



SCHOOL OF INFORMATION
UNIVERSITY OF MICHIGAN

Diversity, Equity and Inclusion Strategic Plan Year Three Progress Report (2018-19)



UMSI DEI STRATEGIC PLAN YEAR THREE PROGRESS REPORT

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[Link here](#) to view a searchable database of all campus unit DEI Strategic Plan Actions from Year Three (2018-2019) of the five-year DEI Strategic Plan, including UMSI's, along with completion status for each action (annual goal).

[Link here](#) to view the UMSI Year Four (2019-2020) Revised DEI Strategic Plan and Actions.



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

Introduction

The following report provides a summary of UMSI's Year Three efforts towards our five-year (2016-2021) DEI Strategic Plan. In addition to reflections on the past year's efforts overall, a progress update is provided for each of our 2018-19 Actions (annual goals) aimed at moving us towards achieving our DEI five-year strategic objectives.

Reflections on Plan Implementation

Key factors contributing to our continued progress during Year Three (2018-19) include continued Dean level support, consistent budget allocations, and experienced leaders and staffing for implementation efforts, as well as continued strong integration of DEI work across the school through unit goals and work plans, committee charges, and the DEI Committee. While there was a reduction in the Assistant Dean for DEI position to 50%, we were still able to make solid progress given the increased role of Devon Keen as a second DEI Lead, and given we re-hired a very strong DEI GSSA for a second year.

The DEI Committee, Faculty Search Committee, and our Human Resources team all achieved strong progress in terms of efforts for inclusion, faculty recruitment, and staff hiring practices. Our student facing units continued to demonstrate a strong commitment to DEI through their work with students from orientation to advising to community engagement and career development. Our faculty academic program directors engaged with DEI in student recruitment, and by hearing student issues and concerns about curriculum and climate. Our PhD program committee voted to remove the GRE as a requirement based on an in-depth review and discussion about the growing research pointing to bias in the GRE and in its use. As such we were able to make progress through programs and events as well as through policies and practices in support of diversity, equity and inclusion.

In Winter 2019, UMSI repeated an all-School climate survey through ADVANCE, continuing on a four-year schedule begun in 2011. This was a significant effort demonstrating our ongoing commitment to assess and understand our climate and the needs of all community members. Multiple communications and incentives were used to build a strong response rate. Final response rates were: staff members - 90%, faculty members, 82%, PhD students 64%, Master's students 57%, BSI students 37%. We reviewed and discussed the climate survey reports to help inform our AY20 DEI Action Items (annual goals). In October 2019, we released the reports to faculty, staff and students and offered opportunities to discuss and share feedback and ideas.

In addition, we offered a variety of engagement activities during the 2018-19 academic year that provided opportunities for sharing feedback and ideas and for learning and community building. Some were School-wide, others were specific to a group such as faculty, staff, or students. There was a substantial number of guest faculty speakers whose topic addressed some aspect of DEI. We hosted a screening of the film, "Me, the Other" for the annual UMSI Staff DEI educational program. In addition to the ADVANCE climate survey, we collected input on DEI topics through annual student surveys and program evaluations. Our DEI GSSA held



regular office hours and advised students on issues and needs and guided student groups with requests for funding to support DEI related activities. Numerous student programs addressed DEI, in particular through the Office of Professional and Community Engagement, the Career Development Office. The DEI Committee had a focus on international and cross-cultural issues, and awarded mini-grants to a number of students, staff and faculty to support DEI programs, events, and conference attendance.

Reflection on Implementation Challenges

Year Three of our DEI Strategic Plan Implementation went smoothly overall. There was some challenge in terms of sustaining momentum but as the year continued it was clear that UMSI's commitment to DEI work continues to be strong. We added Devon Keen as a second DEI Lead along with Judy Lawson, who has been a DEI Lead from the start. We also re-hired our DEI GSSA, Sacha-Rose Phillips, adding to consistency and strength in our work.

Our DEI Committee had solid leadership, with the staff co-chair continuing and a faculty co-chair who had previously served on the Committee. The DEI Committee was very active and organized a number of school events. This said, workload was an issue, and we are planning to reduce the amount of event planning that the committee undertakes, vs. what is supported through the Dean's office.

We also saw continued integration of DEI work across UMSI, with unit managers building their teams' capacity to support school DEI goals, as well as work happening via academic program committees and faculty search committees. Competing demands for time and attention continued to be a challenge but we are fortunate to have solid support in many corners of UMSI to support this work. The ongoing challenges of social justice at a national and international level continued to create challenge in terms of ways to support our community in facing injustice.

Update on Implementation Structure and Process

In year three, Judy Lawson, Assistant Dean for DEI, shifted her appointment at UMSI to 50% to accept a 50% appointment at the U-M Office of Diversity, Equity and Inclusion (ODEI). Devon Keen, Assistant Director for Outreach and Transfer Student Initiatives was added as a second DEI Lead and her time on School level DEI Strategic Plan work was increased from 20% to 30%. We re-hired the same DEI GSSA for a second year, which provided continuity. We clarified the role of the School DEI Committee, which had one co-chair continuing and added a new co-chair, along with faculty, staff and student members. This re-focused the committee on efforts, initiatives or programs that support inclusion, continuing to allocate funding for a broad range of DEI activities organized by faculty, staff or students, and selecting annual recipients of UMSI DEI Awards.



Report on Strategic Objectives and Action Items

Strategic Theme One: Recruitment & Retention

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

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

Progress Update: UMSI Admissions sent representatives to multiple conferences and fairs with a diversity focus or focus on specific identity groups and recruited through HBCUs. We expanded our offering of application fee waivers; held first generation student session during visiting days event, and supported documentation and decision making to remove GRE from MHI and PhD (already removed from MSI). Two graduate students were hired to focus on diversity recruitment and another student position focused on supporting new students transferring to the BSI. DEI efforts were highlighted through student testimonials, staff presentations, and faculty mini-lectures during recruitment and yield activities to continue to demonstrate and attract students aligned with our values.

Action Item: Continue to build UMSI outreach efforts with an emphasis on community colleges and adding efforts for K12 Education outreach. Repeat the Community College Summer Institute and continue building a partnership with the Center for Educational Outreach. *Status: Complete.*

Progress Update: Since 2017, UMSI has welcomed 114 community college students to campus for our Community College Summer Institute. These students represent 14 institutions in the State of Michigan. Of CCSI participants, 29% have applied to UM with 21% admitted to date. 45% of all new transfer students at UMSI have been reached through outreach activities overall. 2019 CCSI demographics: 43% underrepresented minority (URM), 56% Pell grant recipients and 53% first generation college students. Additionally, 97% of 2019 CCSI participants said they could envision themselves at UM after attending CCSI. Summer 2019, UMSI is collaborating with Wolverine Pathways to host 30 rising 11th graders at UMSI with continued collaboration planned.

Action Item: Assess effectiveness of current need-based aid and diversity focused scholarships for master's students; revise as needed and continue to actively promote need-based and diversity focused aid. *Status: Complete.*

We are exploring the possibility of implementing a Laptop borrowing program in the vein of the LSA Laptop program, and hope to implement it for new transfer students who would qualify for the Go Blue Guarantee for the incoming cohort for 2019. We continued to promote need-based and diversity focused funding opportunities through print, virtual, and in-person recruitment activities across all programs.

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

Action Item: Continue to provide training to faculty and staff serving on academic program committees on avoiding implicit bias in admissions. Provide information to UMSI faculty and staff on implicit bias in admissions and our efforts to remove it.

Status: Complete.

Progress Update: Recruitment staff participated in DEI training related to admissions work, including: Disability Awareness and Etiquette (UM LPD), Affirmative Action, Asian Americans, and the Harvard Case (National Center for Institutional Diversity), and DEI training through UM OARS. We continued to incorporate implicit bias training and calibration throughout the admissions season with all reviewers across programs. We provided training and context for holistic review for faculty on the MSI committees who review scholarship candidates.

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

Action Item: Continue to engage UMSI faculty, staff and students in our efforts to promote diversity across all academic programs, and regularly seek input on new strategies, contacts, and methods to support diversity recruitment. *Status: Complete.*

Progress Update: The Doctoral Program Committee researched and discussed the bias inherent in the GRE and standardized testing. Ultimately, they brought their research to the faculty for larger discussion and a vote. In the end, the faculty voted to remove the GRE as a requirement for PhD admissions on a 2-year trial basis. This was the last academic program to require a standardized test which means that at least for the next 2 years, UMSI does not require any standardized tests for admission to any program (BSI, MSI, MHI, MADS, PhD). UMSI Admissions partnered with faculty who are attending conferences to have them participate at the table and speak with prospective students about opportunities at UMSI, including Tapia and Grace Hopper. We leveraged current student Information Mentors (recruiting and student support assistants) to help promote opportunities and highlight diversity, equity, and inclusion efforts at UMSI through email communication, blog posts, and information sessions.

Action Item: Continue to share outcomes of diversity recruitment, admissions, and yield with the UMSI community. *Status: Complete.*

Progress Update: An update on the outcomes of diversity recruitment, admissions, and yield is shared with members of the UMSI community following the end of the admissions cycle in August, when final counts can be tallied including applications, admissions, and acceptances. Annual updates are shared during staff and faculty meetings to highlight recruitment efforts and yield/admissions updates. Weekly updates are provided to UMSI leadership on applications received, admitted, and enrolled students across programs. A 5-year comparative report continues to be updated annually and is shared with staff and faculty through the UMSI Intranet.

Strategic Objective: Continue to increase diversity of staff.

Action Item: Continue to provide information and training to UMSI Human Resources Staff and UMSI Staff supervisors on diversity recruiting and avoiding implicit bias in the hiring process. *Status: Complete.*

Progress Update: HR staff members have participated in training on avoiding implicit bias in the hiring process and promoting employee engagement, health and wellness. Supervisors have been provided with information and guidance on diversity recruitment and avoiding bias in applicant review and hiring decisions.

Action Item: Develop a checklist to support diversity recruiting and selection in accordance with legal standards. Have a UMSI HR staff member meet with the supervisor/selection team to review the checklist before the hiring process begins. *Status: Complete.*

Progress Update: A diversity focused hiring process was developed and implemented with a checklist, steps and resources to guide hiring teams in each step of the selection process following recommended strategies to reduce implicit bias. This process is aligned with recommendations from the central U-M Human Resources Office to ensure legal compliance.

Strategic Objective: Continue to increase diversity of faculty.

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

Progress Update: While a formal standing committee was not formed, we have taken steps to cultivate diverse candidate pools including candidates for the Presidential Postdoctoral Fellowship, and engage in ongoing efforts to foster diverse applicants for faculty positions. Of note, UMSI has recruited the most Presidential Postdoc candidates on campus (6 to date) and thus far all have converted to assistant professor status.

Action Item: Continue having faculty search committee members complete STRIDE training. *Status: Complete.*

Progress Update: All search committee members completed STRIDE training.

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

Progress Update: For candidate recruiting, in addition to the usual online venues, the faculty search committee made a specific DEI-oriented advertising effort that distributed job materials online to diverse mailing lists (e.g. AAPHDACS mailing list, Women in Machine Learning) and when possible, in person at conferences (for this year e.g. ACM Grace Hopper Conference, ACM TAPIA Conference). For candidate evaluation,

the committee designed in advance a uniform, well-documented process for all candidates based on STRIDE guidelines. This included a single package review rubric and standard phone interview template. The committee also monitored aggregate statistics of the candidate pool throughout the process. Decisions on campus visits were made by the search committee in concert with the ADAA and Dean considering diversity along multiple dimensions, including research topic areas and DEI goals. Finally, whenever possible, campus visit schedules for candidates were arranged to reflect the diversity of UMSI faculty and students (also along multiple dimensions).

Strategic Theme Two: Education and Scholarship

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

Action Item: In collaboration with CRLT and/or an external consultant, engage faculty (across the next two years) in individual consultations to review and discuss inclusive teaching practices in terms of their course content, pedagogy and class environment.

Status: Complete.

Progress Update: In previous years CRLT and/or external consultants have conducted inclusive teaching workshops for UMSI Faculty. Many of our faculty have participated in one or more of these workshops. Faculty found these sessions helpful but some found them to be too general in nature. Through discussions in academic program committees, faculty proposed a more individualized approach. This past year UMSI contracted with CRLT to host individual inclusive teaching consultations, similar to the sessions CRLT offers regularly, but with a more proactive, rather than reactive approach. The plan is to have most if not all UMSI faculty engage in a consultation over a two-year period. This past year, nineteen UMSI faculty participated in inclusive teaching consultations, with feedback being positive overall. However, feedback from CRLT suggests that these sessions at times felt less focused and even with faculty prompted to prepare in advance, were not always as in depth as desired. We plan to ask faculty to sign up for CRLT's existing consultation offerings in the coming year, along with offering a new workshop and small groups that meet a few times during the year to share and discuss inclusive teaching practice. However, without sufficient professional guidance, these meetings may also be challenging. We will continue to work at finding a good balance for an ongoing approach to engaging and supporting faculty on inclusive teaching.

Action Item: Offer small group follow up sessions to encourage peer-to-peer learning and support and foster an inclusive teaching community of practice. *Status: Not Started.*

Progress Update: With input from CRLT we did not organize small group sessions this past year, but will make plans for engaging faculty further next year. UMSI did send a group (two faculty members and two staff members) to an all-day workshop hosted by the U-M National Center for Institutional Diversity that focused on supporting students

in STEM fields through mentorship and inclusive teaching practices. This team is meeting again this fall to forge a plan for engaging groups of faculty members in discussions and action planning for inclusive teaching practice at UMSI.

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

Progress Update: The UMSI Office of Professional and Community Engagement requires a Community Engagement Orientation (CEO) for all students participating in OPCE activities, which covers identity development, privilege, and introductory education on engaging with others unlike ourselves. Programs including Service Week, Alternative Fall Break, and Alternative Spring Break have a direct focus on the exposure of students to diverse populations, social inequalities, and understanding of exclusive practices through engagement with local NPOs and government entities. OPCE created and awarded BSI Study Abroad Scholarships to diversify the students who study abroad, and offered numerous other activities and programs supporting DEI. OPCE applied for and has received a U-M DEI grant to explore mechanisms to leverage diversity in student project teams. The Career Development Office (CDO) continued to incorporate DEI principles into its programs, policies and practices, from providing support to students with disabilities and meeting the needs of International Students, to programs that help all students advance their cultural awareness and competency for work environments such as Internship preparation sessions, and supporting diverse identity groups through the Gender and Careers program series and LGBTQ+ Issues in the job search workshop. UMSI CDO collaborated with the University Career Center to offer a DACA expert panel session and developed a career resource for undocumented and DACA students to raise awareness, provide guidance on legalities for career advisors, as well as to educate and empower students to understand their rights and advocate for themselves through the job search process. UMSI CDO led career development efforts with the UM Summer Bridge Program through a resume education session as well as an industry exploration and networking opportunity with an off-site visit to Google in Ann Arbor. Both OPCE and CDO have solid evaluation and assessment processes and this informs their work and priorities over time.

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

Action Item: Provide faculty with information and resources on conducting community-based and social justice-oriented research. Organize a faculty research lunch and learn session in which faculty who are involved in scholarship related to DEI can share about their research with their colleagues. *Status: Complete.*

Progress Update: The UMSI Research Office continues to send communications to faculty alerting them to funding opportunities via email and in their newsletter. They

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continue to host lunch meetings for faculty to share about their research including research that connects with DEI both specifically and broadly.

Action Item: Continue sharing and promoting DEI related research through UMSI news and public relations efforts to generate coverage at the University level and in the broader media. *Status: Complete.*

Progress Update: UMSI Marketing & Communication has emphasized integrating a DEI orientation to its work, including efforts to share news about DEI related research. The DEI Newsletter has featured DEI related research efforts by faculty, postdoctoral fellows and graduate students.

Action Item: Repeat the iDEI Talks Event which features faculty and graduate student DEI related research along with staff led DEI projects in TED style talks.

Progress Update: The second annual iDEI Talks event was well received, with student, staff, and faculty presentations on topics related to Information and DEI. Over 50 UMSI students, staff and faculty attended.

Strategic Objective: Promote participation in research by undergraduate and master's students from groups that are under-represented—including women, first generation college students and underrepresented minorities.

Action Item: Continue to fund and administer the Research Experience for Masters Students (REMS) summer research program. *Status: Complete.*

Progress Update: The REMS program has had another strong year and continues to have positive impact and outcomes on participants in terms of career goals, graduate school plans and admission.

Action Item: Continue to support mechanisms for multi-year follow-up with student participants of REMS and CCSI programs, tracking initial participation to future matriculation in undergraduate or graduate programs. *Status: Complete.*

Progress Update: There is a longitudinal survey following the participants of REMS updated every year and annual follow up with CCSI participants.

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

Action Item: Continue faculty and staff DEI goal setting; provide guidance and feedback to align individual goals in FARs and staff performance reviews with one or two UMSI broader UMSI diversity goals. *Status: Complete.*

Progress Update: Goal setting for faculty and staff has continued and we see continued improvement in the articulation of goals and description of DEI efforts in FARs and Staff evaluations. All faculty and staff have participated in DEI goal-setting. The Assistant

Dean for DEI reviews the DEI goals and performance statements in FARS and provides feedback for the Dean to incorporate into annual review letters for faculty members. Staff supervisors discuss DEI goals and progress with individual staff members during performance evaluation meetings. The engagement of faculty and staff with DEI has continued to grow as evidenced by their stated DEI goals and reported efforts and progress with goals. Many faculty members addressed inclusive teaching efforts in their DEI goals, along with increasing attention or focus on DEI in research and service efforts. These goals are diverse in and of themselves, and incorporate a wide range of DEI topics, including age, race, socioeconomic status, research tradition, geography, gender, gender identity, accessibility and disability issues, and more.

Strategic Theme Three: Promoting an Equitable and Inclusive Community

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

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

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

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

Status: Complete.

Progress Update: The Assistant Dean for DEI met with the Chief Administrator and Director of HR to develop a plan for supporting DEI professional development for staff. All new staff participate in DEI onboarding sessions with the Assistant Dean for DEI. All staff are asked to complete the LPD online session "DEI: The Basics." The Staff Meeting Planning Group attended to inclusion in their planning for staff meetings broadly, and included DEI updates and presentations in meetings, including a presentation from the Spectrum Center on LGBTQ Allyship and use of pronouns. Change it Up bystander intervention training and additional group discussion activities were offered at an extended staff meeting in the Spring. Evaluations were largely positive, with a few staff reporting concerns about specific aspects of the training. These will be considered as future sessions are planned and may indicate areas needing further discussion. Supervisors are expected to encourage and support staff members' attendance at UMSI and UM DEI events and training and to include DEI as part of funded professional development activities within reason. Some units have participated in additional DEI training, such as HR staff participating in training on avoiding implicit bias in hiring and student affairs staff participating in mental health awareness training. Staff members were well represented at the UMSI sponsored MLK Symposium workshop and at the UMSI DEI retreat.

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

Status: Complete.

Progress Update: The UMSI Diversity Committee is charged to design and implement strategies that support inclusion and that incentivize and reward DEI efforts across UMSI. In 2017-18 the UMSI Diversity Committee was co-chaired by faculty member Lionel Robert (completing his third year on the committee and second year as co-chair) and staff member Claudia Leo (new to the committee and to the co-chair role). Membership included two additional faculty members, two additional staff members, and a student representative for each degree level: undergraduate, master's and doctoral. The Assistant Dean for DEI served in an ex officio and advisory capacity, assisting with the startup of the committee by inviting external consultant Ron Jones to lead a 3-hour DEI training and team building session for the committee. The committee met biweekly and by the end of the academic year, had completed its charge including: improving the diversity funding request process and administering DEI funding requests made by students, staff and faculty for DEI activities, events and educational experiences (approving 15 requests representing over \$10,000 in funding and referring additional requests to alternative funding sources); piloting a new multicultural game event, organizing a UMSI sponsored

MLK Symposium event within the school, featuring DEI consultant/performer Ron Jones; organized a UMSI Lunar New Year event featuring music performances, games, food, and educational resources; providing input to the Assistant Dean for DEI and representing the interests of UMSI students, faculty and staff on diversity issues, and administering the second annual UMSI DEI Awards.

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

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

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

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

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

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

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

Action Item: Develop, implement and evaluate continuing and new DEI content in MSI Orientation, including use of new intercultural assessment tool, bystander intervention



training, and Information Challenge experience focusing on working across differences. *Status: Complete.*

Progress Update: This year's MSI orientation included Change it Up! bystander intervention training, a Wellness@UMSI session which included a focus on mental health, an Identity and Self-Awareness session, and a facilitated session to interpret students' results on the Intercultural Effectiveness Scale (IES), administered to all incoming students online prior to Orientation. The IES The Intercultural Effectiveness Scale (IES) is described as being "designed specifically to evaluate the skills critical to interacting effectively with people who are from cultures other than our own." We hope to offer Change it Up! again this year, in addition to a new activity for all degree programs, facilitated by Intergroup Relations. The MSI Orientation also features a group project experience called the Information Challenge, which placed students in diverse teams which, with guidance from faculty work to develop solutions to an information problem with a social justice theme.

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

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

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

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

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

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

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

Special Progress Highlight

The UMSI iSuccess student success program was included in our progress report to central administration as highlighted areas of effort and progress; we provide this highlight to complete our Year Three Progress Report.

UMSI's iSuccess Initiative: Supporting transfer students holistically

iSuccess includes a series of activities and programs designed to support transfer students in their transition to the University of Michigan and the School of Information. iSuccess focuses on cohort-building to create strong connections among students while also providing space for transfer students to address the unique opportunities and challenges they encounter as students new to the university. A focus on pro-active, high-touch advising along with a high-level of coordination and collaboration across units and between faculty and staff in support of new transfer students has supported the acclimation, retention and success of UMSI new transfer students.

Specific iSuccess programming and initiatives included Transfer Student Appreciation Week with culminating bowling event, regular coffee hours, drop-in hours and 1:1 coaching and advising, launch of a Transfer Student Advisory Board, launch of iSuccess Insights bi-weekly canvas announcements, and an iSuccess end of term celebration. New transfer students showed a significant level of engagement with the UMSI Offices of Admissions and Student Affairs, Career Development, and Professional and Community Engagement as well as with faculty advisors.

The outcomes of the initiative have been very positive. iSuccess students have experienced academic success that paralleled their cross-campus peers. The average new transfer student GPA increased from 3.2 in Fall 2018 to 3.7 in Winter 2019. One hundred percent (35) of UMSI transfer students had either an academic advising or iSuccess coaching appointment, and 65% (24) scheduled both an academic advising and iSuccess coaching appointment at some point during the year, and 100% engaged with the BSI academic advising/iSuccess canvas site. 71% of UMSI transfer students attended a Career Counseling Appointment; 67% attended career development workshops, and 58% attended employer events. As of April, 2019, 71% (10) of 2nd year transfer students/seniors graduated (note that some are continuing as part time students). Student feedback about the program is highly positive, and we expect to continue to offer and expand iSuccess in the years to come.