of UMSI and its community as a whole. (Contributions)

Prepared by: UMSI Cabinet Diversity Committee: Judy Lawson (Chair), Debbie Apsley, Margaret Hedstrom, Heather Newman, Becky O'Brien

Approved by: UMSI Cabinet (with edits), 21 Feb 2013; Approved by: Dean Jeff MacKie-Mason, 15 June 2013



Appendix B

Faculty Demographics

TABLE 1: FACULTY DEMOGRAPHICS BY RACE, ETHNICITY & GENDER (Total Number in Each Category) August 31, 2016								
Faculty	Race/Ethnicity						Gender	
	African American	Hispanic	White/Caucasian	Asian	Native American	Other	M	F
Professor	0	0	12	1	0	0	8	5
Associate Professor	0	0	10	3	1	0	10	4
Assistant Professor	3	1	6	1	0	0	4	7
Clinical track	0	0	4	0	0	0	3	1
Adjunct Clinical	0	0	2	0	0	0	1	1
Research Professor Track	0	0	2	0	0	0	1	1
Lecturer III/IV	0	0	2	0	0	0	0	2
Adjunct Lecturer	1	0	11	2	0	0	6	8
<b>Total</b>	<b>4</b>	<b>1</b>	<b>49</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>33</b>	<b>29</b>

  

TABLE 2: FACULTY DEMOGRAPHICS BY RACE, ETHNICITY & GENDER (Total FTE in Each Category) August 31, 2016								
Faculty	Race/Ethnicity						Gender	
	African American	Hispanic	White/Caucasian	Asian	Native American	Other	M	F
Professor	0	0	10.45	1.0	0	0	6.45	5.0
Associate Professor	0	0	9.0	3.0	1.0	0	9.5	3.5
Assistant Professor	3.0	1.0	6.0	1.0	0	0	4.0	7.0
Clinical track	0	0	3.5	0	0	0	2.5	1.0
Adjunct Clinical	0	0	1.0	0	0	0	.50	.50
Research Professor Track	0	0	2.0	0	0	0	1.0	1.0
Lecturer III/IV	0	0	2.0	0	0	0	0	2.0
Adjunct Lecturer	.25	0	2.43	.75	0	0	1.5	1.93
<b>Total</b>	<b>3.25</b>	<b>1.0</b>	<b>36.38</b>	<b>5.75</b>	<b>1.0</b>	<b>0</b>	<b>25.45</b>	<b>21.93</b>



Appendix C

Staff Demographics

TABLE 3: STAFF DEMOGRAPHICS BY RACE, ETHNICITY & GENDER (Total Number in Each Category) August 31, 2016								
	Race/Ethnicity						Gender	
Staff	African American	Hispanic	White/Caucasian	Asian	2 or more	Other	M	F
<b>Permanent</b>	5	1	53	1	2	0	19	43
<b>Exempt</b>	2	1	39	1	1	0	14	30
<b>Non-Exempt</b>	3	0	14	0	1	0	5	13

  

TABLE 4: STAFF DEMOGRAPHICS BY RACE, ETHNICITY & GENDER (Total FTE in Each Category), August 31, 2016								
	Race/Ethnicity						Gender	
Staff	African/American	Hispanic	White/Caucasian	Asian	2 or more	Other	M	F
<b>Permanent</b>	4.8	1.0	47.65	.80	1.75	0	16.0	40.0
<b>Exempt</b>	2.0	1.0	34.3	.80	.75	0	11.0	27.85
<b>Non-Exempt</b>	2.8	0	13.35	0	1.0	0	5.0	12.15



Appendix D

Bachelor of Science in Information Student Demographics

BSI Enrollment Comparative (3rd Week Count)		Fall 2015		
		Total	Female	Male
<b>Total Current Students</b>		<b>151</b>	<b>80</b>	<b>71</b>
U.S. Citizens		147	78	69
Permanent Residents		2	1	1
International		2	1	1
<b>Ethnicity (US Cit. &amp; Res.)</b>				
<b>Unduplicated - Adds up to total number of students.</b>				
	Amer. Indian/AK Native	0	0	0
	Asian	23	12	11
	Black/African American	2	1	1
	Hispanic	0	0	0
	Hawaiian/Pac. Islander	8	3	5
	White	98	49	49
	Two or More	2	2	0
	Unknown	16	12	4
<b>Ethnicity (US Cit. &amp; Res.)</b>				
<b>Max. Count - Notes each ethnicity with which students identify. Adds up to more than total # of students.</b>				
	Amer. Indian/AK Native	1	1	0
	Asian	23	12	11
	Black/African American	3	2	1
	Hawaiian/Pac. Islander	0	0	0
	Hispanic	8	3	5
	White	98	49	49
	Two or More	2	2	0
	Unknown	16	12	4
<b>Under Represented Minorities</b>		<b>12</b>	<b>6</b>	<b>6</b>

**Appendix E**
**Master of Science in Information Student Demographics**

	MSI			MHI			PhD			BSI		
<b>Fall 2015 Enrollment</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>
<b>Total Current Students</b>	<b>321</b>	<b>190</b>	<b>131</b>	<b>55</b>	<b>34</b>	<b>21</b>	<b>60</b>	<b>28</b>	<b>32</b>	<b>151</b>	<b>80</b>	<b>71</b>
<b>U.S. Citizens</b>	193	117	76	39	24	15	24	16	8	147	78	69
<b>Permanent Residents</b>	5	3	2	5	3	2	0	0	0	2	1	1
<b>International</b>	123	70	53	11	7	4	36	12	24	2	1	1
<b>Ethnicity (US Cit. &amp; Res.)</b>	Max. Count - Notes each ethnicity with which students identify. Adds up to more than total # of students.											
<b>Amer. Indian/AK Native</b>	1	1	0	0	0	0	0	0	0	1	1	0
<b>Asian</b>	25	17	8	13	8	5	3	3	0	23	12	11
<b>Black/African American</b>	14	9	5	2	2	0	2	2	0	3	2	1
<b>Hawaiian/Pac. Islander</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Hispanic</b>	16	10	6	1	1	0	4	4	0	8	3	5
<b>White</b>	152	91	61	28	16	12	14	9	6	98	49	49
<b>Two or More</b>	10	8	2	1	1	0	1	1	0	2	2	0
<b>Unknown</b>	15	10	5	1	1	0	2	0	2	16	12	4
<b>Under Represented Minorities</b>	<b>29</b>	<b>18</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>12</b>	<b>6</b>	<b>6</b>

**Appendix F**
**PhD Student Demographics**

PhD Enrollment Comparative (3rd Week Count)		Fall 2015		
		Total	Female	Male
<b>Total Current Students</b>		<b>60</b>	<b>28</b>	<b>32</b>
<b>U.S. Citizens</b>		24	16	8
<b>Permanent Residents</b>		0	0	0
<b>International</b>		36	12	24
<b>Ethnicity (US Cit. &amp; Res.)</b>				
<b>Unduplicated - Adds up to total number of students.</b>				
	Amer. Indian/AK Native	0	0	0
	Asian	2	2	0
	Black/African American	1	1	0
	Hawaiian/Pac. Islander	0	0	0
	Hispanic	4	4	0
	White	14	8	6
	Two or More	1	1	0
	Unknown	2	0	2
<b>Ethnicity (US Cit. &amp; Res.)</b>				
<b>Max. Count - Notes each ethnicity with which students identify. Adds up to more than total # of students.</b>				
	Amer. Indian/AK Native	0	0	0
	Asian	3	3	0
	Black/African American	2	2	0
	Hawaiian/Pac. Islander	0	0	0
	Hispanic	4	4	0
	White	14	9	6
	Two or More	1	1	0
	Unknown	2	0	2
<b>Under Represented Minorities</b>		<b>5</b>	<b>5</b>	<b>0</b>