



SCHOOL OF INFORMATION
UNIVERSITY OF MICHIGAN

Diversity, Equity and Inclusion Strategic Plan (2016-2021) Year Four Revised Plan (2019-20) and FY20 Actions



TABLE OF CONTENTS

YEAR FOUR (2019-20) REVISED UMSI DEI STRATEGIC PLAN	2
I. YEAR FOUR DEI STRATEGIC PLAN: OVERVIEW	2
II. YEAR THREE (2018-19) IMPLEMENTATION HIGHLIGHTS.....	3
III. KEY FINDINGS FROM YEAR THREE ASSESSMENT AND ENGAGEMENT	4
IV. FIVE-YEAR (2016-2021 STRATEGIC OBJECTIVES, MEASURES AND FY20 ACTIONS.....	6
RECRUITMENT & RETENTION	6
EDUCATION & SCHOLARSHIP	7
PROMOTING AN EQUITABLE AND INCLUSIVE COMMUNITY	9
V. GOAL-RELATED METRICS TRACKED OVER TIME	13
VI. PLANS FOR SUPPORTING, TRACKING AND UPDATING THE STRATEGIC PLAN	15
VII. ACTION PLANNING TABLES WITH DETAILS AND ACCOUNTABILITIES	16
RECRUITMENT & RETENTION	16
EDUCATION & SCHOLARSHIP	18
PROMOTING AN EQUITABLE AND INCLUSIVE COMMUNITY	20

Year Four (2019-20) UMSI Revised DEI Strategic Plan

I. Year Four (2019-20) DEI Strategic Plan Overview

As we enter Year Four of the UM Five-year DEI Strategic Plan Implementation (2016-2021), we reflect on our progress thus far, asking: what is happening now that did not exist three years ago? Where have we documented progress against the strategic themes of recruitment & retention, education & scholarship, and building an inclusive community? Where do we need to place additional focus and effort? The UMSI Year Three Progress Report offers a compilation of our community's efforts in the past year and provides evidence of change. In addition, UMSI has the advantage of receiving the results of a 2019 climate survey which includes comparisons with data from a 2015 school climate survey. Our School progress report and climate survey results along with a number of other sources of input and feedback have guided our Year Four annual actions (goals) outlined in this revised strategic plan.

Meanwhile at times we, like many others, struggle with “DEI fatigue.” This fatigue manifests for those doing DEI work as feeling DEI efforts are viewed as superfluous or we can ever do enough, and reflects the nexus of community members who either feel we have done/are doing enough and those who rightfully feel not enough has changed. This nexus reminds us that despite the five-year framing, diversity, equity and inclusion are ideals we have envisioned, struggled towards and put into practice prior to 2017; and ideals that we will continue to collectively work to achieve and sustain well beyond 2021, building on the foundation we are building today. We get fatigued by many challenging, long term efforts we may undertake in work or life. By making DEI efforts a part of everything we do collectively, we can start to see more and lasting change happen.

Thus, this continues to be a “living document”, regularly reviewed and revised. In it, we intentionally name some communities that most often experience the inequity we seek to eliminate-- African-American, Latinx, low-income, first-generation, differently abled, Native-American, Asian Pacific Islander American, and LGBTQ-IA. This is not meant to be an exclusive list but an important step in bringing specificity to a work that can often seem overgeneralized. The 2019-2020 action plan reflects this focus to build on our foundation of progress and continued integration of DEI efforts across UMSI. Together we can overcome DEI fatigue, knowing this work is central to our achievement of excellence, and remaining cognizant of both the significance and the incremental nature of our efforts.

II. Year Three (2018-19) Implementation Highlights

UMSI has continued to provide consistent leadership for DEI, with the position of Assistant Dean for DEI serving as a member of the Dean's Leadership Team. With Assistant Dean Judy Lawson reducing her appointment to 50%, UMSI added Devon Keen, Assistant Director for Outreach and Transfer Student Initiatives as a second DEI Lead, to liaison with the University's DEI Strategic Plan Implementation. The Dean's consistent support and commitment for DEI has been backed up with resources for enhanced outreach (which has also benefited from Provost's Office funding), the work of the UMSI DEI Committee, and support for time and attention from faculty and staff and students to enact the DEI strategic plan. DEI is infused into unit plans goals (such as student affairs efforts for supporting students' mental health and human resources efforts for avoiding implicit bias in staff hiring) and committee charges (such as faculty search and academic programs). Student Leaders are encouraged to consider DEI issues in their student group work. Individual faculty and staff annual goal setting and performance evaluation processes includes setting broadly defined DEI-related goals, a process now in its fourth year, which has encouraged grass roots efforts and individual ownership in support of DEI. The Assistant Dean for DEI unit directors and committee chairs and has met with and advised these and other members of the UMSI community on various DEI related efforts during the past year.

The UMSI Diversity Committee provides a forum in which student, staff, and faculty serve as committee members to foster an inclusive school environment and to incentivize school wide DEI work through a funding request program and DEI awards. Students, staff, and faculty have received funding from the Committee to support DEI efforts and learning opportunities. UMSI continues to appoint an inclusive teaching liaison to engage with CRLT's inclusive teaching initiative, and the Associate Dean for Academic Affairs continues to serve in the Rackham Faculty Allies program. UMSI continued to support a .50 FTE DEI GSSA position with a robust set of work expectations including student and student group advising on DEI matters, publishing the UMSI DEI newsletter, coordinating the iDEI Talks event, supporting student response and incentive efforts for the UMSI Climate Survey, contributing to plans and assessment for UMSI's Community College Summer Institute, and organizing meetings to address the needs of students from underrepresented groups. We re-hired Sacha-Rose Phillips as our DEI GSSA, and her work has continued to enhance student support and awareness.

By infusing DEI work across the school while providing a strong level of central capacity and support, we have forwarded efforts from communications to education to policy changes that are building our collective capacity to take DEI into account in all that we do and how we do it.

III. Key Findings from Year Three Assessment and Engagement Activities

The UMSI Year Four Revised DEI Strategic Plan is informed by and reflects numerous inputs from engagement and assessment across the UMSI community in the past year (Year Three). In Winter 2019, UMSI repeated an all-School climate survey through ADVANCE, continuing a four-year schedule begun in 2011. This was a significant effort demonstrating our ongoing commitment to assess and understand our climate and seek feedback from all community members. Multiple communications and incentives aimed to generate a high degree of participation in the survey, resulting in the following response rates: staff members 90%, faculty members 82%, PhD students 64%, Master's students 57%, BSI students 37%. The climate survey reports have helped to inform our AY20 DEI Action Items. The reports will be shared with the UMSI community in September, 2019 and forums will be offered to engage students, faculty and staff members in discussion and identifying priority actions this year and going forward.

The 2019 UMSI Climate Survey reports include many positive indicators, with overall School climate described as friendly, supportive, respectful and tolerant, and with equitable policies and procedures. Many faculty, staff and students across diverse identity groups report feeling comfortable and included. While we were pleased to see many positive indicators in the School climate reports, some who identified as members of marginalized groups (women, international, underrepresented minority, lower-income background, LBGTQ, and individuals with disabilities) rated the climate as less positive and/or tolerant than their majority group counterparts did on a number of dimensions. The survey results indicate that some in our community reported having experienced bias on the basis of their identity, role or rank, and these instances are multi-directional (e.g. a faculty lecturer experiences bias from a student, a student experiences bias from another student, a faculty or staff member experiences bias from another faculty or staff member or staff member, etc.). We noted themes that point to a continued need to reduce implicit bias, in particular related to gender, race, income/SES, and citizenship, to support mental health and wellness, to continue to increase the diversity of students, staff and faculty and to enhance mentorship of students, including in particular those from marginalized groups. The climate survey reports are substantive and in depth. Rather than attempt to summarize them fully here, we will share the reports with our community via email and will publish them on the UMSI Intranet. We will continue to use the results to open dialogue and guide our efforts.

In addition to the ADVANCE climate survey, we collected input on DEI topics through annual student surveys and program evaluations and engaged our community through communications, events, and activities. Our DEI GSSA held regular office hours, advised students on issues and needs and guided student groups on planning DEI related activities. The GSSA also published the UMSI DEI Newsletter. In addition, internal communications were sent via email with updates about DEI activities, progress, events or issues of concern. Numerous student programs addressed DEI, in particular through the Office of Admissions and Student Affairs, the Office of Professional and Community Engagement, the Career Development Office. The UMSI DEI Committee organized multiple programs and events to address their focus on international and cross-cultural issues. The Committee distributed funding to a number of students, staff and faculty requesting support for DEI programs, events, and conference attendance. The Committee selected DEI award recipients to recognize faculty, staff, and students for exceptional efforts supporting DEI.

DEI topics and issues were included in new student orientation programs, and DEI was a topic in new faculty orientation and in new staff on-boarding. Broadly defined attention to DEI principles continues to be included in annual goal setting and performance evaluations for all faculty and staff members. DEI related programs and training were offered by various offices within the school (such as Human Resources, Office of Professional and Community Engagement, Student Life, and Career Development). Academic Programs and the Deans Office offered regular town halls or forums for students that were for discussion of any topic, including DEI. UMSI cosponsored a major MLK speaker with the UM Library and hosted our own MLK speaker. A number of additional guest speakers addressed DEI topics during the year. In June, we hosted a screening of the film, "Me, the Other" for the annual UMSI Staff DEI educational program. Attendance and support for DEI programs and events has been consistently strong, and has enabled additional ways for people to engage with one another and share ideas for our continued work.

IV. Five-Year (2016-2021) Strategic Objectives, Measures and FY 20 Actions*

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

*NOTE: Revised or new objectives, measures, and FY20 Actions are in **bold**.*

IV.A. Recruitment & Retention

Five-Year Strategic Objective 1

Increase diversity of students in all degree programs

Measures of Success

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

FY20 Actions

1. Continue developing and refining recruitment strategies and processes across all academic programs to promote diversity, equity, and inclusion, adjusting activity based on assessment of impact.
2. **Assess initial impact of the planned trial removal of the GRE requirement for the PhD program.**
3. Continue to build UMSI outreach efforts with an emphasis on community colleges and adding efforts for K12 Education outreach. Repeat the Community College Summer Institute and continue building a partnership with the Center for Educational Outreach and others on and off campus.
4. Resume collaborations with the American Indian Higher Education Consortium and include Tribal Colleges in Outreach efforts.
5. 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.

Five-Year Strategic Objective 2

Equitable assessment of each applicant in the admissions review process

Measures of Success

No evidence of bias in terms of number of reviews, content and quality of reviews, and recommendations for others to consider the application.

F20 Actions

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

Five-Year Strategic Objective 3

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

Measures of Success

More effective division of responsibility between program directors, faculty reviewers, and staff with involvement in recruitment and admissions; Reports on recruitment, admissions, yield.

FY20 Actions

1. 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.
2. Continue to share outcomes of diversity recruitment, admissions, and yield with the UMSI community.
3. **Share stories and outcomes of students from many diverse backgrounds with alumni and donors to encourage funding for scholarships and student support.**

Five-Year Strategic Objective 4

Continue to increase diversity of staff

Measures of Success

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

FY20 Actions

1. Continue to provide information and training to UMSI Human Resources Staff and UMSI Staff supervisors on diversity recruiting and avoiding implicit bias in the hiring process.
2. Continue using and refining the diversity focused hiring process and checklist.

Five-Year Strategic Objective 5

Increase diversity of faculty

Measure of Success

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

FY20 Actions

1. Continue to enhance efforts for ongoing cultivation of diverse candidates for faculty positions to enact a model of continuous faculty recruiting
2. Continue requiring members of faculty search committees to complete STRIDE training.
3. Continue to actively and consistently apply guidance from STRIDE training in the recruiting and selection process.
4. Gather input and insights from faculty and Presidential Postdocs recruited to UMSI in the past 3-4 years regarding their experience, why they chose UMSI, how we can continue to build our recruitment and retention efforts.

IV.B. Education and Scholarship

Five-Year Strategic Objective 1

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

Measures of Success:

Course evaluation data, climate survey results, and student outcomes data indicating greater awareness and understanding of diversity, equity, and inclusion issues and fewer experiences of bias and exclusion

FY20 Actions

1. Continue collaboration with CRLT to engage faculty in individual consultations to review and discuss proactive inclusive teaching practices in terms of their course content, pedagogy and class environment.
2. **Begin implementing small group discussion or other process for continued inclusive teaching support. Consider ways to infuse the student voice in this process.**
3. Continue including DEI as a component of academic program charges and end year reports, including considering how it is represented in program goals/objectives, recruiting and admissions, and/or in academic policies and practices.
4. The Office of Professional and Community Engagement and the Office of Career Development will continue to integrate diversity, equity and inclusion into curricular and co-curricular offerings, policies and practices, and assessment activities. **Particular focus will be given to incorporating DEI principles into peer coach orientation and training.**

Five-Year Strategic Objective 2

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

Measures of Success

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

FY20 Actions

1. Continue to provide faculty with information and resources on conducting community based and social justice-oriented research.
2. Explore ways in which current UMSI DEI efforts and values might strengthen grant proposals where relevant, providing sample or template content.
3. Repeat the iDEI Lightning Talks Event which features faculty and graduate student DEI related research along with staff led DEI projects. Consider partnerships with research teams or groups within UMSI, such as MISC., and other ways to enhance this work and explore ways to engage more undergraduate students.
4. Continue sharing DEI related research, broadly defined, through UMSI news and public relations efforts to generate coverage at the University level and in the broader media, as well as internally through the DEI newsletter and the UMSI.life school newsletter.

Five-Year Strategic Objective 3

Promote participation in research by undergraduate and master's students from groups that are under-represented—including women, first generation college students and underrepresented minorities - to foster diversity in the next generation of scholars.

Measures of Success

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

FY20 Actions

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

Five-Year Strategic Objective 4

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

Measures of Success

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

FY20 Actions

1. Continue faculty and staff DEI goal setting; provide guidance and feedback to align individual goals in FARs and staff performance reviews with UMSI broader UMSI diversity goals.
2. Continue to encourage goal setting that extends individual growth and commitment to diversity, equity and inclusion.

IV.C. Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 1

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

Measures of Success

Future climate survey responses that report improvements in climate survey scores.

FY20 Actions

1. Continue to develop and implement an annual plan for DEI professional development for faculty including: DEI onboarding during new faculty orientation, STRIDE training for faculty serving on search committees, inclusive teaching guidance and support, support for faculty DEI goal setting, and a DEI presentation in at least one faculty meeting.
2. **Offer and promote professional development opportunities and information resources for faculty and staff that address implicit bias broadly and specific to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income background, LGBTQ individuals and individuals with disabilities**
3. Actively encourage and recognize faculty attendance at UMSI and UM DEI programs, events, and trainings.
4. Continue to develop and implement an annual plan for DEI professional development for staff, including DEI onboarding meetings, completion of DEI: The Basics online training, one or more DEI presentation at a staff meeting and other efforts for inclusive staff meetings, one all staff DEI workshop or activity per year, including DEI in staff evaluation discussion and goal setting and providing financial support and/or work release time for attending DEI training and activities offered on campus or through professional associations.

Five-Year Strategic Objective 2

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

Measures of Success

Future climate survey responses that report improved for female, URM, LGBTQ, international, and disabled students.

FY20 Actions

1. Continue to develop and implement a plan for integrating DEI content into doctoral student professional development and student life programs. **Emphasize avoiding implicit bias and leadership, including issues/topics related to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income background, LGBTQ individuals and individuals with disabilities.**

Five-Year Strategic Objective 3

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

Measures of Success

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

FY20 Actions

1. Continue to develop, implement and evaluate DEI content in MSI and MHI Orientations and student life programs. **Emphasize avoiding implicit bias and leadership, including issues/topics related to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income background, LGBTQ individuals and individuals with disabilities.**

Five-Year Strategic Objective 4

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.

Measures of Success

Climate survey and focus group results that report fewer biased comments and bias incidents over time across different student groups; survey and focus group results that indicate BSI students feel integrated in the larger UMSI community

FY20 Actions:

1. Continue to develop, implement and evaluate DEI content in BSI Orientations and student life programs. **Emphasize avoiding implicit bias and leadership, including issues/topics related to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income background, LGBTQ individuals and individuals with disabilities.**

Five-Year Strategic Objective 5

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

Measures of Success

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

FY20 Actions:

1. Distribute UMSI 2019 Climate Survey Reports to faculty, staff, and students. Offer opportunities to discuss issues and themes identified in the reports in groups and individually. Gather input on priority actions and infuse these into DEI work in the current year and future year efforts.
2. Continue to offer information, resources, and programming that address mental health, wellness and work/life balance for students, staff and faculty.
3. Continue to offer regular school level programming that supports DEI such as: iDEI Talks, Community Conversations, Thanksgiving hosting sign up, MLK Symposium

Speaker, and Lunar New Year Event. Support these events through the UMSI Deans Office/ Asst. Dean for DEI, additional staff assisting with DEI, event and administrative support staff and in partnership with relevant student groups, staff units etc.

4. **Shift the DEI Committee to an advisory board format to better manage work load issues. Charge the Committee to continue administering funding and awards, and to continue a focus on promoting equity and inclusion. Engage the Committee in discussion of the School Climate Survey reports to help identify themes and priorities. Seek the Committee's input on school DEI events and activities, offering opportunities for involvement. Include DEI co-lead on committee in an ex officio position to promote communication and coordination with DEI efforts overall.**
5. Convene a voluntary, short term task force to recommend actions to enhance inclusivity for individuals with disabilities and address barriers to accessibility.
6. Continue active communication with students, staff and faculty regarding avenues to voice concerns and address conflicts. Ensure the new UMSI web site and/or intranet includes clear information about conflict resolution paths and resources for students, staff and faculty.

Five-Year Strategic Objective 6

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

Measures of Success

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

FY20 Actions:

1. **Encourage and support unit-level participation in mandatory training on sexual harassment and misconduct.**
2. **Explore opportunities for additional training and/or information resources.**

V. Goal-related Metrics Tracked Over Time

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

Undergraduate Students

Demographic Composition:

Headcount

Race/ethnicity

Sex

Citizenship

Graduation Rates:

- 4-Year

- 6-Year

Enrollment:

- Entry status (new, continuing)

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

Climate Survey Indicators:

- Satisfaction with overall UM climate/environment

- Semantic aspects of the general climate of UM campus overall

- Semantic aspects of the DEI climate at UM campus overall

- Feeling valued at UM campus overall

- Feeling of belongingness at UM campus overall

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

- Perceptions of equal opportunity for success at UM campus overall

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

- Feelings of academic growth at UM campus overall

- Feelings of discrimination at UM campus overall

Graduate Students

Demographic Composition:

Headcount

Race/ethnicity

Sex

Citizenship

Enrollment:

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

Climate Survey Indicators:

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

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

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

- Feeling valued in department of School/College

- Feeling of belongingness in department of School/College

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

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

Staff

Demographic Composition:

Headcount

Race/ethnicity

Sex

Citizenship

Age (Generation cohort)

Climate Survey Indicators:

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

Faculty

Demographic Composition:

Headcount

Race/ethnicity

Sex

Citizenship

Tenure status

Climate Survey Indicators:

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

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

UMSI's Assistant Dean for DEI will continue to oversee the implementation of the UMSI DEI Strategic Plan, reporting to the Dean and serving on the UMSI Leadership Team. The Assistant Dean for DEI receives administrative support from the Dean's senior executive assistant as well as school event planning staff support. Devon Keen, Assistant Director for Outreach and Transfer Student Initiatives, will continue as UMSI's Co-DEI Lead, with 30% effort focused on School wide DEI Strategic Plan Implementation work, and remaining effort focused on one of our central DEI priorities - outreach and transfer students. UMSI will continue to support a DEI GSSA at a .50 level reporting jointly to Judy Lawson and Devon Keen. The DEI Committee will continue with faculty and staff co-chairs and student, staff and faculty members. Progress is tracked through regular communications and consultations, with mid-year check-ins to assess progress and identify needed resources and support. The results of climate surveys, focus groups, themes of community conversations and feedback from individual and small group discussions with faculty, staff, and students guide updates to our strategic plan for the following year. Proposed revisions are reviewed and approved by the Dean, while overall unit planning and budget allocation discussions ensure resources and staffing are aligned to support achieving stated DEI goals.

Ample funding has been allocated to support FY20 DEI Actions, including unit budgets, the Assistant Dean for DEI budget, and the Diversity Committee budget. DEI support continues to be a strategic area for UMSI Development efforts, and UMSI has benefitted from previous funding from the Provost's Office for our External Transfer and Outreach initiative and UMSI's Office of Professional and Community Engagement has received a UM DEI grant for its work on infusing DEI intentionally into student learning through collaborative team work.

Each year we will publish our DEI progress report and next year actions on our UMSI web site, keeping previous year reports available. We will message the community with a link to this information and the summary of objectives and annual actions will also be posted on a DEI bulletin board within UMSI. In Fall 2019, we will release the 2019 UMSI School Climate Survey Reports (produced by ADVANCE) and will offer forums for students, staff and faculty to discuss the results and identify priorities and ideas for action. The DEI GSSA will continue to have an active role and voice in strategic plan implementation. We expect to offer a community conversation event in winter to help identify priorities to inform our Year Five efforts and confirm our commitments beyond the five-year implementation window.

VII. FY20 Revised Action Planning Tables with Details & Accountabilities

VII.A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Students	Increase diversity of students in all degree programs	Increase in the number of racial and ethnic minority applicants in all degree programs including more women applicants for technically oriented fields	<p>1. Continue developing and refining recruitment strategies and processes across all academic programs to promote diversity, equity, and inclusion, adjusting activity based on assessment of impact.</p> <p>2. Assess initial impact of the planned trial removal of the GRE requirement for the PhD program.</p> <p>3. Continue to build UMSI outreach efforts with an emphasis on community colleges and adding efforts for K12 Education outreach. Repeat the Community College Summer Institute and continue building a partnership with the Center for Educational Outreach and others on and off campus.</p> <p>4. Resume collaborations with the American Indian Higher Education Consortium and include Tribal Colleges in Outreach efforts.</p> <p>5. Assess effectiveness of current need-based aid and diversity focused scholarships for master's students; revise as needed and continue to actively promote need-based and diversity focused aid.</p>	Senior Associate Dean; Office of Admissions & Student Affairs; MSI, MHI, BSI, Ph.D. Academic Program Directors and Committees; Assistant Dean for DEI; Assistant Director for Outreach and External Transfer Initiatives
Students	Equitable assessment of each applicant in the admissions review process.	No evidence of bias in terms of number of reviews, content and quality of reviews, and recommendations for others to	1. Continue to provide training to faculty and staff serving on academic program committees on avoiding implicit bias in admissions. Provide information to UMSI	Office of Admissions & Student Affairs; Senior Associate Dean; MSI, MHI, BSI,

		consider the application.	faculty and staff on implicit bias in admissions and our efforts to remove it.	Ph.D. Academic Program Directors and Committees
Students	Develop clear lines of responsibility and accountability for promoting diversity in student applicant pools, establish policies and reporting procedures, and provide appropriate training.	More effective division of responsibility between program directors, faculty reviewers, and staff with involvement in recruitment and admissions; Reports on recruitment, admissions, yield.	1. 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. 2. Continue to share outcomes of diversity recruitment, admissions, and yield with the UMSI community. 3. Share stories and outcomes of students from many diverse backgrounds with alumni and donors to encourage funding for diversity focused scholarships and student support.	Office of Admissions & Student Affairs; Senior Associate Dean; Faculty Academic Program Directors; Director of Marketing & Communications and Director of Development
Staff	Continue to increase diversity of staff	Increase in underrepresented minority staff, particularly in managerial positions; Increase of women in technical positions	1. Continue to provide information and training to UMSI Human Resources Staff and UMSI Staff supervisors on diversity recruiting and avoiding implicit bias in the hiring process. 2. Continue using and refining the process and checklist to avoid implicit bias in staff hiring process	Administrative director, Human Resources Director, Management Team; Supervisors
Faculty	Increase diversity of faculty	More racial and ethnic minorities in all areas, more women in technically oriented fields	1. Continue to enhance efforts for ongoing cultivation of diverse candidates for faculty positions to enact a model of continuous faculty recruiting. 2. Continue requiring faculty search committee	Faculty Search Committee Chair, Faculty Search Committee Members; Assistant Dean for DE&I, Senior

			members to complete STRIDE training. 3. Continue to actively and consistently apply guidance from STRIDE training in the recruiting and selection process. 4. Gather input and insights from faculty and Presidential Postdocs recruited to UMSI regarding their experience and why they chose UMSI.	Associate Dean; Dean
--	--	--	--	----------------------

VII.B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Students	Create a teaching and learning environment that prepares students for careers in a diverse and global environment.	Course evaluation data; Student outcomes data; Climate survey results indicating fewer experiences of bias and exclusion	1. Continue collaboration with CRLT to engage faculty in individual consultations to review and discuss inclusive teaching practice in terms of their course content, pedagogy and class environment. 2. Begin implementing small group discussion or other process for continued inclusive teaching support. 3. Continue to include DEI as a component of academic program charges and end year reports, considering how it is represented in program goals/objectives, recruiting and admissions, and/or in academic policies and practices. 4. The Office of Professional and Community Engagement and the Office of Career Development will continue to integrate DEI values and intercultural competency themes into curricular and co-curricular offerings, policies and practices, and assessment activities. Particular focus will be given to incorporating DEI	Senior Associate Dean, Assistant Dean for DE&I, Faculty Academic Program Directors, Director, Office of Prof. & Community Engagement, Director, Career Development Office

			into peer coach orientation and training.	
Faculty	Produce and disseminate faculty led scholarship related to diversity, equity and inclusion across its many dimensions	Percentage of faculty research publications on topics related to DE&I across its many dimensions. Data on scholarly publications and conference presentations, communications results (visibility via UMSI web site and social media; media mentions, etc.)	<ol style="list-style-type: none"> 1. Continue to provide faculty with information and resources on conducting community based and social justice-oriented research. 2. Explore ways in which DEI efforts and values might be incorporated into grant proposals, providing sample or template content. 3. Repeat the iDEI Talks event which features faculty and graduate student DEI related research. 4. 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, as well as internally. 	<p>Director, Research Admin.; Associate Dean for Research; Faculty; Assistant Dean for DEI;</p> <p>Marketing and Communications Director;</p>
Faculty and Students	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	Number of students participating in UMSI sponsored pipeline program(s) and number of these students who matriculate in doctoral programs at UMSI or elsewhere.	<ol style="list-style-type: none"> 1. Continue to fund and administer the Research Experience for Masters Students (REMS) summer research program. 2. Continue to support mechanisms for multi-year follow up with UMSI pipeline program participants, tracking initial participation to future matriculation in graduate programs. 	<p>Dean; Associate Dean for Academic Affairs; Assistant Dean for DEI; Assistant Director for Outreach and External Transfer Initiatives</p>
Faculty & Staff	Encourage and support individual and school investment in DEI efforts and professional development.	Outcomes from faculty and staff DE&I goal setting; documented changes in organizational practices, policies, or programs to support a more inclusive environment.	<ol style="list-style-type: none"> 1. Continue faculty and staff broadly defined DEI goal setting; provide guidance and feedback to align individual goals in FARs and staff performance reviews with UMSI DEI strategic objectives. 2. Continue to encourage goal setting that extends individual growth and commitment to broadly defined DEI principles. 	<p>Dean, Associate Deans; Assistant Dean for DEI; Administrative Director; Faculty; Staff</p>

VII.C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ Persons Accountable
Faculty & Staff	Raise awareness among faculty and staff of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive. This requires a particular focus on inclusiveness for women (at all levels -- i.e., faculty, staff, students) and international faculty and students.	Future climate survey responses that report improvements in climate survey scores.	<p>1. Continue to develop and implement an annual plan for broadly defined DEI professional development for faculty, including: DEI onboarding during new faculty orientation and STRIDE training for all members of faculty search committees, support annual DEI goal setting; give a DEI presentation in a faculty meeting, offer inclusive teaching individual consultations and discussion groups. Evaluate and adjust plan annually.</p> <p>2. Offer and promote professional development opportunities and information resources for faculty and staff that address implicit bias broadly and specific to marginalized groups including women, non-U.S. Citizens, Underrepresented Minorities, LGBTQ+ individuals and individuals with disabilities.</p> <p>3. Encourage and recognize faculty attendance at UMSI and UM DEI programs, events, and training.</p> <p>4. Continue to develop and implement an annual plan for broadly defined DEI professional development for staff, including: DEI onboarding meetings; completion of "DEI: The Basics" online training; regular DEI short presentations/activities at staff meetings; one all staff DEI workshop per year; support (financial and work release time) for attending DEI training and activities offered on campus or</p>	Assistant Dean for DE&I, Assistant Director for Outreach and External Transfer Initiatives, Senior Associate Dean, Administrative Director; Human Resources Director; UMSI Diversity Committee

			through professional associations.	
Ph.D. Students	Raise awareness among PhD students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students	Future climate survey responses that report an improved climate for female, URM, LGBTQ, international, and disabled students.	1. Continue developing and implementing a plan for integrating DE&I content into doctoral student professional development and student life programs. Emphasize avoiding implicit bias and leadership, including issues/topics related to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income background, LGBTQ individuals and individuals with disabilities.	Office of Admissions and Student Affairs; Doctoral Program Director and Committee
Master's Students	Raise awareness among MSI students of how behaviors, forms of expression, and other individual actions can result in a climate that is perceived as not inclusive by women, URM, LGBTQ, international, and disabled students.	Future climate survey responses that report improved (compared to 2015 responses) climate for female, URM, LGBTQ, international, and disabled students.	1. Continue to develop, implement and evaluate DEI content in MSI and MHI Orientations and student life programs. Emphasize avoiding implicit bias and leadership, including issues/topics related to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income background, LGBTQ individuals and individuals with disabilities.	Office of Admissions and Student Affairs; MSI Program Director and Committee
BSI Students	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.	Future climate survey and focus group results that report fewer biased comments and bias incidents over time across different student groups. Survey and focus group results that indicate BSI students feel integrated in the larger UMSI community	1. Continue to develop, implement and evaluate DEI content in BSI orientation and student life programs. Emphasize avoiding implicit bias and leadership, including issues/topics related to marginalized groups including women, non-U.S. Citizens, underrepresented minorities, individuals with low-income background, LGBTQ individuals and individuals with disabilities.	Office of Admissions and Student Affairs; BSI Program Director and Committee; Assistant Director for Outreach and External Transfer Initiatives
Faculty, Staff and Students	Foster a climate and culture that	Future climate survey responses	1. Distribute UMSI 2019 Climate Survey Reports to	Assistant Dean for DEI;

	<p>supports students, staff and faculty holistically including work/life balance, wellness, and familial commitments. Foster mutual understanding across differences and work to institutionalize inclusion in UMSI's environment including policies, practices, programs and resource allocations.</p>	<p>that report higher (compared to 2015 responses) climate scores across groups related to inclusive environment, support for work/life balance and managing familial commitments, support for career development and strong mentorship.</p>	<p>faculty, staff, and students. Offer opportunities to discuss issues and themes identified in the reports in groups and individually. Gather input on priority actions and infuse these into DEI work in the current year and future year efforts. 2.Continue to offer information, resources and programming that address wellness and work/life balance for students, staff and faculty. 3.Continue to offer regular school level programming that supports DEI such as: iDEI Talks, Community Conversations, Thanksgiving hosting sign up, MLK Symposium Speaker, and Lunar New Year Event. Support these events through the UMSI Deans Office/ Asst. Dean for DEI, additional staff assisting with DEI, event and administrative support staff and in partnership with relevant student groups, staff units etc. 4. Convene a voluntary task force to recommend actions that would enhance inclusivity for individuals with disabilities and address barriers to accessibility. 5. Shift the DEI Committee to an advisory board format to better manage work load issues. Charge the Committee to continue administering funding and awards, and to continue a focus on promoting equity and inclusion. Engage the Committee in discussion of the School Climate Survey reports to help identify themes and priorities. Seek the Committee's input on school DEI events and activities, offering opportunities for involvement. Include DEI</p>	<p>Assistant Director for Outreach and External Transfer Initiatives, Dean, Associate Deans, Chief Administrative Director, Office of Student Affairs; UMSI Human Resources; UMSI DEI Committee</p>
--	---	--	---	---

			<p>co-lead on committee in an ex officio position to promote communication and coordination with DEI efforts overall.</p> <p>6. Continue active communication with students, staff and faculty regarding avenues to voice concerns and address conflicts. Ensure the new UMSI web site and intranet includes clear information about conflict resolution paths and resources for students, staff and faculty. Communicate about the UMSI web page on feedback (within UMSI) and formal reporting (to the university) regarding bias incidents or other DEI related concerns.</p>	
Faculty, Staff and Students	Educate our community on sexual harassment and misconduct in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Future climate survey responses and feedback from focus groups or other channels that indicate higher scores for gender equity and fewer concerns related to gender bias, sexual harassment and misconduct.	<p>1. Encourage and support unit-level participation in mandatory training on sexual harassment and misconduct.</p> <p>2. Explore opportunities for additional training and/or information resources</p>	Dean, Associate Deans, Assistant Dean, Chief Administrative Director