

School of Information (UMSI)

Diversity, Equity, and Inclusion Strategic Plan 2.0 (2023 – 2028)

Year One: 2023-24

Strategic Plan Overview

Selected text from UM President’s Diversity, Equity & Inclusion Charge:

As noted in the President’s Charge, “At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence, and the advancement of knowledge.”

Goals [Diversity Equity & Inclusion]:

Diversity – We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, caste, 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, discrimination, and other abuses of power. We are committed to a policy of equal opportunity for all persons and our efforts for diversity, equity and inclusion encompass many identities and differences including race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, caste, height, weight, or veteran status.

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

Rationale [Mission, Vision, Values of *School, College, or Unit*]:

SI mission: We create and share knowledge so that people will use information — with technology — to build a better world.

SI core values (as indicated on the school website):

- Learning and research that deeply engage pressing **social issues**

- **Public and scholarly impact**
- Effective stewardship of public and donor resources
- Pursuit, integration, and respect of **diverse intellectual perspectives**
- Being intellectually adventurous and creative
- **Public access to information**
- **Civility and respect in public discourse**
- Public undergraduate and graduate education as a path for **increased social and economic mobility, for student populations historically underrepresented in higher education**
- Passion and engagement
- Work-life balance
- **Diversity, equity, and inclusion**

Rationale for DEI: As shown above in the bold-faced items in our values, the School of Information sees advancing diversity, equity, and inclusion as an integral part of our social impact mission, not a separate or additional activity. Not only do we strive to embed our DEI efforts deeply and meaningfully within our ongoing activities, but we also strive to have our core activities in learning and teaching, research and scholarship, and service and administration all lead to more DEI internally within our school and externally in the larger society beyond. To be sure, our DEI efforts may sometimes feel or be perceived as token, performative, or insufficient, but we believe those instances are inevitable phases we must work through until our aspirations are meaningfully enacted through repeated and reflective commitment.

A Note on Terminology:

Throughout this document, we have strived to use words and phrases that we hope best serve diversity, equity, and inclusion. For example, when referring to racial groups that have been historically excluded in a U.S. context, we sometimes use AHN, which stands for “African American/Black, Hispanic/Latina/Latino/Latinx, Native American/Indigenous,”¹ and sometimes, the similar, though not identical phrase, “Black, Indigenous, or People of Color” (BIPOC). We also use phrases such as “historically excluded,” “historically marginalized,” or “minoritized” to refer to groups who have been historically discriminated against in American society.

In some cases, however, we use terms that some DEI advocates object to, to be consistent with others’ terminology. For example, the term “underrepresented minority” (or URM) is widely disliked by DEI proponents, but it continues to be used by the U.S. federal government, and therefore also by some University of Michigan databases. In those contexts, we also use URM.

Microaggressions “are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative [slights] and insults” toward people who are members of historically excluded groups (Sue et al. 2007). Some proponents of anti-racism object to the term on the basis

¹ In this document, “Native American/Indigenous” itself is intended to include *all* of the indigenous groups present in the United States, including Native Americans, Native Alaskans, Native Hawaiians, and Pacific Islanders.

that there is nothing “micro” about them – microaggressions are outright abuses – but because the word is widely understood, we use it in this document.

We also acknowledge that norms around DEI vocabulary are rapidly changing, and that some terms are in contention, even within the groups they signify. We ask readers for grace, feedback, and forgiveness, where the terms we use cause offense.

Key Strategies & Constituencies*:

All those affiliated with the School of Information – students, staff, and faculty – are constituents of our plan. Input from the entire school was sought during plan development, and the four top-level strategic goals indicated below are those that were identified as the worthiest of attention for the next five years.² Articulation of the top-level goals does not preclude the school from engaging in other activities to support DEI; however, we intend to use the goals to prioritize effort and resource allocation.

The following four top-level goals support UMSI’s steadfast vision and commitment to becoming a more just, equitable, and accessible institution across race and other forms of minoritized identity:

- 1) Improve diversity, broadly defined, of all cohorts – among students, staff, and faculty – with particular attention to minoritized populations.³**
- 2) Broaden and deepen a culture of care, awareness, self-reflection, accommodation, and community at the school, both as individuals and as an institution.**
- 3) Implement more transparent and effective options for providing feedback and for mediating issues between members of the SI community.**
- 4) Make curricular and co-curricular activities more inclusive and anti-racist, both in content and pedagogy.**

In a later section, we enumerate the strategic objectives and actions that support the above goals. Where meaningful, the objectives and actions are accompanied by metrics that will be tracked over time. We expect that some of the details of implementation will be further fleshed out in the ensuing years.

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

Planning Process Used

Planning Lead(s):

² By “most worthy of attention,” we mean that these are goals that (1) address significant portions of the input data considered for the Strategic Plan, including comments from SI affiliates; (2) could be at least partially achieved in a five-year timeframe; and (3) are not something that UMSI already performs at high capacity. With respect to (3), we note as an example that as a whole, SI’s research portfolio is rich with DEI-focused efforts that are likely to continue, and so continuing such research is not specifically called out in this plan.

³ Specifically, we hope to improve African American/Black, Hispanic/Latinx, and Native American/Indigenous representation among the U.S.-domestic component of all cohorts (students, staff, and faculty); trans and non-binary representation among all cohorts; representation of first-generation students and students from lower-income backgrounds in our student cohorts; and women in our MADS degree.

Kentaro Toyama, W. K. Kellogg Professor of Community Information and DEI Committee faculty co-chair

Planning Team:

Members of SI's DEI Office and the AY2022-23 DEI Committee served as the planning team. As always, the DEI Committee was intentionally formed to include members of various SI constituencies, including representatives of students, staff, and faculty.

- DEI Office:
 - Judy Schabel, Assistant Dean of Diversity, Equity & Inclusion
 - Devon Keen, Director of Inclusion, Equity and Outreach, DEI Committee staff co-chair
 - Samartha Okyne, GSSA, MSI student
- DEI Committee (AY2022-23)
 - Dushyanth Aluwihare, MSI student, GSSA
 - Amanda Aquino, HR Assistant
 - Roger Barber, BSI student representative
 - Anne Chang, MSI student representative
 - Kat Curran, MSI student representative
 - Amy Homkes-Hayes, Associate Director and Strategic Advisor Online Programs, DEI Committee staff co-chair
 - Jane Im, PhD student representative
 - Anthea Josias, Lecturer III
 - Devon Keen, Director of Inclusion, Equity and Outreach, DEI Committee staff co-chair
 - LeAnna Level, Recruitment and Student Success Manager
 - Sandra Lopez, DEI Outreach Coordinator
 - Hannah Mu, MSI student representative
 - Mustafa Naseem, Clinical Assistant Professor
 - Ricky Punzalan, Associate Professor, DEI Committee faculty co-chair
 - Jessica Webster Sendra, Associate Director of Marketing and Communications
 - Allison Sweet, Assistant Director of Student Life
 - Michaelanne Thomas, Assistant Professor
 - Kentaro Toyama, Professor, DEI Committee faculty co-chair
 - Colleen Van Lent, Lecturer IV

The following groups and individuals provided significant additional support with respect to demographic data:

- OASA, led by Laura Elgas, Executive Director of Academic and Student Affairs, provided all the student demographic data used to inform the planning process.
- SI's HR Team, led by Debbie Apsley, HR Director, provided demographic information with respect to faculty and staff.

SI leadership, program committees, faculty, and staff teams proposed the strategic objectives, metrics, and actions that make up much of the body of the plan.

Planning Process Summary:

The planning process was designed by the DEI Committee to be as participatory as possible. It incorporated a broad range of existing data and sought new input from every SI constituency on multiple occasions during the planning process.

Existing data that was incorporated can be grouped in three broad categories: (1) background documents and data (e.g., Strategic Plan 1.0 documents, climate surveys, and demographic data); (2) DEI-focused data collection in AY2020-21 and AY2021-22; and (3) input sought specifically for Strategic Plan 2.0 purposes during AY2022-23. The Planning Team then analyzed all incoming data and drafted a preliminary version of this document, which was shared with the entire school for feedback and additional content about specific activities to achieve the goals. The data collection and analysis process are described in more detail below.

First, the following set of information served as a foundation for planning (some of these sources are available to UMSI community members [here](#) on the school intranet; requests for other information can be made by emailing Devon Keen at devaca@umich.edu.)

- Strategic Plan 1.0 documents
 - DEI Strategic Plan 1.0 (2016)
 - DEI Strategic Plan 1.0 Year 5 Report (2016-2021)
 - DEI Strategic Plan 1.0 Progress (2022)
- DEI Committee feedback forms (2016-2022)
- Climate surveys of SI conducted by U-M ADVANCE for the years 2015, 2019, and 2021. These included reports for the following SI constituencies:
 - Tenure-track faculty
 - Lecturers
 - Post-doctoral researchers
 - PhD students
 - Master's students (MHI and MSI degrees)
 - Undergraduate students (BSI degree)
- Demographic data about student applications, admissions, and enrollments collected and prepared by SI's Office of Academic and Student Affairs (OASA), for the following degree programs:
 - PhD (available for 2017-2022)
 - Master of Applied Data Science (MADS; online program; available for 2019-2022)
 - Master of Science in Information (MSI; residential program; available for 2017-2022)
 - Master of Science in Health Informatics (MHI; residential program; available for 2017-2022)
 - Bachelor of Science in Information (BSI; available for 2016-2021)
- Demographic data about staff as collected by the University of Michigan (2015-2022)
- Demographic data about faculty as collected by the University of Michigan, slightly adjusted to fit the reporting requirements of the Computing Research Association (2016 and 2021)

Second, in June 2020, an SI student group, Black@SI, wrote an open letter calling for more anti-racist efforts at the school. In response to the letter, as well as to that summer's collective societal introspection about race and gender, SI leadership re-constituted the school's DEI Committee with a

broader charge and mandate. The resulting activities in AY 2020-21 and AY 2021-22 involved data collection that served as excellent preparation for the Strategic Plan 2.0 planning process:

- Black@SI's open letter included a list of anti-racist proposals for the school.
- A series of focus groups facilitated by an external DEI consultant, explored (1) the needs and concerns of Black students and alumni; (2) the needs and concerns of students and alumni with disabilities; and (3) the needs and concerns of staff and faculty of color.
- The DEI Committee collated tactics used by SI faculty to make their courses more inclusive, equitable, and anti-racist.
- The DEI Committee maintained an online anonymous feedback form by which anyone at the school could report issues or instances of concern relevant to DEI. (44 comments were submitted as of 2/28/2023.)

Third, during AY 2022-23, the Planning Team organized online and hybrid, live and asynchronous processes to gather constituent input to determine the top-level strategic goals. These involved the following activities for each of six cohorts – undergraduate; residential master's; online master's; PhD; staff; faculty:

- An asynchronous, online process to gather input over 3-6 weeks, mediated by Google Docs, email, and/or Slack. For each cohort, participants were asked to provide any input they wished, and to respond to specific prompts, such as the following:
 - What do you appreciate about SI with respect to DEI?
 - What would you like to see SI do better with respect to DEI?
 - If SI could only focus on three or fewer DEI-focused goals for the next 5 years, what would you want them to be?
- A 90-minute hybrid workshop with the following flow:
 - Introduction and sharing of data (~25 minutes)
 - Breakout group activity during which participants worked on a potential high-level DEI goal about which to brainstorm subgoals, obstacles, and tactics (run twice, each ~25 minutes)
 - Goal prioritization phase when participants voted on high-level goals and issues that seemed most important to them (~15 minutes).

With all the data in hand in December 2022, Planning Lead Prof. Toyama performed an analysis and drafted preliminary high-level goals and a preliminary version of this document, using an iterative thematic clustering methodology adapted to emphasize more recent input. In early January 2023, DEI Committee members provided detailed feedback to the high-level goals, which was incorporated into the draft. In late January, an Executive Summary document including the four high-level goals and excerpts of the Key Findings (noted in the next section) was circulated to SI's leadership, five program committees, faculty, and staff teams for review and input.

In early February, the Executive Summary was also shared and discussed with the entire SI community through email, two hybrid Town Hall events, as well as meetings with leadership, faculty, and staff at one of their regularly scheduled meeting times. At the end of February and early March, staff, faculty, program committees, and leadership all submitted feedback about the Plan, as

well as strategic objectives, metrics, and actions that would contribute to the top-level goals. The governing faculty of the school were specifically asked to suggest and then vote on actions for which all faculty would commit. Ultimately two commitments were approved by the faculty (one about making more inclusive and anti-racist changes to courses; and another about participating in two DEI-related workshops per year).

All the above feedback and input was incorporated into the current version of this document. The document was approved by SI's DEI Committee on April 12, 2023. The draft plan was shared with functional unit directors and faculty academic program directors in April, and meetings were held with team leaders to determine revisions. The UMSI Leadership Team reviewed the plan in April as well, providing input to guide final revisions. The Dean approved the final plan on May 11 and on May 15, the plan was submitted to the U-M Office of Diversity, Equity, and Inclusion.

Data and Analysis: Key Findings

Summary of Data:

Racial and gender diversity: The University and UMSI maintain demographic data about our students, staff, and faculty with respect to race/ethnicity and gender (binary only⁴), going back several years. Detailed data is available on the UM Registrar website and the UMSI Intranet. That data suggests the following trends:

- Between 2016-2022, we saw improvements in the diversity of our student, staff, and faculty cohorts in several ways:
 - **BSI undergraduate program:** Among domestic students, the proportion of Black/African American, Hispanic/Latinx, and Native American students has increased.
 - **MHI/MSI residential master's programs:** Among domestic students, the proportion of Black/African American, Hispanic/Latinx, and Native American students has increased.
 - **MADS online master's program:** Among domestic students, the percentage of students who apply and are admitted to the program and who are Black/African American and Hispanic/Latinx increased between 2019 and 2021. Also, between 2019 and 2021, the percentage of women students among all students increased.
 - **PhD program:** Between 2017 and 2022, the percentage of women students among all students increased by ten percentage points to 53%.
 - **Staff:** Between 2016 and 2021, the percentage of Hispanic/Latinx staff members increased.
 - **Faculty:** Between 2017 and 2022, both the proportion of Black/African American faculty members and Hispanic/Latinx faculty members has increased.
- However, we have several areas where racial/ethnic diversity or gender diversity is a concern:

⁴ The available data does *not* currently track gender other than through the male/female binary that is currently used for federal reporting requirements.

- Among PhD students, admissions, and matriculation of African American/Black, Hispanic/Latinx and Native/Indigenous Americans (AHN)⁵ students steadily *declined* as a percentage of the total student cohort.
- Within our MADS (online master's) program, non-male applications and enrollment are very low. Among domestic students, URM student applications and enrollment are low.
- Across all degree programs, Hispanic/Latinx student applications, admissions, and matriculation is low.
- Across all degree programs (except the undergraduate BSI program), Native American student applications, admissions, and matriculation is low.
- Among staff, the number of Black/African American, Hispanic/Latinx, and Native American and other Indigenous people (e.g., Native Hawaiian and other Pacific Islander) is low.
- Among faculty, the number of Hispanic/Latinx people is low.
- There is considerable agreement across students, staff, and faculty that ongoing efforts to diversify student cohorts should continue, with additional focus in the areas above.
- Note: Some students, staff, and faculty have expressed a desire to see better tracking of student data with respect to the following:
 - Non-binary gender categories
 - Socio-economic status
 - First-gen status
 - Religious affiliation
 - Finer grained race/ethnicity categories – e.g., East vs. South Asian, Middle Eastern origin, different categories of indigenous Americans, etc.

Climate: The 2021 Climate Survey data together with previous Climate Surveys and qualitative comments received over the years shows the following patterns⁶:

- **Across all constituencies (students, staff, faculty), a majority of the SI community reports satisfaction with SI**, and the percentages are generally greater than corresponding groups' percentages reporting satisfaction with their units across U-M.
- **Sometimes at SI, subgroups that have been historically disadvantaged report satisfaction at the same rate or greater than their historically advantaged counterparts.** For example...
 - BIPOC graduate students (master's and PhD) report satisfaction with SI at about the same rate as white students.
 - Women students report more satisfaction with SI than men students (i.e., ~5% more women than men report satisfaction).
 - BIPOC staff report having their ideas being taken seriously more than white staff (~11% more BIPOC staff than white staff).
 - BIPOC faculty report satisfaction with SI climate overall more than white faculty

⁵ See note on terminology on pp. 2-3.

⁶ The data here should be taken with a grain of salt. The Climate Surveys have various limitations such as non-representative samples and incomparability across years due to changing prompts, etc. What is indicated is also just a small subset of the findings. However, the larger picture that this data indicates is consistent with other information reviewed.

- (~25% more BIPOC faculty than white faculty).
- Women faculty report more satisfaction with SI climate than men (~6% more women than men).
- **Members of many groups who have been historically excluded experience SI to be less satisfactory, less inclusive, and more discriminatory than their historically advantaged counterparts.** For example...
 - 23% fewer BIPOC undergraduate students report satisfaction with SI compared with white students.
 - Among staff, women and BIPOC staff indicate lower satisfaction with SI climate than men and white staff, respectively.
 - 9% fewer women faculty agree that “I have opportunities in my department/unit for professional success that are similar to those of my colleagues” compared with men faculty.
- **Indications of satisfaction at SI for most groups have declined between 2017 and 2021.** (The loss of community due to the pandemic may have been a contributing factor.)
- Students who identify as members of an underrepresented minority, women, LGBTQ community members, international students, students with disabilities, students who are neurodiverse, first-generation students, and lower socio-economic status, consistently **report experiencing microaggressions from faculty and other students.**
 - Among undergraduate and master’s student cohorts, peer-to-peer microaggressions seem to be most common.
 - Among PhD students, faculty-to-student microaggressions are salient.
 - The specifics with respect to the frequency, nature, and instigators of microaggressions remain unclear.
 - Those who experience microaggressions feel they have few options at SI for addressing the issue (though avenues, e.g., through SI’s DEI Office, exist).
- Staff have voiced mistreatment and callousness by faculty and from fellow staff, with some women staff experiencing verbal abuse from some men faculty and staff.
- Faculty have experienced microaggressions by other faculty, as well as poor treatment by some students in class or on course evaluations.

Within the last 2-3 years, **several groups have become more vocal with respect to issues affecting them.** These include international students, students with disabilities, students who identify as neurodiverse, and students who have mental health challenges. They express needs and concerns similar, though not identical to other minoritized groups in our community.

International students note additional issues. Though DEI efforts are often conceived of in an U.S. context, and racial/ethnic demographics are often tracked only for domestic students,⁷ DEI values obviously extend to all our students. Key areas of concern that international students have expressed include the following:

⁷ There are understandable reasons for this, among which are that there are no consensus international standards for racial/ethnic categories. See, e.g., Takezawa, Y. I., P. Wade, A. Smedley. (2022). Race. Encyclopedia Britannica. <https://www.britannica.com/topic/race-human>.

- Feeling left out of DEI discussions at the school.
- Caste-based discrimination among students of common national origin.
- For those for whom English is a second language, insufficient learning opportunities to improve oral and written English.
- Other impacts like those felt by minoritized domestic students, but on dimensions of their (international students') race, national origin, or language experience.

Several issues mentioned repeatedly by our students potentially affect all students, but may disproportionately impact historically excluded students, international students, and students experiencing significant hardships (e.g., limited financial means, mental health challenges, certain disabilities, unfamiliarity with college/professional norms, etc., as well as combinations of the above). The specific issues include the following:

- Challenges navigating the school; not knowing where to find information or whom to go to for help
- Accommodations in courses
 - Frequent or unpredictable need for assignment extensions or make-up tests
 - Unwelcoming, unkind, or brusque reception by faculty in response to accommodation requests
 - Lack of awareness about what kinds of accommodations are possible and for what purposes
- Internship and job search
 - Lack of networks to tap into
- Staff interactions that come off as condescending, skeptical, brusque, or hostile
- Lack of safe, meaningful ways to convey feedback to, and mediate challenges with, faculty, especially formal advisors
- Need for emergency financial relief

Previous and Ongoing Efforts toward Improved DEI

Before moving on to implications and recommendations, it is worth acknowledging that the SI community has invested, and continues to invest, significant thought, effort, and resources toward DEI overall, some of which were in response to past issues, and some of which partially address the issues above. These efforts remain a work in progress, and the goals we aspire to are still far from being met; but we also believe that it is vital to acknowledge past and ongoing efforts, to encourage future ones. The efforts are many – just a few are highlighted below; additional progress is noted on SI's DEI 1.0 Highlights website:

<https://sites.google.com/umich.edu/deihighlights2022/what-did-we-do>.

- Leadership
 - Consistent, ongoing support, resources and communication signaling leadership commitment to DEI.
 - Significant, new staff allocations focused on DEI efforts, such as...
 - Assistant Dean for DEI

- Director of Equity, Inclusion and Outreach
 - DEI Outreach Coordinator
 - Assistant Director of Academic Success
 - Two DEI Graduate Student Staff Assistant (GSSA) positions.
- “UMSI Graduate Guarantee” program that extends free tuition to residential master’s students who were recipients of U-M’s Go Blue Guarantee grants as undergraduates, as well as increased scholarship funding for students who meet eligibility criteria, which includes coming from an educational, cultural or geographic background that is underrepresented in the United States or at the University of Michigan and/or who has demonstrated commitment to addressing social, educational or economic disparities.
- Offices / Committees
 - Embedding of relevant DEI content in foundational/required courses for all degree programs.
 - Elimination of GRE requirement in admissions for MHI, MSI, and PhD programs.
 - Compilation of a “Good Practices for Anti-Racist Courses” document.
 - Annual training and educational opportunities held for students, staff, and faculty, schoolwide events and activities that celebrate DEI or focus on DEI issues or topics.
- Students
 - Black@SI requests for anti-racism efforts at SI in Summer 2020.
 - PhD student contributions to DEI, including Faculty Annual Review discussion (June 2020); Race and Tech Reading Group (2019-present); Slack discussion (Fall 2022).
 - Active engagement in DEI-related workshops and feedback opportunities.
- Staff
 - Impressive movement on building more broadly diverse cohorts in the BSI, MHI, MSI, and MADS programs.
 - Extensive everyday efforts to provide a better experience for all students, from client engagement to professional development.
 - Ongoing work of the DEI Office.
 - Increased support for staff DEI professional development, increased attention to work flexibility, salary equity, and equity in the hiring process.
- Faculty and postdocs
 - Incorporation of inclusive and anti-racist content and pedagogy in foundational courses for all degree programs.
 - Individual inclusive teaching efforts.
 - Individual research efforts focused on DEI impact beyond U-M.
 - Incorporation of routine DEI awareness sessions at faculty meetings.

Key Findings, Themes and Recommendations:

Diversity of cohorts: Broad diversity throughout the school, among our students, staff, and faculty, was a key goal of SI’s Strategic Plan 1.0. While SI made progress between 2016-2021 with respect to some forms of diversity, more progress is desired especially with respect to African American, Hispanic/Latinx, and Native American students among domestic U.S. cohorts. There are many

potential benefits to diversity, broadly defined, but SI students consistently request more racial and gender diversity in their cohorts as well as among faculty and staff – all of which they note is critical to their academic achievement and sense of belonging. Planning for the Strategic Plan 2.0 also revealed that there were calls for increasing many aspects of diversity and inclusion, including enabling more socio-economic mobility and creating spaces for discussion of intellectually and politically diverse views.

Greater empathy and kindness as individuals and as an institution: A large fraction of the data, especially that which was intended specifically for the Strategic Plan, can be interpreted as asking for a more understanding and caring environment at the school, both as expressed in interpersonal interactions, as well as when individuals engage with SI as an institution and administrative or instructional bureaucracy. Members of certain marginalized groups mention repeatedly that they experience brusque, rigid, unaware, callous, or discriminatory interactions with others at the school, with such interactions happening among students, staff, and faculty in various combinations. The specific groups who mention this most include people of minoritized races/ethnicities/castes; people with disabilities; people who identify as neurodiverse; international students; members of the LGBTQ+ community; women; first-gen students; people from lower-income backgrounds; non-traditional students; as well as people who identify as more than one of these groups.

Note: Some individuals at SI are already investing incredible care in their relationships within the school; and research suggests that this burden is disproportionately borne by women and minoritized groups. In addressing the above finding, SI is not asking those individuals to invest even more care. Rather, it asks others at SI to express more care, and for SI as an institution to ensure that members of our community are well-supported and not being expected to cover for others.

Recourse for interpersonal problems including microaggressions: Related to the above, but with different emphasis, incidences of abuse, microaggression, callousness, indifference, and other forms of unconstructive harm have been shared as ongoing concerns. In addition to suggestions to hold mandatory trainings, there are repeated requests for improved feedback, reporting, and mediation options. Students appear to feel this need most, though not exclusively, and they indicate challenges navigating peer-to-peer microaggressions as well as power dynamics with faculty and GSIs.

Inclusivity and anti-racism in curriculum, pedagogy, and co-curricular activities: SI's 2016-2021 Strategic Plan had an objective to "Create a teaching and learning environment that prepares students for careers in a diverse and global environment" accompanied by a sub-bullet to "help students develop... a commitment to nurture diversity." The student group Black@SI's 2020 open letter prompted the school to add an additional objective, "Create an anti-racist curriculum and decolonize educational material." Other input from students and faculty re-emphasizes the importance of embedding DEI-related instruction in courses and co-curricular activities toward the goal of having all our students graduate with an awareness and understanding of diversity, equity, and inclusion. A multi-year, multi-pronged effort has been underway since 2020 to make SI courses and co-curricular programming more inclusive and anti-racist, both in terms of what is taught (content) and how (pedagogy). These efforts should continue.

Strategic Objectives, Measures of Success, and Action Plans*

Introduction:

The School of Information plan covers everyone with a current affiliation with the school – students, staff, and faculty. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. The objectives below represent the combined input from ~20 different SI groups (cohorts, staff teams, and degree program committees). The group or groups who proposed a strategic objective and are most accountable for them are indicated in [brackets] at the end of each objective statement (or sometimes, also, with metrics or actions).

In addition, the objectives are intended to further one of the school’s four high-level goals, as stated in the “Key Strategies and Objectives” section above. Alignment with the four high-level goals is indicated below after each objective, under the heading, “Primary DEI Goal.”

For many objectives, there is more work to be done to identify collaborative opportunities among SI groups, to refine metrics and actions, and to vet things with relevant stakeholders. We expect to address those issues in the early years of the Strategic Plan 2.0 period.

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

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Note: Strategies and action items for **people** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

STRATEGIC GOAL 1: Improve diversity, broadly defined, of all cohorts – among students, staff, and faculty – with particular attention to minoritized populations.

Strategic Objective 1:

[Key Constituency: Students] Increase the diversity, broadly defined, of students in all cohorts. Specifically, increase the number and percentage of AHN applicants across all programs; increase enrollments of trans and non-binary applicants, applicants from low-income backgrounds; first-generation college students across all programs; and enrollments of applicants not identifying as men in the MADS (online) program. [Office of Academic and Student Affairs (OASA) - Recruitment & Admissions, Student Financials and Academic Success; Marketing & Communications (M&C), BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee]

Metrics:

- Increased and/or consistent attendance and engagement with organizations that reach

diverse audiences.

- Increased and/or consistent student, staff and faculty representation and attendance at national and regional conferences in support of DEI recruitment efforts.
 - Improvements or consistently positive indicators from evaluation of the applicant experience.
- Increases in...
 - % of historically minoritized students (including low-income) from application to graduation in each academic program.
 - % of MADS Students who are women.
 - Reported value of new non-financial resources by PhD SI Merit students and Masters Achievement Fellows.
 - Review and audit of digital/web content and related reach and use analytics.
 - Review and audit of best practices and inclusive language in applications and related communications.

Actions:

1. Hire and onboard Diversity Recruitment Assistant Director whose focus will be to increase and maintain recruitment initiatives and efforts, including as related to populations historically marginalized in UMSI and higher education across all degree programs.
2. Establish peer mentor opportunities connecting applicants with current students with matching options that consider stated interests, perspectives, and background to support navigation of the application, admission, and decision process.
3. Identify and implement best practices for inclusive language and questions (i.e., gender and gender identity) on all SI applications. Review and assess impact and ongoing changes.
4. Continue to advocate and lead campus conversations around university policies for collecting, tracking, and reporting (i.e., sex and gender).
5. Conduct a survey or focus group to evaluate the applicant experience.
6. Across all academic programs and working with M&C, develop materials and digital/web content to provide clear and consistent messaging, with emphasis and attention to broad diversity and reducing barriers. For MADS online degree program, specific focus on executing specific and/or targeted messaging built around top interests/concerns relevant to women, to increase the gender diversity of the program's applicant pool.
7. Increase methods of information sharing with UMSI faculty, staff, and students regarding our efforts to promote broad diversity across all academic programs, and regularly seek input on new strategies, contacts, and methods to support recruitment of broadly diverse populations.
8. Begin to explore alternate admissions pathways into MADS (i.e., Master Tracks) that increase access to broadly diverse student populations resulting in recommendations for decisions and plans.
9. Develop a plan to increase diversity broadly speaking for MADS, track progress over time.
10. Provide SI PhD Merit students and Master's Achievement Fellows with similar non-financial resources that Rackham offers to their RMF students (e.g., mentoring, workshops, gatherings, etc.). Pilot with PhD students then broaden to other programs.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 2:

[Key Constituency: Staff] Increase diversity of staff including race, ethnicity, gender and gender identity, disability, age, citizenship, veteran status, religion and more to reflect demographics of the qualified labor pools. [Leadership Team, UMSI HR, Staff Supervisors, DEI Office]

Metrics:

- % composition of staff reflects the demographic composition of the qualified labor pools for the relevant staff category.
- Change in % composition by functional area in historically marginalized dimensions, such as more women in IT/computing and more men in student affairs and human resources.
- Increase in self-reported identities including race/ethnicity, gender/gender identity, disability, and veteran status.
- % of hiring managers who complete implicit bias in hiring process training.

Actions:

1. Increase use of talent acquisition services provided by University Human Resources to develop more diverse applicant pools.
2. Provide staff relocation expenses.
3. Convene a set of meetings with a staff diversity recruiting expert to generate strategies and plans for new staff recruitment efforts to broaden diversity of applicant pools.
4. Explore the potential of a telecommuting center at the proposed Detroit Center where staff living in Detroit and surrounding areas could work to limit the need for relocation.
5. Require/Encourage all hiring managers to complete Implicit Bias training like faculty requirements for STRIDE training. Review current anti-bias efforts and adjust where needed.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 3:

[Key Constituency: Faculty] Increase diversity, broadly defined, of faculty. [Leadership Team, Faculty Search Chair and Faculty Search Committees]

Metrics:

- Increase in the number of faculty from historically marginalized communities
- Percentage of faculty who have completed STRIDE Training

Actions:

1. Re-invigorate a standing search committee and develop a set of year-round strategies for cultivating relationships and fostering future faculty candidates.
2. Continue requiring members of faculty search committees to complete STRIDE training and encourage all other faculty to attend.
3. Continue to apply guidance actively and consistently from STRIDE training in the recruiting and selection processes; document and report/share out about these practices.
4. Evaluate current efforts and implement ways to improve SI's implementation of best practices from ADVANCE in the faculty hiring process.
5. Continue our current and successful efforts with recruiting for the Presidential Postdocs program and/or apply strategies used for PFPF in broader faculty recruitment efforts.
6. Assess capacity and explore development of Summer Research Fellowship for early-stage doctoral students at other institutions, including benchmarking similar programs at UM or

other institutions.

7. Advocate with the University to increase relationships with local universities and businesses to improve placement of faculty partners (dual career) to support recruitment and retention.
8. Evaluate diversity of MADS instructors and continue to broaden publicity and outreach efforts to reach broadly diverse candidate pools.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 4:

[Key Constituency: Students, Staff and Faculty] Leaders from the UMSI DEI Office and the Dean will work with the Director of Development and Alumni Relations to review and update DEI fundraising priorities, goals, and progress, engaging key constituents (students, staff, faculty, and alumni) to inform priorities and goals.

Metrics:

- DEI fundraising priorities, goals, and progress are consistently and clearly stated and communicated to students, staff, faculty, and alumni.
- DEI fundraising priorities and goals are regularly reviewed and updated to reflect evolving needs with input from students, staff, faculty, and alumni.

Actions:

UMSI's Dean, DEI Leads and Director of Development and Alumni Relations will meet bi-annually to discuss DEI funding needs and priorities in unit.

[DEI Office, Development & Alumni Relations (DAR)]

Strategic Objective 5:

[Key Constituency: Students] "Increase donor support for student scholarships, wraparound support and emergency funding including need-based scholarships and DEI-related efforts that are within legal parameters. *[OASA, Development & Alumni Relations (DAR)]*

Metrics:

- Increase in funds allocated for and/or generated through external sources for student financial support in BSI, MSI, MHI, MADS
- Increase of students from broadly diverse backgrounds due to the UMSI Graduate Guarantee
- Increased number of awards for students who identify as first-generation college student; first generation US citizen; experienced financial hardship; Pell eligible; come from educational, cultural, or geographic background that is underrepresented in graduate study.

Actions:

1. Assess effectiveness of current need-based aid and diversity focused scholarships (e.g., UMSI's Achievement Fellowship) for master's students (such as the UMSI Go Blue Guarantee); revise as needed and continue to actively promote need-based and diversity-related aid.
2. Explore funding models and increase available funding opportunities to equitably provide scholarship funding for MADS like other UMSI programs.
3. Increase the visibility and awarding of the SI Achievement Fellowships in the MSI and MHI
4. Determine new ways to identify and support financial hardship and need.

5. Increase and communicate external sources of funding for incoming students; particular emphasis on broadly sharing information about external funding that supports students from historically marginalized backgrounds.

Primary DEI Goal: Diversity and Inclusion, Goal 1, and Goal 2

Strategic Objective 6:

[Key Constituency: Doctoral Students] Engage alums in supporting our recruiting of doctoral students to leverage our existing strengths in diversity, broadly defined. [PhD Committee, OASA Recruiting & Admissions, DAR]

Metrics:

- Emails and other efforts to contact alums.
- Number of alums who participate in recruitment activities.
- Number of prospective doctoral students who interact with alums.
- Reported value from both alums and perspectives on the experience.

Actions:

1. Email alums from the doctoral program starting in AY 2023-2024 and gauge interest in participating in our recruiting efforts (e.g., visiting days).
2. Identify appropriate doctoral recruitment activities based on their interest (e.g., a panel for interested applicants, mentoring on personal or statement of purpose writing, etc.).
3. Continue engaging with alums indefinitely, depending on the impact of their involvement in recruiting and funding availability. Evaluate alumni interest, participation, and impact of increased alumni participation on recruitment outcomes.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 7:

[Key Constituency: Students] Expand K-14 outreach and engagement with the purpose of establishing and increasing awareness of and engagement with the field of information science to build mid and early-stage pipelines to degree programs. [DEI Office]

Metrics:

- Number of high schools with which we have established relationships as measured through school visits, student engagement in SI programs, and others.
- Number of participants and schools represented in HS College Counselor workshops and subsequent number of students who participate in SI programs as a result.
- Number UMSI outreach participants who go on to apply to UMSI programs.
- Increase awareness of the field of information and increased interest and motivation to apply to UMSI through the collection of pre / post survey data.

Actions:

1. Benchmark options for an infrastructure/platform for tracking student engagement and accessible reporting on engagement through college including follow up survey data (post-engagement data)
2. Expand support for faculty-led outreach programming, such as Sisters Rise Up
3. Begin creating a suite of outreach activities, workshops, and presentations to offer to K-12 partners and audiences.
4. Expand points of contact and faculty/student involvement with Wolverine Pathways students

and programs

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 8:

[Key Constituency: Staff] Develop a formalized approach to staff mentorship and career development support across all staff with particular attention to better meeting the needs of staff from historically marginalized groups. [Chief of Staff, Director of Human Resources, Dean]

Metrics:

- Retention rates for staff from historically marginalized groups.
- Number of staff engaging in career development and mentorship activities

Actions:

1. Identify UMSI's previous efforts to offer or encourage career development and mentorship activities for UMSI staff members.
2. Consult with UM Organizational Learning and other experts for ideas and input.
3. Engage the UMSI Management Team in developing a proposal with input from staff across the school; share with the Dean and Leadership Team for review and approval.

Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1, and Goal 2

Strategic Objective 9:

[Key Constituency: Faculty] Enhance and expand career development support across all faculty with particular attention to better meeting the needs of faculty from historically marginalized groups. [Associate Dean for Faculty, Dean]

Metrics:

- Maintain retention rates for faculty from historically marginalized groups.
- Number of tenured faculty engaging in mentoring training

Actions:

4. Evaluate UMSI's previous efforts to recognize DEI-related work in its promotion and tenure processes.
5. Monitor service equity at UMSI and take actions as necessary.
6. Formalize mechanisms for connecting faculty with scholarly networks at UMSI & UM.
7. Increase faculty mentoring capability at UMSI through workshops, training the mentors in better mentoring techniques.

Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2

Strategic Objective 10:

[Key Constituency: Students] Encourage and support increased diversity (broadly defined) across leaders of student organizations. [OASA Student Life]

Metrics:

- Demographics of student organization leaders year over year as compared with demographics in 2022-23.

Actions:

1. Benchmark (institutionally and nationally) different models for funding, recognizing and/or rewarding student leadership roles and/or otherwise providing support, recognition, and

rewards; and implement a compensation, rewards and recognition plan based on findings.

2. Promote student organizations and leadership roles more broadly to recruit more interested students (classes, other org meetings, networking, Student Life events).
3. Create more structured opportunities for student leaders to have face time with School (and university and industry) leaders and to have input on decisions impacting students.
4. Create more visible recognition of student organization leaders.

Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2

Strategic Objective 11:

[Key Constituency: Faculty] Cultivate faculty leadership on DEI issues. [Leadership Team, Associate Dean for Faculty]

Metrics:

- Number of nominations for faculty DEI awards
- Number of faculty of all backgrounds taking leadership in DEI issues in their respective research, teaching, and service.

Actions:

- Nominate faculty for exemplary DEI work and leadership for both external and internal awards that recognize this work (e.g., internal UMSI DEI Awards, Skip Ellis award, Harold R. Johnson Diversity Service awards).
- Support faculty to attend bootcamps and other leadership training opportunities on DEI topics.

Primary DEI Goal: Diversity, Inclusion

Strategic Objective 12:

[Key Constituency: Faculty] Increase the diversity (broadly defined) of faculty in leadership roles at UMSI. [Leadership Team, Associate Dean for Faculty]

Metrics:

- Demographics (particularly with respect to historically marginalized identities) of faculty members assuming leadership roles in UMSI committees, academic programs, strategic initiatives, and administrative roles.

Actions:

1. Continue to develop clear succession plans for faculty in leadership roles by cultivating leadership skills across broadly diverse faculty. Offer leadership mentoring opportunities from faculty leaders and through professional development activities (leadership coaching, workshops etc.).

Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1, and Goal 2

Strategic Objective 13:

[Key Constituency: Students] Expand infrastructure and initiatives dedicated to student academic success as part of UMSI student diversity retention efforts with particular focus on students experiencing institutional barriers related to navigating disability accommodations. [OASA Academic Success, Financial Aid]

Metrics:

- Reduction in number of students retaking courses.
- Student feedback from climate surveys and annual OASA student surveys indicate fewer concerns and greater satisfaction about disability accommodation (2022 as baseline year).

Actions:

1. Evaluate focus group report on students with disabilities report. Work to identify recommendations and identify 1-2 to implement in year one in consultation with SSD.

Primary DEI Goal: Diversity, Goal 1, and Goal 2

Strategic Objective 14:

[Key Constituency: Students] To identify gaps in awareness and identify needs for added support, we will expand student experience and outcomes data analysis across (self-reported) broadly diverse identity groups to inform career advising and coaching practice. Increase awareness of student experiences and internship/ career outcomes and opportunities for diverse (broadly defined) student populations with particular attention to gender, citizenship, and race/ethnicity. [Career Development Office (CDO)]

Metrics:

- Process changes are implemented to enable successful implementation of this objective.
- Documented use of this analysis for information sharing and advising

Actions:

1. Prioritize and integrate outcomes data into internal facing reports that inform and support advising, programming etc., admissions/recruiting work and addressed broadly into annual employment report and internship reports.
2. Integrate optional identity-related questions (e.g., identity-related including race, gender identity, disability, international status, etc.) into employment and internship surveys as opposed to relying on data pulls from Wolverine Access (as not all students complete these data requests in Wolverine Access so there are gaps in identity-related data) as well as in gender options.
 - a. build in diversity data points into surveys and/or CareerLink profiles with a specific statement as to “why” we are asking for this data so that it is transparent to students “we are asking this question for this intent and goal...”
3. Identify needs for internal facing data/reports including determining a mechanism for supporting this work i.e., internal dashboard
4. Depending on number of responses, include identity-related data (in the aggregate) in public reports or provide insights about differences in student experience we are learning about related to differences, e.g., race, gender identity, disability, international status, etc.

Primary DEI Goal: Diversity, Equity, Goal 1

Strategic Objective 15:

[Key Constituency: Alumni/ae] Broadly diversify the UMSI Advisory Board and engage the board more directly in philanthropy and service to the school. [Development & Alumni Relations]

Metrics:

- Diversity of advisory board members across many dimensions, including age, geographic location, gender and gender identity, disability status, nationality, profession, degree type, etc.

Actions:

1. Explore mapping board members' self-reported areas of experience and expertise and demographics and track year over year.
2. Engage with a broader set of alumni/donors to identify, based on diversity of perspective and experience, potential board members based on outreach.
3. Explore revising board meeting schedules to allow for more virtual interaction (e.g., fall in person, winter virtual, spring in person optional) and student engagement.

Primary DEI Goal: Diversity, Goal 1

PROCESS (Create an Equitable and Inclusive Campus Climate)

Note: Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

STRATEGIC GOAL 2: Broaden and deepen a culture of care, awareness, self-reflection, accommodation, and community at the school, both as individuals and as an institution.

STRATEGIC GOAL 3: Implement more transparent and effective options for providing feedback and for mediating issues between members of the SI community.

Strategic Objective 16:

[Key Constituency: Students, Staff and Faculty] Provide DEI education, skill-building and active learning engagement opportunities for students, faculty, and staff to build shared understanding that supports UMSI's DEI goals and activities. Include attention to cultural intelligence/global perspectives, gender equity and prevention of sexual misconduct, anti-racism, and anti-ableism. [DEI Office, Engaged Learning Office, OASA Student Life]

Metrics:

- Number of participants and registered attendees for DEI activities.
- Post-event survey responses.
- Click-through and open rates for newsletters and electronic DEI communications (where

applicable).

Actions:

1. Collaborate across UMSI and with other Schools and Colleges or Units on DEI Education Lecture Series with both curricular and co-curricular focus.
2. Evaluate DEI communication channels to maximize educational and skill-building opportunities.
3. Collaborate with the new Staff Activities/Professional Development Committee to offer DEI workshops and develop DEI initiatives geared toward staff.
4. Develop plan for and pilot monthly “Circles of Solidarity and Support”. Providing ongoing space for the UMSI community to share and process local, national, and global issues and events together. Promoting mutual understanding and cultural intelligence.

Primary DEI Goal: Equity, Inclusion, Goal 2

Strategic Objective 17:

[Key Constituency: Students, Staff and Faculty] Promote cultural intelligence and global DEI understanding as a core component of building an inclusive climate and caring school culture. [DEI Office, OASA Student Life, Engaged Learning Office (ELO)]

Metrics:

- Increased satisfaction with climate.
- Increased proportion of students, staff and faculty participating in activities.

Actions:

1. Decorate the student lounge with international flags.
2. Pilot international holiday celebrations in addition to Lunar New Year (Diwali and Holi for example).
3. Offer Educational resources or programs on cultural intelligence / global perspectives.

Primary DEI Goal: Equity, Inclusion, Goal 2

Strategic Objective 18:

Create a new team and program within the DEI Office that will assist with building effective problem-solving skills, support dispute resolution between and among SI students, staff, and faculty and provide training on communication (including giving and receiving feedback), conflict resolution and restorative justice skills. (This is not intended to replace other systems for resolution in the university, but will help serve students, staff, and faculty in meeting their goals around preventing and resolving conflicts or disputes.) [DEI Office, Associate Dean for Academic Affairs, OASA, UMSI HR]

Metrics:

- Annual formative assessment of program effectiveness and impact.
- Amount and nature of concerns expressed about conflicts in course evaluations and other surveys or evaluations.
- Data collected in surveys, focus groups, and/or interviews showing greater satisfaction with conflict resolution practices including length of time, quality of process, feelings associated with the process and clear next steps for resolution.
- % of faculty, students, and staff who access program resources and participate in conflict

resolution training and/or processes.

Actions:

1. Consult with university offices and initiatives related to dispute resolution and restorative justice to inform a UMSI-centric plan for Year 2.
2. Develop and identify resources and offer training on difficult dialogue skills and inclusive interpersonal communication skills across the UMSI community with particular attention to online engagement.
3. Establish and follow processes and practices for dispute resolution and restorative justice practices between students, staff, and faculty with particular attention to best practices for online environments.
4. Develop clearer policies and practices that educate students and faculty on escalation path(s) if issue(s) or interpersonal conflicts are not resolved.
5. Review/Revise and follow processes for claims about academic integrity violations, student-specific academic dispute resolution and formal student appeals processes.

Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3

Strategic Objective 19:

[Key Constituency: Students, Faculty and Staff] Establish and disseminate a set of values and behaviors for SI that exemplify a culture of care. Defining specifics around developing a "culture of care" as a community in Fall 2023 and spelling out specific skills, actions, behaviors that constitute a caring ethos [Leadership Team, DEI Office]

Metrics:

- Future climate surveys will measure the values around our culture of care we espouse are increasingly identified as describing our school culture.

Actions:

1. Convene a series of facilitated, community wide discussions to identify and define a set of values which foster the culture of care desired by the school. Create a list of behaviors and a set of scenarios that witness to each value in concrete ways.
2. Publish the resulting set of culture of care values and behaviors on the UMSI website.
3. Share the culture of care values in faculty and staff onboarding and new student orientation and include them in self-evaluation and leadership evaluation tools.
4. Develop initiatives, professional development workshops and training modules to align with skills identified as necessary to enact culture-of-care values (i.e., active listening, receiving feedback, boundary setting in an academic context, Pronouncing names correctly). In year one, as defining exercise is underway, promote widespread use of "Name Coach" and learning and respecting names.

Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3

Strategic Objective 20:

[Key Constituency: Students, Alumni] Develop an equity and inclusion framework for philanthropy at UMSI. Strengthen Development and Alumni Relations (DAR) internal and external communications to make DEI values more explicit and to provide more transparency and understanding around inclusive and equitable philanthropy practices. [DAR]

Metrics:

- Annual audit/review of DAR practices, communications, webpages, videos, and image use demonstrates alignment with stated vision, goals, and priorities.
- Increased alumni engagement (financial and otherwise) across broadly diverse identity groups (i.e., gender, race, age).

Actions:

1. Develop and then include more robust language on DAR web pages about our DEI vision, values, goals, and priorities.
2. Use inclusive language and images in our communications, including how communications are addressed, timing and content of communications (e.g., taking care with name changes, preferred pronouns and with sensitivity to cultural differences).
3. Develop best practices for highlighting the positive impact of donor funds that centers student agency and reduces potential harm by reducing expectations of students sharing challenging life circumstances and ensuring language and communications avoid stigmatization.

Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3

Strategic Objective 21:

[Key Constituency: Students] Reframe OASA Student Leadership Series to incorporate DEI as a greater focus and including cohort-based DEI skill building and Global DEI perspectives of leadership [OASA-Student Life, DEI Office; ELO]

Metrics:

- Numbers of students that sign up and/or express interest.
- Pre- and post-participant surveys measuring attainment of learning objectives.
- Qualitative measures of sense of community among participants.

Actions:

1. Benchmark and outline a pilot program to launch winter 2024 for a smaller number of students interested in DEI foundations of leadership to build a cohort.
2. Develop learning objectives, participant incentives, session schedule, and application processes for the program.
3. Determine how to expand the program past the initial pilot if successful and explore possible school sponsored org structure.

Primary DEI Goal: Equity and Inclusion, Goal 4

Strategic Objective 22:

[Key Constituency: Students] Increase opportunities for students to build relationships across differences and create an inclusive community at the school, deepening a culture of care and belonging. [OASA-Student Life]

Metrics:

- Increased student satisfaction and sense of belonging over time based on annual student surveys, school climate surveys and program/event specific evaluations.

Actions:

1. Work with student governments (SIBA, SIMA, HISO, MADSA, DEC) to explore more standardized mechanisms for student feedback as part of the school's broader plan in Goal 3

(conflict resolution pathways). This will include benchmarking and focus groups to identify and develop strategies for creating a culture of care and sense of belonging at the school.

2. Create structures for the community from the moment of acceptance (e.g., Facebook page, etc.) where students can connect to learn about the SI community, etc.
3. Establish more opportunities for peer mentorship and support.
4. Identify avenues to engage alumni who have experience in building connections across differences to connect with student groups with diversity-focused missions and with broadly diverse student leaders.
5. Increase opportunities for MADS students to connect in person.

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

Strategic Objective 23:

[Key Constituency: Students] Improve student communications and student notifications involving course registration, formal/informal student academic concerns (probation, grade of concern, academic difficulty, grades of incomplete, etc.) to be more inclusive and supportive. [OASA-Academic Success, Registrar & Student Services; BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee]

Metrics:

- Feedback from students based on a brief point in time survey question that would go out following these communications.
- Feedback from students based on a new question added to the OASA annual student survey about overall communications related to academic progress, academic advising, academic success, registration etc.

Actions:

1. Evaluate mass student communication and current effectiveness as it relates to course registration, student academic concerns, curricular changes, service offerings, etc.
2. Benchmark and research for most effective student communication strategies/best practices in higher education.
3. Update both student handbook policy language and student communications/notifications in alignment with findings connected to research and survey feedback.

Primary DEI Goal: Inclusion, Goal 2

Strategic Objective 24:

[Key Constituency: Students] Evaluate and increase staff knowledge and professional approaches re: academic advising support, particularly with respect to first generation, underrepresented, and international students. [OASA - Academic Success]

Metrics:

- Increased student satisfaction over time based on annual student surveys, school climate surveys and other informal forms of assessment.
- Data from climate surveys broken out by specified groups.
- Time to degree of students from specified groups.
- Academic performance of students from specified groups.

Actions:

1. Benchmark/research best practices (institutional, national level).
2. Build training resource libraries into regular professional development opportunities and embed specific cultural training for specific populations in onboarding schedules/materials with particular focus on East and South Asian cultures in year 1.
3. Conduct research (surveys, focus groups) to better understand support needs and delivery preferences (e.g., individual vs group, proactive vs on-demand), particularly among relevant groups.
4. Networking opportunities for students, including those within and across relevant groups.

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

Strategic Objective 25:

[Key Constituency: Students] Enhance Career Development Office (CDO) co-curricular programming & workshops to prioritize alumni engagement and networking events to lower barriers and increase access for all students (with thoughtful attention to the needs of students from historically minoritized communities); to help students build social capital in support of their career goals. [CDO, DAR]

Metrics:

- Increase alumni/student engagement opportunities.
- Increase and sustain the number of student and alumni participants in engagement opportunities; track and assess underrepresented student participation to increase activity and inform continuous improvement of efforts.
- Evidence of satisfaction and goals met from students and alumni through survey assessment.
- In more than 50% of CDO workshops & programming, offer alumni engagement/networking.

Actions:

1. Collaborate with Development and Alumni Relations (DAR) to expand alumni outreach and increase representation of diverse perspectives and career paths offered through the CDO's existing Alumni Career Connections Program.
2. Re-brand the Alumni Career Connections Program to create greater visibility of alumni engagement opportunities for students.
3. Partner with MADSA student organization on pairing MADS students with MADS alumni.
4. Develop a strategic plan and proposal to move toward a formalized alumni + student mentorship program for all UMSI students with an inclusive and equity focused framework. To begin this process, benchmark mentorship programs to determine goals, models, needs, and resources. Consult with DAR to determine roles and collaboration plans. Submit a proposal to leadership for resources and support needs to move the plan forward.
5. Assess and leverage a university-wide platform for students to access alumni volunteers for informational interviews.

Primary DEI Goal: Equity, Goal 2

Strategic Objective 26:

[Key Constituency: Students] Reinvigorate and expand engaged learning and career development programs that provide high impact educational experiences to meet the diverse needs of students in terms of flexibility, exposure, and career readiness. [ELO, CDO, OASA]

Metrics:

- At least two programs are created and implemented to meet the stated objective.
- Pre-and post-surveys of programs instituted indicate growth in career exposure and/or career readiness.
- Positive feedback from employer partners on the administration of the program and the performance of participating students.
- Programs instituted contribute to student recruitment outcomes per surveys conducted by UMSI Admissions & Recruitment.

Actions:

1. Explore and evaluate options to bring back or create one or more formal, structured internship/engaged learning programs (with a selection process open to all students) that provide significant work experience (two-years) and tuition support for incoming students with employer partners in the form of fellowship opportunities.
2. Research and benchmark options for formalized micro-internships program to continue to expand flexibility and support for internship/engaged learning experiences that provide greater access and flexibility of “types” of professional experience and skill building for students who may have barriers to participating in traditional internships or come to UMSI with limited work experience in professional settings. (This may include first generation, non-traditional or lower SES students; students with disabilities or students from historically minoritized communities, though the program would be open to all.)

Primary DEI Goal: Equity, Goal 4 and Goal 1

Strategic Objective 27:

[Key Constituency: Students, Faculty and Staff] Adopt Universal Design Standards in all UMSI communications and school-wide activities. [Marketing & Communications]

Metrics:

- Deployment and consistent application of Universal Design Standards.
- Deployment and consistent application of social video standards. Achieve a high level of compliance (goal of 100%) with these standards by completion of actions.

Actions:

1. Develop, document, and deploy caption/transcript standards for social video.
2. Measure compliance as part of M&C accessibility reviews.
3. Share advisable or best practices across UMSI.

Primary DEI Goal: Equity and Inclusion, Goal 2

Strategic Objective 28:

[Key Constituency: Students] Increase opportunities for student cross-group/cross-cultural interaction. [BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee, Office of Academic & Student Affairs]

Metrics:

- Data from climate surveys relating to perceptions of empathy, tolerance, acceptance,

belonging categorized by different demographic groups.

- Data from OASA annual student survey related to belonging and engagement.
- % of courses with Name Coach Enabled and Faculty and staff include a link to name coach in their email footers

Actions:

1. Lessons for faculty and staff on how to pronounce non-English names.
2. Increase use of name pronunciation tools in Canvas.
3. Collaborate with OASA Student Life and Student Group Leaders to develop 1-2 events or activities that support cross group interaction either within large classes or outside of classes.

Primary DEI Goal: Inclusion, Goal 2

Strategic Objective 29:

[Key Constituency: Students] Improve accommodation-related practices in courses to advance care and to support universal design for access and learning. [BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee; OASA-Academic Success]

Metrics:

- Quality of student feedback in survey and focus group data on how well (or not) accommodation requests are consistently met over time.
- Faculty feedback on use of accommodative tools and processes in their courses and experience instituting universal design for learning.
- Reported satisfaction with new policies by doctoral students with disabilities.

Actions:

1. Conduct annual audit of student accommodation request process including collaboration with SSD, timeliness of putting accommodations into place, efficacy of selected accommodations, and ease of process for students and faculty.
2. Work with academic success and academic advising teams to establish processes for identifying students who require program level (vs course level) accommodations support and establish protocols for common accommodation requests.
3. Develop official UMSI policy on accommodations for doctoral students with disabilities with input from students, staff and faculty and identify best practices and types of accommodation suited for doctoral studies.
4. Educational Technology unit will support faculty to implement and embed universal design for learning best practices such as accessible slides and lecture capture transcripts.
5. Design a survey to measure current community standards regarding accommodations practices both for formal accommodations such as SSD and informal accommodations for students going through life events.
6. Promote as a standard practice, instructors using personalized language to verbally inform the class about SSD accommodations in the first class. Create mechanisms to support this practice.

Primary DEI Goal: Equity and Inclusion, Goal 2

Strategic Objective 30:

[Key Constituency: Students, Faculty and Staff] Develop and implement a set of activities, practices and policies across students, staff and faculty that support a school-wide culture of care embodied in

an environment that decreases hierarchy and increases connection, inclusion, camaraderie, and joy. [DEI Committee, DE Office, UMSI HR, OASA, Leadership Team]

Metrics:

- Improved sense of faculty-staff community and school-wide community, collegiality, and equity in climate survey reports.
- Increasing and then sustained participation for faculty and staff and students.
- Satisfaction with activities based on point in time evaluation surveys.

Actions:

1. Charge the DEI Committee to lead efforts in consultation with the staff activities planning committee, faculty and staff, UMSI HR, OASA and the DEI Office to develop ideas and plans for practices, policies, and activities.
2. DEI Committee to share ideas for input at a faculty meeting, at a staff meeting and with student leaders.
3. Implement 1-2 new practices, policies or activities and seek feedback through a short evaluation survey.

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

ONLINE MASTER’S STUDENTS (MADS)

Strategic Objective 31:

[Key Constituency: Online Degree Students] Strengthen the MADS community both within and beyond building better relationships between and among MADS and other UMSI students, alumni, faculty, and staff. [Online Programs Committee, OASA]

Metrics:

- Proportion of MADS students and alumni who have participated in community-based programs and events.
- Proportion of MADS students and alumni who demonstrate or report increased connection to and comfort within the MADS and UMSI community, across the range of identities of MADS students, via surveys or other instruments, paying particular attention to international, minoritized, and women MADS students.
- Proportion of MADS students and alumni who report using Slack and Slack metrics in special interest and community focused channels.
- Quantify aggregated faculty engagement with Online Programs students outside of the regular curriculum (e.g., 1:1 mentoring, presence on Slack, community events, talks).

Actions:

1. Collaborate with faculty, CDO, ELO, DAR, Student Life, and/or MADSA on MADS/SI community events and programs (in-person and virtual) with different focal points (e.g., affinity, special interest, professional, lifespan, academic etc.).

Primary DEI Goal: Inclusion, Goal 2

PHD STUDENTS

Strategic Objective 32:

[Key Constituency: Doctoral Students] Increase the number of mechanisms available for doctoral students to provide feedback to their advisors. [PhD Committee]

Metrics:

- Number of feedback mechanisms available to students.
- Reported comfort level by students in providing feedback.

Actions:

1. Review the options available for students to provide feedback about their advisor(s) in the Annual Review Student Report and consider asking more specific questions.
2. Ensure that advisors and doctoral students create a mentoring agreement with guidelines for the student to provide feedback.
3. Consider providing aggregated feedback from doctoral students to faculty more frequently than yearly.
4. Continue using the new feedback mechanisms indefinitely, depending on their success and funding availability.

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Note: Strategies and action items for **Products** are designed to integrate DEI solutions into our curricular and co-curricular educational programs and teaching methodologies, and to foster scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued, and supported.

STRATEGIC GOAL 4: Make curricular and co-curricular activities more inclusive and anti-racist, both in content and pedagogy.

ALL STUDENTS

Strategic Objective 33:

[Key Constituency: Students] Develop, launch, and refine engaged learning modules to prepare students to be socially conscious information professionals in alignment with the anti-racist curricular initiative. These modules will focus on enhanced teamwork experiences and engagement with clients, preparing students to work with diverse civic partners in courses and in a variety of co-curricular activities. [ELO, DEI Office]

Metrics:

- Increased participation of BSI, MSI, MHI, and MADS students in at least one co-curricular workshop, educational session or curricular module on teamwork and civic partner engagement.
- Students report an increase in self-awareness and perceptions of readiness to engage in difficult conversations with team members through ELO annual surveys and course evaluations.
- Favorable faculty response to the resources and educational sessions through survey

responses and other evaluation efforts.

- Internal and external partners report via survey positive feedback on student engagement with them in the areas of team engagement and client engagement.

Actions:

1. Teamwork: Implement a scaffolded series of self-awareness, cultural intelligence, and teamwork-oriented skill building modules across BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee; Module learning objectives include self-awareness of identity, privilege, and power; teamwork styles, role development, and communication; conflict resolution; and the synthesis of these skills in capstone and mastery courses (or other co-curricular experiences).
2. Client engagement: Create a scaffolded series of modules that could be implemented across all academic degree programs. Module learning objectives include skill development in the areas of communication with external organizations, understanding of power and privilege associated with working with external organizations, change management, project management, and sustainability practices that ensure mutually beneficial outcomes for students and civic partners in terms of project development and adoption.
3. In the first year, develop two foundational teamwork workshops & two client engagement workshops (1 of each per term) for use across all degree programs and train staff on topics for facilitation.

Primary DEI Goal: Equity, Inclusion, Goal 4

Strategic Objective 34:

[Key Constituency: Students] Update course content and pedagogy to make them more inclusive and anti-racist. [Faculty, BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee]

Metrics:

- # of courses with DEI content and the number of DEI related pedagogical practices adopted.
- % of faculty who indicate referencing and incorporating content from “Good practices for Anti-Racist Design of Courses” document, UMSI Inclusive teaching canvas site or resource.

Actions:

1. Each faculty member will make one or two meaningful changes per semester to one course that they have taught before, to make it more equitable, inclusive and/or anti-racist.
2. Update “Good practices for Anti-Racist Design of Courses” document for faculty to reference when making changes and develop process for reminding faculty of this commitment & providing supporting resources and opportunities for consultation.
3. Program Committees discuss tactics and approaches already in use and shared by SI and other U-M faculty for making courses more inclusive, equitable, and anti-racist, during a Program Committee meeting at least once each academic year. May include consultation with the DEI Office.

Primary DEI Goal: Equity, Inclusion, Goal 4

Strategic Objective 35:

[Key Constituency: Students] Ensure DEI learning goals are included in the curriculum such that all students attain the goals regardless of pathway/career goal. [BSI Committee, MHI Committee, MSI

Metrics:

- Mapping of learning goals to courses that demonstrates that all students will be exposed to and assessed on DEI related content.
- Data on how many students receive waivers or exceptions for courses that have significant DEI learning goals.
- Include evidence of student knowledge or alternate path to attainment of DEI related content in waiver/exception criteria waivers / exceptions.

Actions:

1. Map learning goals to courses to assess if all students will be exposed to and assessed on DEI related content.
2. Analyze existing course learning goals for match with DEI learning goals.

Primary DEI Goal: Equity, Inclusion, Goal 4

ONLINE MASTER'S STUDENTS

Strategic Objective 36:

[Key Constituency: Online degree program students] Implement continued curriculum improvements to reflect key DEI themes and international data science perspectives into the MADS program curriculum. [Online Programs Committee]

Metrics:

- Increased program-level coverage of key DEI themes, including anti-racist, anti-colonial, and inclusive perspectives internationally, as measured by evolution of course syllabus coverage and learning outcomes that reflect curricular changes.
- Increased number of course activities (assignments, readings, videos, etc.) that surface key DEI themes in MADS courses.
- Increased number of curricular student learning outcomes focusing on exposure to and synthesis of key DEI themes and perspectives.
- Identify legally permissible ways to form diverse student teams based on broad diversity criteria to encourage practice in working across many types of differences, e.g., background, experience, perspective, etc. Increase the diversity of student teams (e.g., more racial/ethnic, gender, and geographic representation).

Actions:

1. Develop teaching materials and examples (e.g., data ethics, privacy, facial recognition, algorithmic bias, discrimination) to include in MADS courses.
2. Create an international speaker series bringing in data scientists from around the world to present and make sense of global data science issues.

Primary DEI Goal: Equity, Inclusion, Goal 4

FACULTY

Strategic Objective 37:

[Key Constituency: Faculty] Improve faculty competency and pedagogical expertise in discussing DEI topics and dealing with DEI issues in the classroom. [Faculty]

Metrics:

- Number of faculty who attend DEI-focused events each year.
- Pedagogical competency in antiracist teaching.
- Degree of knowledge among faculty about DEI-related issues.

Actions:

1. Each faculty member attends 2 DEI-related workshops, talks, or seminars each year.

Primary DEI Goal: Equity, Inclusion, Goal 4

Goal-related Metrics – UMSI Measures Tracked Over Time

School, College, or Unit Metrics:

Undergraduate Students

Demographic Composition:

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

Graduation Rates:

- *4-Year*
- *6-Year*

Enrollment:

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

Climate Survey Indicators (sample indicators listed below):

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

Graduate Students

Demographic Composition:

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

Enrollment:

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

Climate Survey Indicators (sample indicators listed below):

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

Staff

Demographic Composition:

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

Climate Survey Indicators (sample indicators listed below):

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

Faculty

Demographic Composition:

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

Climate Survey Indicators (sample indicators listed below):

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

Additional Information re: UMSI Tracked Goal-Related Metrics

UMSI also plans to track metrics organized by our four top-level goals.

- 1) Improve diversity, broadly defined, of all cohorts – among students, staff, and faculty – with particular attention to minoritized populations.
 - Metrics:
 - (1) Demographics in each of five-degree programs.
 - (2) Demographics of staff.
 - (3) Demographics of faculty.
- 2) Broaden and deepen a culture of care, awareness, self-reflection, accommodation, and community at the school, both as individuals and as an institution.
 - Metrics:
 - (1) Climate survey and focus group results.
 - (2) Shifts in nature of informal feedback from students, staff, and faculty.
- 3) Implement more transparent and effective options for providing feedback and for mediating issues between members of the UMSI community.
 - Metrics:
 - (1) The fact of such options being implemented.
 - (2) Use of and satisfaction with such options, as expressed by students by degree program, staff, and faculty.
- 4) Make curricular and co-curricular activities more inclusive and anti-racist, both in content and pedagogy.
 - Metrics:
 - (1) Increase in inclusive and anti-racist elements in courses, based on periodic syllabus reviews.
 - (2) Climate survey results.

Action Planning Tables with Details and Accountabilities

Fill in the tables with additional details about actions, including deliverables and assignments.

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Students	<p>1. Increase the diversity of students in all cohorts. Specifically:</p> <ul style="list-style-type: none"> • Increase the number and percentage of AHN applicants across all programs. • increase enrollments of trans and non-binary applicants. • Increase representation of student applicants from low-income backgrounds. • Increase representation of first-generation college students across all programs • Increase representation of applicants not identifying as men in the MADS program. 	<ul style="list-style-type: none"> • Increased and/or consistent attendance and engagement with organizations that reach diverse audiences. • Increased and/or consistent student, staff and faculty representation and attendance at national and regional conferences in support of DEI recruitment efforts. Improvements or consistently positive indicators from evaluation of the applicant experience. • Increases in % of historically minoritized students (including low-income) from application to graduation in each academic program. • Increased % of MADS Students who are women. • Reported value of new non-financial resources by PhD SI Merit students and Masters Achievement Fellows. 	<ul style="list-style-type: none"> • Hire and onboard Diversity Recruitment Assistant Director whose focus will be to increase and maintain recruitment initiatives and efforts, including as related to populations historically marginalized in UMSI and higher education across all degree programs. • Establish peer mentor opportunities connecting applicants with current students with matching options that consider stated interests, perspectives, and background to support navigation of the application, admission, and decision process. • Identify and implement best practices for inclusive language and questions (i.e., gender and gender identity) on all SI applications. Review and assess impact and ongoing changes. • Continue to advocate and lead campus conversations around university policies for collecting, tracking, and reporting (i.e., sex and gender). • Conduct a survey or focus group to evaluate the applicant experience. • Across all academic programs and working with M&C, develop materials and digital/web content to provide clear and consistent messaging, with emphasis and attention to broad diversity and reducing barriers. For MADS online degree program, specific focus on executing specific and/or targeted messaging built around top interests/concerns relevant to 	<p><i>Office of Academic and Student Affairs (OASA), Recruitment & Admissions, Student Financials and Academic Success, Marketing & Communications (M&C), BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee</i></p>

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
		<ul style="list-style-type: none"> • Review and audit of digital/web content and related reach and use analytics. • Review and audit of best practices and inclusive language in applications and related communications. 	<p>women, to increase the gender diversity of the program’s applicant pool.</p> <ul style="list-style-type: none"> • Increase methods of information sharing with UMSI faculty, staff, and students regarding our efforts to promote broad diversity across all academic programs, and regularly seek input on new strategies, contacts, and methods to support recruitment of broadly diverse populations. • Begin to explore alternate admissions pathways into MADS (i.e., Master Tracks) that increase access to broadly diverse student populations resulting in recommendations for decisions and plans. • Develop a plan to increase diversity broadly speaking for MADS, track progress over time. • Provide SI PhD Merit students and Master’s Achievement Fellows with similar non-financial resources that Rackham offers to their RMF students (e.g., mentoring, workshops, gatherings, etc.). Pilot with PhD students then broaden to other programs. <p>Primary DEI Goal: Diversity, Goal 1</p>	
Staff	2. Increase diversity of staff including race, ethnicity, gender and gender identity, disability, age, citizenship, veteran status, religion and more to reflect demographics of the qualified labor pools.	<ul style="list-style-type: none"> • % composition of staff reflects the demographic composition of the qualified labor pools for the relevant staff category. • Change in % composition by functional area in historically marginalized dimensions, such as more women in IT/computing and more men in student affairs and human resources. 	<ul style="list-style-type: none"> • Increase use of talent acquisition services provided by University Human Resources to develop more diverse applicant pools. • Provide staff relocation expenses. • Convene a set of meetings with a staff diversity recruiting expert to generate strategies and plans for new staff recruitment efforts to broaden diversity of applicant pools. • Explore the potential of a telecommuting center at the proposed Detroit Center where staff living in Detroit and surrounding areas could work to limit the need for relocation. 	<i>Leadership Team, UMSI HR, Staff Supervisors, DEI Office</i>

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
		<ul style="list-style-type: none"> • Increase in self-reported identities including race/ethnicity, gender/gender identity, disability, and veteran status. • % of hiring managers who complete implicit bias in hiring process training. 	<ul style="list-style-type: none"> • Require/Encourage all hiring managers to complete Implicit Bias training like faculty requirements for STRIDE training. Review current anti-bias efforts and adjust where needed. <p>Primary DEI Goal: Diversity, Goal 1</p>	
Faculty	3. Increase diversity, broadly defined, of faculty.	<ul style="list-style-type: none"> • Increase in the number of faculty from historically marginalized communities. • Percentage of faculty who have completed STRIDE Training 	<ul style="list-style-type: none"> • Re-invigorate a standing search committee and develop a set of year-round strategies for cultivating relationships and fostering future faculty candidates. • Continue requiring members of faculty search committees to complete STRIDE training and encourage all other faculty to attend. • Continue to apply guidance actively and consistently from STRIDE training in the recruiting and selection processes; document and report/share out about these practices. • Evaluate current efforts and implement ways to improve SI's implementation of best practices from ADVANCE in the faculty hiring process. • Continue our current and successful efforts with recruiting for the Presidential Postdocs program and/or apply strategies used for PFPF in broader faculty recruitment efforts. • Assess capacity and explore development of Summer Research Fellowship for early-stage doctoral students at other institutions, including benchmarking similar programs at UM or other institutions. • Advocate with the University to increase relationships with local universities and businesses to improve placement of 	<p><i>Leadership Team, Faculty Search Chair, Faculty Search Committees</i></p>

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
			<p>faculty partners (dual career) to support recruitment and retention.</p> <ul style="list-style-type: none"> Evaluate diversity of MADS instructors and continue to broaden publicity and outreach efforts to reach broadly diverse candidate pools. <p>Primary DEI Goal: Diversity, Goal 1</p>	
Students, Staff and Faculty	4. Leaders from the UMSI DEI Office and the Dean will work with the Director of Development and Alumni Relations to review and update DEI fundraising priorities, goals, and progress, engaging key constituents (students, staff, faculty, and alumni) to inform priorities and goals.	<ul style="list-style-type: none"> DEI fundraising priorities, goals, and progress are consistently and clearly stated and communicated to students, staff, faculty, and alumni. DEI fundraising priorities and goals are regularly reviewed and updated to reflect evolving needs with input from students, staff, faculty, and alumni. 	<ul style="list-style-type: none"> UMSI's Dean, DEI Leads and Director of Development and Alumni Relations will meet bi-annually to discuss DEI funding needs and priorities in unit. 	<i>DEI Office, Development & Alumni Relations (DAR)</i>
All Students	5. Increase donor support for student scholarships, wraparound support and emergency funding including need-based scholarships and DEI-related efforts that are within legal parameters.	<ul style="list-style-type: none"> Increase in funds allocated for and/or generated through external sources for student financial support in BSI, MSI, MHI, MADS Increase of students from broadly diverse backgrounds due to the UMSI Graduate Guarantee Increased number of awards for students who identify as first-generation college student; first generation US citizen; experienced financial hardship; Pell eligible; come from educational, cultural, or geographic background that is 	<ul style="list-style-type: none"> Assess effectiveness of current need-based aid and diversity focused scholarships (e.g., UMSI's Achievement Fellowship) for master's students (such as the UMSI Go Blue Guarantee); revise as needed and continue to actively promote need-based and diversity-related aid. Explore funding models and increase available funding opportunities to equitably provide scholarship funding for MADS like other UMSI programs. Increase the visibility and awarding of the SI Achievement Fellowships in the MSI and MHI Determine new ways to identify and support financial hardship and need. 	<i>Office of Academic & Student Affairs (OASA), Development & Alumni Relations (DAR)</i>

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
		<p>underrepresented in graduate study.</p>	<ul style="list-style-type: none"> Increase and communicate external sources of funding for incoming students; particular emphasis on broadly sharing information about external funding that supports students from historically marginalized backgrounds. <p>Primary DEI Goal: Diversity and Inclusion, Goal 1 and Goal 2</p>	
PhD Students	6. Engage alums in supporting our recruiting of doctoral students to leverage our existing strengths in diversity, broadly defined.	<ul style="list-style-type: none"> Emails and other efforts to make contact with alums. Number of alums who participate in recruitment activities. Number of prospective doctoral students who interact with alums. Reported value from both alums and perspectives on the experience. 	<ul style="list-style-type: none"> Email alums from the doctoral program starting in AY 2023-2024 and gauge interest in participating in our recruiting efforts (e.g., visiting days). Identify appropriate doctoral recruitment activities based on their interest (e.g., a panel for interested applicants, mentoring on personal or statement of purpose writing, etc.). Continue engaging with alums indefinitely, depending on the impact of their involvement in recruiting and funding availability. Evaluate alumni interest, participation, and impact of increased alumni participation on recruitment outcomes. <p>Primary DEI Goal: Diversity, Goal 1</p>	PhD Committee, Development & Alumni Relations (DAR)
All Students	7. Expand K-14 outreach and engagement with the purpose of establishing and increasing awareness of and engagement with the field of information science to build mid and early-stage pipelines to degree programs.	<ul style="list-style-type: none"> Number of high schools with which we have established relationships as measured through school visits, student engagement in SI programs, and others. Number of participants and schools represented in HS College Counselor workshops and subsequent number of students who participate in SI programs as a result. 	<ul style="list-style-type: none"> <i>Benchmark options for an infrastructure/platform for tracking student engagement and accessible reporting on engagement through college including follow up survey data (post-engagement data)</i> <i>Expand support for faculty-led outreach programming, such as Sisters Rise Up</i> <i>Begin creating a suite of outreach activities, workshops, and presentations to offer to K-12 partners and audiences.</i> <i>Expand points of contact and faculty/student involvement with Wolverine Pathways students and programs</i> <p>Primary DEI Goal: Diversity, Goal 1</p>	DEI Office

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
		<ul style="list-style-type: none"> • Number UMSI outreach participants who go on to apply to UMSI programs. • Increase awareness of the field of information and increased interest and motivation to apply to UMSI through the collection of pre / post survey data. 		
Staff	8. Develop a formalized approach to staff mentorship and career development support across all staff with particular attention to better meeting the needs of staff from historically marginalized groups.	<ul style="list-style-type: none"> • Maintain retention rates for staff from historically marginalized groups. • Increase number of staff engaging in career development and mentorship activities. 	<ul style="list-style-type: none"> • Identify UMSI's previous efforts to offer or encourage career development and mentorship activities for UMSI staff members. • Consult with UM Organizational Learning and other experts for ideas and input. • Engage the UMSI Management Team in developing a proposal with input from staff across the school; share with the Dean and Leadership Team for review and approval. <p>Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2</p>	Chief of Staff, Director of Human Resources, Dean
Faculty	9. Enhance and expand career development support across all faculty with particular attention to better meeting the needs of faculty from historically marginalized groups.	<ul style="list-style-type: none"> • Maintain retention rates for faculty from historically marginalized groups. • Increase number of tenured faculty engaging in mentoring training. 	<ul style="list-style-type: none"> • Evaluate UMSI's previous efforts to recognize DEI-related work in its promotion and tenure processes. • Monitor service equity at UMSI and take actions as necessary. • Formalize mechanisms for connecting faculty with scholarly networks at UMSI & UM • Increase faculty mentoring capability at UMSI through workshops, training the mentors in better mentoring techniques. <p>Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2</p>	Associate Dean for Faculty, Dean

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Students	10. Encourage and support increased diversity (broadly defined) across leaders of student organizations.	<ul style="list-style-type: none"> Demographics of student organization leaders year over year as compared with demographics in 2022-23. 	<ul style="list-style-type: none"> Benchmark (institutionally and nationally) different models for funding, recognizing and/or rewarding student leadership roles and/or otherwise providing support, recognition, and rewards; and implement a compensation, rewards and recognition plan based on findings. Promote student organizations and leadership roles more broadly to recruit more interested students (classes, other org meetings, networking, Student Life events). Create more structured opportunities for student leaders to have face time with School (and university and industry) leaders and to have input on decisions impacting students. Create more visible recognition of student organization leaders. <p>Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2</p>	OASA Student Life
Faculty	11. Cultivate faculty leadership on DEI issues.	<ul style="list-style-type: none"> Number of nominations for faculty DEI awards Number of faculty of all backgrounds taking leadership in DEI issues in their respective research, teaching, and service. 	<ul style="list-style-type: none"> Nominate faculty for exemplary DEI work and leadership for both external and internal awards that recognize this work (e.g., internal UMSI DEI Awards, Skip Ellis award, Harold R. Johnson Diversity Service awards). Support faculty to attend bootcamps and other leadership training opportunities on DEI topics. <p>Primary DEI Goal: Diversity, Inclusion</p>	Leadership Team, Associate Dean for Research
Faculty	12. Increase the diversity (broadly defined) of faculty in leadership roles at UMSI.	<ul style="list-style-type: none"> Demographics (particularly with respect to historically marginalized identities) of faculty members assuming leadership roles in UMSI committees, academic programs, strategic initiatives, and administrative roles. 	<ul style="list-style-type: none"> Continue to develop clear succession plans for faculty in leadership roles by cultivating leadership skills across broadly diverse faculty. Offer leadership mentoring opportunities from faculty leaders and through professional development activities (leadership coaching, workshops etc.). <p>Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2</p>	Leadership Team, Associate Dean for Faculty

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Students	13. Expand infrastructure and initiatives dedicated to student academic success as part of UMSI student diversity retention efforts with particular focus on students experiencing institutional barriers related to navigating disability accommodations.	<ul style="list-style-type: none"> Reduction in number of students retaking courses. Student feedback from climate surveys and annual OASA student surveys indicate fewer concerns and greater satisfaction about disability accommodation (2022 as baseline year). 	<ul style="list-style-type: none"> Evaluate focus group report on students with disabilities report. Work to identify recommendations and identify 1-2 to implement in year one in consultation with SSD. <p>Primary DEI Goal: Diversity, Goal 1 and Goal 2</p>	OASA Academic Success, Financial Aid
Students	14. To identify gaps in awareness and identify needs for added support, we will expand student experience and outcomes data analysis across (self-reported) broadly diverse identity groups to inform career advising and coaching practice. Increase awareness of student experiences and internship/ career outcomes and opportunities for diverse (broadly defined) student populations with particular attention to gender, citizenship, and race/ethnicity.	<ul style="list-style-type: none"> Process changes are implemented to enable successful implementation of this objective. Documented use of this analysis for information sharing and advising. 	<ul style="list-style-type: none"> Prioritize and integrate outcomes data into internal facing reports that are used in advising, programming etc., admissions/recruiting work and incorporated broadly into i.e., annual employment report and internship reports. Integrate identity-based questions into employment and internship surveys as opposed to relying on data pulls from Wolverine Access (as not all students complete these data requests in Wolverine Access so there are gaps in identity-based data) as well as in gender options. Build in diversity data points into surveys and/or CareerLink profiles with a specific statement as to “why” we are asking for this data so that it is transparent to students “we are asking this question for this intent and goal...” Identify needs for internal facing data/reports including determining a mechanism for supporting this work i.e., internal dashboard? Depending on number of responses, include identity-based data (broadly) in public reports. <p>Primary DEI Goal: Diversity, Equity, Goal 1</p>	Career Development Office (CDO)
Alumni/ae	15. Broadly diversify the UMSI Advisory Board and engage the	<ul style="list-style-type: none"> Diversity of advisory board members across many dimensions, 	<ul style="list-style-type: none"> Explore mapping board members’ self-reported demographics and track year over year. 	Development & Alumni Relations

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
	board more directly in philanthropy and service to the school.	including age, geographic location, gender and gender identity, disability status, nationality, profession, degree type, etc.	<ul style="list-style-type: none"> Engage with a broader set of alumni/donors to identify potential board members based on outreach. Explore revising board meeting schedules to allow for more virtual interaction (e.g., fall in person, winter virtual, spring in person optional) and student engagement. 	

PROCESS (Create an Equitable and Inclusive Campus Climate)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Students, Faculty, Staff	<p>16. Provide DEI education, skill-building and active learning engagement opportunities for students, faculty, and staff to build shared understanding that supports UMSI's DEI goals and activities.</p> <p>Include attention to cultural intelligence/global perspectives, gender equity and prevention of sexual misconduct, anti-racism, and anti-ableism.</p>	<ul style="list-style-type: none"> Number of participants and registered attendees for DEI activities. Post-event survey responses. Click-through and open rates for newsletters and electronic DEI communications (where applicable). 	<ul style="list-style-type: none"> Collaborate across UMSI and with other Schools and Colleges or Units on DEI Education Lecture Series with both curricular and co-curricular focus. Evaluate DEI communication channels to maximize educational and skill-building opportunities. Collaborate with the new Staff. Activities/Professional Development Committee to offer DEI workshops and develop DEI initiatives geared toward staff. Develop plan for and pilot monthly "Circles of Solidarity and Support". Providing ongoing space for the UMSI community to share and process local, national, and global issues and events together. Promoting mutual understanding and cultural intelligence. <p>Primary DEI Goal: Equity, Inclusion, Goal 2</p>	<i>DEI Office, Engaged Learning Office, OASA Student Life</i>
Students, Faculty, Staff	17. Promote cultural intelligence and global DEI understanding as a core	<ul style="list-style-type: none"> Increased satisfaction with climate. 	<ul style="list-style-type: none"> Decorate the student lounge with international flags. 	DEI Office, OASA Student Life, Engaged

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
	component of building an inclusive climate and caring school culture.	<ul style="list-style-type: none"> Increased proportion of students, staff and faculty participating in activities. 	<ul style="list-style-type: none"> Pilot international holiday celebrations in addition to Lunar New Year (Diwali and Holi for example). Offer Educational resources or programs on cultural intelligence / global perspectives. <p><i>Primary DEI Goal: Equity, Inclusion, Goal 2</i></p>	Learning Office (ELO)
Students, Faculty and Staff	<p>18. Create a new team and program within the DEI Office that will assist with building effective problem-solving skills, support dispute resolution between and among SI students, staff, and faculty and provide training on communication (including giving and receiving feedback), conflict resolution and restorative justice skills.</p> <p>(This is not intended to replace other systems for resolution in the university, but will help serve students, staff, and faculty in meeting their goals around preventing and resolving conflicts or disputes.)</p>	<ul style="list-style-type: none"> Annual formative assessment of program effectiveness and impact. Amount and nature of concerns expressed about conflicts in course evaluations and other surveys or evaluations. Data collected in surveys, focus groups, and/or interviews showing greater satisfaction with conflict resolution practices including length of time, quality of process, feelings associated with the process and clear next steps for resolution. % of faculty, students, and staff who access program resources and participate in conflict resolution training and/or processes. 	<ul style="list-style-type: none"> Consult with university offices and initiatives related to dispute resolution and restorative justice to inform a UMSI-centric plan for Year 2. Develop and identify resources and offer training on difficult dialogue skills and inclusive interpersonal communication skills across the UMSI community with particular attention to online engagement. Establish and follow processes and practices for dispute resolution and restorative justice practices between students, staff, and faculty with particular attention to best practices for online environments. Develop clearer policies and practices that educate students and faculty on escalation path(s) if issue(s) or interpersonal conflicts are not resolved. Review/Revise and follow processes for claims about academic integrity violations, student-specific academic dispute resolution and formal student appeals processes. <p><i>Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3</i></p>	DEI Office, Associate Dean for Academic Affairs, OASA, ELO, UM SI HR
Students, Faculty and Staff	19. Establish and disseminate a set of values and behaviors for SI that exemplify a culture of care. Defining specifics around developing a "culture of care" as a community in	<ul style="list-style-type: none"> Future climate surveys will measure the values around our culture of care we espouse are increasingly identified as describing our school culture. 	<ul style="list-style-type: none"> Convene a series of facilitated, community wide discussions to identify and define a set of values which foster the culture of care desired by the school. Create a list of behaviors and a set of scenarios that witness to each value in concrete ways. 	Leadership Team, DEI Office

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
	Fall 2023 and spelling out specific skills, actions, behaviors that constitute a caring ethos		<ul style="list-style-type: none"> • Publish the resulting set of culture of care values and behaviors on the UMSI website. • Share the culture of care values in faculty and staff onboarding and new student orientation and include them in self-evaluation and leadership evaluation tools. • Develop initiatives, professional development workshops and training modules to align with skills identified as necessary to enact culture-of-care values (i.e., active listening, receiving feedback, boundary setting in an academic context, Pronouncing names correctly). In year one, as defining exercise is underway, promote widespread use of "Name Coach" and learning and respecting names. <p><i>Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3</i></p>	
Students, Alumni	20. Develop an equity and inclusion framework for philanthropy at UMSI. Strengthen Development and Alumni Relations (DAR) internal and external communications to make DEI values more explicit and to provide more transparency and understanding around inclusive and equitable philanthropy practices.	<ul style="list-style-type: none"> • Annual audit/review of DAR practices, communications, webpages, videos, and image use demonstrates alignment with stated vision, goals, and priorities. • Increased alumni engagement (financial and otherwise) across broadly diverse identity groups (i.e., gender, race, age). 	<ul style="list-style-type: none"> • Develop and then include more robust language on DAR web pages about our DEI vision, values, goals, and priorities. • Use inclusive language and images in our communications, including how communications are addressed, timing and content of communications (e.g., taking care with name changes, preferred pronouns and with sensitivity to cultural differences). • Develop best practices for highlighting the positive impact of donor funds that centers student agency and reduces potential harm by reducing expectations of students sharing challenging life circumstances and ensuring language and communications avoid stigmatization. <p><i>Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3</i></p>	DAR

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Students	21. Reframe OASA Student Leadership Series to incorporate DEI as a greater focus and including cohort-based DEI skill building and Global DEI perspectives of leadership.	<ul style="list-style-type: none"> • Numbers of students that sign up and/or express interest. • Pre- and post-participant surveys measuring attainment of learning objectives. • Qualitative measures of sense of community among participants. 	<ul style="list-style-type: none"> • Benchmark and outline a pilot program to launch winter 2024 for a smaller number of students interested in DEI foundations of leadership to build a cohort. • Develop learning objectives, participant incentives, session schedule, and application processes for the program. • Determine how to expand the program past the initial pilot if successful and explore possible school sponsored org structure. <p>Primary DEI Goal: Equity and Inclusion, Goal 4</p>	OASA Student Life, DEI Office, ELO
All Students	22. Increase opportunities for students to build relationships across differences and create an inclusive community at the school, deepening a culture of care and belonging.	<ul style="list-style-type: none"> • Increased student satisfaction and sense of belonging over time based on annual student surveys, school climate surveys and program/event specific evaluations. 	<ul style="list-style-type: none"> • Work with student governments (SIBA, SIMA, HISO, MADSA, DEC) to explore more standardized mechanisms for student feedback as part of the school's broader plan in Goal 3 (conflict resolution pathways). This will include benchmarking and running focus groups to develop strategies for creating a culture of care and sense of belonging at the school. • Create structures for the community from the moment of acceptance (e.g., Facebook page, etc.) where students can connect to learn about the SI community, etc. • Establish more opportunities for peer mentorship and support. • Identify avenues to engage alumni who have experience in building connections across differences to connect with student groups with diversity-focused missions and with broadly diverse student leaders. • Increase opportunities for MADS students to connect in person. <p>Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3</p>	OASA Student Life

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Students	23. Improve student communications and student notifications involving course registration, formal/informal student academic concerns (probation, grade of concern, academic difficulty, grades of incomplete, etc.) to be more inclusive and supportive.	<ul style="list-style-type: none"> Feedback from students based on a brief point in time survey question that would go out following these communications. Feedback from students based on a new question added to the OASA annual student survey about overall communications related to academic progress, academic advising, academic success, registration etc. 	<ul style="list-style-type: none"> Evaluate mass student communication and current effectiveness as it relates to course registration, student academic concerns, curricular changes, service offerings, etc. Benchmark and research for most effective student communication strategies/best practices in higher education. Update both student handbook policy language and student communications/notifications in alignment with findings connected to research and survey feedback. <p><i>Primary DEI Goal: Inclusion, Goal 2</i></p>	OASA-Academic Success, Registrar & Student Services, BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee
All Students	24. Evaluate and increase staff knowledge and professional approaches re: academic advising support, particularly with respect to first generation, underrepresented, and international students.	<ul style="list-style-type: none"> Increased student satisfaction over time based on annual student surveys, school climate surveys and other informal forms of assessment. Data from climate surveys broken out by specified groups. Time to degree of students from specified groups. Academic performance of students from specified groups. 	<ul style="list-style-type: none"> Benchmark/research best practices (institutional, national level). Build training resource libraries into regular professional development opportunities and embed specific cultural training for specific populations in onboarding schedules/materials with particular focus on East and South Asian cultures in year 1. Conduct research (surveys, focus groups) to better understand support needs and delivery preferences (e.g., individual vs group, proactive vs on-demand), particularly among relevant groups. Networking opportunities for students, including those within and across relevant groups. <p><i>Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3</i></p>	OASA Academic Advising, Academic Success
All Students	25. Enhance Career Development Office (CDO) co-curricular programming & workshops to prioritize alumni engagement and	<ul style="list-style-type: none"> Increase alumni/student engagement opportunities. Increase and sustain the number of student and alumni participants in engagement 	<ul style="list-style-type: none"> Collaborate with Development and Alumni Relations (DAR) to expand alumni outreach and increase representation of diverse perspectives and career paths offered through the CDO's existing Alumni Career Connections Program. 	CDO, DAR

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
	networking events to lower barriers and increase access for all students (with thoughtful attention to the needs of students from historically minoritized communities); to help students build social capital in support of their career goals.	<p>opportunities; track and assess underrepresented student participation to increase activity and inform continuous improvement of efforts.</p> <ul style="list-style-type: none"> Evidence of satisfaction and goals met from students and alumni through survey assessment. In more than 50% of CDO workshops & programming, offer alumni engagement/networking. 	<ul style="list-style-type: none"> Re-brand the Alumni Career Connections Program to create greater visibility of alumni engagement opportunities for students. Partner with MADSA student organization on pairing MADS students with MADS alumni. Develop a strategic plan and proposal to move toward a formalized alumni + student mentorship program for all UMSI students with an inclusive and equity focused framework. To begin this process, benchmark mentorship programs to determine goals, models, needs, and resources. Consult with DAR to determine roles and collaboration plans. Submit a proposal to leadership for resources and support needs to move the plan forward. Assess and leverage a university-wide platform for students to access alumni volunteers for informational interviews. <p><i>Primary DEI Goal: Equity, Goal 2</i></p>	
All Students	26. Reinvigorate and expand engaged learning and career development programs that provide high impact educational experiences to meet the diverse needs of students in terms of flexibility, exposure, and career readiness.	<ul style="list-style-type: none"> At least two programs are created and implemented to meet the stated objective. Pre-and post-surveys of programs instituted indicate growth in career exposure and/or career readiness. Positive feedback from employer partners on the administration of the program and the performance of participating students. Programs instituted contribute to student recruitment outcomes per surveys conducted by UMSI Admissions & Recruitment. 	<ul style="list-style-type: none"> Explore and evaluate options to bring back or create one or more formal, structured internship/engaged learning programs (with a selection process open to all students) that provide significant work experience (two-years) and tuition support for incoming students with employer partners in the form of fellowship opportunities. Research and benchmark options for formalized micro-internships program to continue to expand flexibility and support for internship/engaged learning experiences that provide greater access and flexibility of "types" of professional experience and skill building for students who may have barriers to participating in traditional internships or come to UMSI with limited work experience in professional settings. (This may include first generation, non-traditional or lower SES students; students with 	ELO, CDO, OASA

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
			<p>disabilities or students from historically minoritized communities, though the program would be open to all.)</p> <p>Primary DEI Goal: Equity, Goals 4 and Goal 1</p>	
Students, Faculty, Staff	27. Adopt Universal Design Standards in all UMSI communications and school-wide activities.	<ul style="list-style-type: none"> • Deployment and consistent application of Universal Design Standards. • Deployment and consistent application of social video standards. Achieve a high level of compliance (goal of 100%) with these standards by completion of actions. 	<ul style="list-style-type: none"> • Develop, document, and deploy caption/transcript standards for social video. • Measure compliance as part of M&C accessibility reviews. • Share advisable or best practices across UMSI. <p>Primary DEI Goal: Equity and Inclusion, Goal 2</p>	Marketing & Communications (M&C)
All Students	28. Increase opportunities for student cross-group/cross-cultural interaction.	<ul style="list-style-type: none"> • Data from climate surveys relating to perceptions of empathy, tolerance, acceptance, belonging categorized by different demographic groups. • Data from OASA annual student survey related to belonging and engagement. • % of courses with Name Coach Enabled and Faculty and staff include a link to name coach in their email footers. 	<ul style="list-style-type: none"> • Lessons for faculty and staff on how to pronounce non-English names. • Increase use of name pronunciation tools in Canvas. • Collaborate with OASA Student Life and Student Group Leaders to develop 1-2 events or activities that support cross group interaction either within large classes or outside of classes. <p>Primary DEI Goal: Inclusion, Goal 2</p>	BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee, OASA - Office of Academic & Student Affairs
All Students	29. Improve accommodation-related practices in courses to advance care and to support universal design for access and learning.	<ul style="list-style-type: none"> • Quality of student feedback in survey and focus group data on how well (or not) accommodation requests are consistently met over time. • Faculty feedback on use of accommodative tools and processes in their courses, and 	<ul style="list-style-type: none"> • Conduct annual audit of student accommodation request process including collaboration with SSD, timeliness of putting accommodations into place, efficacy of selected accommodations, and ease of process for students and faculty. 	BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee,

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
		<p>experience instituting universal design for learning.</p> <ul style="list-style-type: none"> Reported satisfaction with new policies by doctoral students with disabilities. 	<ul style="list-style-type: none"> Work with academic success and academic advising teams to establish processes for identifying students who require program level (vs course level) accommodations support and establish protocols for common accommodation requests. Develop official UMSI policy on accommodations for doctoral students with disabilities with input from students, staff and faculty and identify best practices and types of accommodation suited for doctoral studies. Educational Technology unit will support faculty to implement and embed universal design for learning best practices such as accessible slides and lecture capture transcripts. Design a survey to measure current community standards regarding accommodations practices both for formal accommodations such as SSD and informal accommodations for students going through life events. Promote as a standard practice, instructors using personalized language to verbally inform the class about SSD accommodations in the first class. Create mechanisms to support this practice. <p><i>Primary DEI Goal: Equity and Inclusion, Goal 2</i></p>	OASA - Office of Academic & Student Affairs
Students, Faculty, Staff	30. Develop and implement a set of activities, practices and policies across students, staff and faculty that support a school-wide culture of care embodied in an environment that decreases hierarchy and increases connection, inclusion, camaraderie, and joy.	<ul style="list-style-type: none"> Improved sense of faculty-staff community and school-wide community, collegiality, and equity in climate survey reports. Increasing and then sustained participation for faculty and staff and students. Satisfaction with activities based on point in time evaluation surveys. 	<ul style="list-style-type: none"> Charge the DEI Committee to lead efforts in consultation with the staff activities planning committee, faculty and staff, UMSI HR, OASA and the DEI Office to develop ideas and plans for practices, policies, and activities. DEI Committee to share ideas for input at a faculty meeting, at a staff meeting and with student leaders. Implement 1-2 new practices, policies or activities and seek feedback through a short evaluation survey. 	DEI Office, UMSI HR, OASA, Leadership Team

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
			<i>Primary DEI Goal: Equity, Inclusion, Goal 2, and Goal 3</i>	
Online Master of Applied Data Science (MADS) Students	31. Strengthen the MADS community both within and beyond building better relationships between and among MADS and other UMSI students, alumni, faculty, and staff.	<ul style="list-style-type: none"> Proportion of MADS students and alumni who have participated in community-based programs and events. Proportion of MADS students and alumni who demonstrate or report increased connection to and comfort within the MADS and UMSI community, across the range of identities of MADS students, via surveys or other instruments, paying particular attention to international, minoritized, and women MADS students. Proportion of MADS students and alumni who report using Slack and Slack metrics in special interest and community focused channels. Quantify aggregated faculty engagement with Online Programs students outside of the regular curriculum (e.g., 1:1 mentoring, presence on Slack, community events, talks). 	<ul style="list-style-type: none"> Collaborate with faculty, CDO, ELO, DAR, Student Life, and/or MADSA on MADS/SI community events and programs (in-person and virtual) with different focal points (e.g., affinity, special interest, professional, lifespan, academic etc.). <p><i>Primary DEI Goal: Inclusion, Goal 2</i></p>	Online Programs Committee, OASA
PhD Doctoral Students	32. Increase the number of mechanisms available for doctoral students to provide feedback to their advisors.	<ul style="list-style-type: none"> Number of feedback mechanisms available to students. Reported comfort level by students in providing feedback. 	<ul style="list-style-type: none"> Review the options available for students to provide feedback about their advisor(s) in the Annual Review Student Report and consider asking more specific questions. Ensure that advisors and doctoral students create a mentoring agreement with guidelines for the student to provide feedback. Consider providing aggregated feedback from doctoral students to faculty more frequently than yearly. 	PhD Committee

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
			<ul style="list-style-type: none"> Continue using the new feedback mechanisms indefinitely, depending on their success and funding availability. <p><i>Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3</i></p>	

PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
	<p>33. Develop, launch, and refine engaged learning modules to prepare students to be socially conscious information professionals in alignment with the anti-racist curricular initiative.</p> <p>These modules will focus on enhanced teamwork experiences and engagement with clients, preparing students to work with diverse civic partners in courses and in a variety of co-curricular activities.</p>	<ul style="list-style-type: none"> Increased participation of BSI, MSI, MHI, and MADS students in at least one co-curricular workshop, educational session or curricular module on teamwork and civic partner engagement. Students report an increase in self-awareness and perceptions of readiness to engage in difficult conversations with team members through ELO annual surveys and course evaluations. Favorable faculty response to the resources and educational sessions through survey responses and other evaluation efforts. Internal and external partners report via survey positive feedback on student engagement with them in the areas of team engagement and client engagement. 	<ul style="list-style-type: none"> Teamwork: Implement a scaffolded series of self-awareness, cultural intelligence, and teamwork-oriented skill building modules across BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee; Module learning objectives include self-awareness of identity, privilege, and power; teamwork styles, role development, and communication; conflict resolution; and the synthesis of these skills in capstone and mastery courses (or other co-curricular experiences). Client engagement: Create a scaffolded series of modules that could be implemented across all academic degree programs. Module learning objectives include skill development in the areas of communication with external organizations, understanding of power and privilege associated with working with external organizations, change management, project management, and sustainability practices that ensure mutually beneficial outcomes for students and civic partners in terms of project development and adoption. 	ELO, DEI Office

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
			<ul style="list-style-type: none"> In the first year, develop two foundational teamwork workshops & two client engagement workshops (1 of each per term) for use across all degree programs and train staff on topics for facilitation. <p><i>Primary DEI Goal: Equity, Inclusion, Goal 4</i></p>	
Faculty	34. Update course content and pedagogy to make them more inclusive and anti-racist.	<ul style="list-style-type: none"> # of courses with DEI content and the number of DEI related pedagogical practices adopted. % of faculty who indicate referencing and incorporating content from "Good practices for Anti-Racist Design of Courses" document, UMSI Inclusive teaching canvas site or resource. 	<ul style="list-style-type: none"> Each faculty member will make one or two meaningful changes per semester to one course that they have taught before, to make it more equitable, inclusive and/or anti-racist. Update "Good practices for Anti-Racist Design of Courses" document for faculty to reference when making changes and develop process for reminding faculty of this commitment & providing supporting resources and opportunities for consultation. Program Committees discuss tactics and approaches already in use and shared by SI and other U-M faculty for making courses more inclusive, equitable, and anti-racist, during a Program Committee meeting at least once each academic year. May include consultation with the DEI Office. <p><i>Primary DEI Goal: Equity, Inclusion, Goal 4</i></p>	Faculty, BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee
Students	35. Ensure DEI learning goals are included in the curriculum such that all students attain the goals regardless of pathway/career goal.	<ul style="list-style-type: none"> Mapping of learning goals to courses that demonstrates that all students will be exposed to and assessed on DEI related content. Data on how many students receive waivers or exceptions for courses that have significant DEI learning goals. Include evidence of student knowledge or alternate path to attainment of DEI 	<ul style="list-style-type: none"> Map learning goals to courses to assess if all students will be exposed to and assessed on DEI related content. Analyze existing course learning goals for match with DEI learning goals. <p><i>Primary DEI Goal: Equity, Inclusion, Goal 4</i></p>	BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee, Office of Academic & Student Affairs

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
		related content in waiver/exception criteria waivers / exceptions.		
Online Master of Applied Data Science (MADS) Students	36. Implement continued curriculum improvements to reflect key DEI themes and international data science perspectives into the MADS program curriculum.	<ul style="list-style-type: none"> Increased program-level coverage of key DEI themes, including anti-racist, anti-colonial, and inclusive perspectives internationally, as measured by evolution of course syllabus coverage and learning outcomes that reflect curricular changes. Increased number of course activities (assignments, readings, videos, etc.) that surface key DEI themes in MADS courses. Increased number of curricular student learning outcomes focusing on exposure to and synthesis of key DEI themes and perspectives. Identify legally permissible ways to form diverse student teams based on broad diversity criteria to encourage practice in working across many types of differences, e.g., background, experience, perspective, etc. Increase the diversity of student teams (e.g., more racial/ethnic, gender, and geographic representation). 	<ul style="list-style-type: none"> Develop teaching materials and examples (e.g., data ethics, privacy, facial recognition, algorithmic bias, discrimination) to include in MADS courses. Create an international speaker series bringing in data scientists from around the world to present and make sense of global data science issues. <p>Primary DEI Goal: Equity, Inclusion, Goal 4</p>	Online Programs Committee
Faculty	37. Improve faculty competency and pedagogical expertise in discussing DEI topics and dealing with DEI issues in the classroom.	<ul style="list-style-type: none"> Number of faculty who attend DEI-focused events each year. Pedagogical competency in antiracist teaching. Degree of knowledge among faculty about DEI-related issues. 	<ul style="list-style-type: none"> Each faculty member attends 2 DEI-related workshops, talks, or seminars each year. <p>Primary DEI Goal: Equity, Inclusion, Goal 4</p>	Faculty

Plans for Supporting, Tracking and Updating the Strategic Plan

SI's Assistant Dean for DEI, Judy Schabel, is the key contact for stewardship of the plan. She will be assisted by Devon Keen, Director of Inclusion, Equity and Outreach, and the DEI Committee, led by its faculty and staff co-chairs, in tracking and supporting the plan implementation.

Primary responsibility for annual reviews of the plan will rest with the school's DEI Office, led by Devon Keen with oversight from Dr. Schabel, but specific aspects of the reviews may be delegated through annual charges to the DEI Committee, staff teams, and program committees. Annual review processes will involve representatives of all relevant constituencies, as well as the use of mechanisms for broader feedback. Annual review reports will be made available to the entire UMSI community on the school intranet along with portions on the public UMSI and central ODEI websites.

References

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271–286. <https://psycnet.apa.org/record/2007-07130-001>

Numerous survey and focus group reports, data reports etc. as detailed in the introduction of this plan.