



2023

DEI 2.0 PLAN



The DEI 2.0 Plan is a publication of the U-M Office of Diversity, Equity and Inclusion, created with valuable assistance from members of many units and offices across campus.

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**THE DIVERSITY,
EQUITY &
INCLUSION
(DEI) 2.0 PLAN**

DEI 2.0 launches with plans provided by central administration and by the 51 university units throughout U-M that will engage in DEI activities for the next five years, 2023 - 2028.

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EXECUTIVE SUMMARY

The University of Michigan launches the new five-year DEI Strategic Plan, DEI 2.0 with great enthusiasm, commitment, and dedication. Our progress and knowledge gained from DEI 1.0 have laid a strong foundation for the next step in our journey launching in the fall of 2023.

DEI 2.0 launches with plans provided by central administration - campuswide action items - and by the 51 university units throughout U-M that will engage in DEI activities for the next five years, 2023 - 2028.

In developing this plan, we have drawn on data, knowledge gained, and lessons learned from a deep evaluation process of our DEI 1.0 work. This includes many insights shared by our community of students, faculty, staff, alumni, and community partners - insights that highlight our progress and what we need to continue to do and invest in, as well as growth opportunities and new bold ideas that can lead to even better and greater impacts.

In January 2023, we were proud to be able to present to our campus community - publicly and transparently - specific ways that we have incorporated diversity, equity and inclusion into our mission and daily operations, spanning all that we do—from student, faculty, and staff recruitment and retention; to teaching and curricular development; to research and scholarship; to service and engagement; to patient care; to budgeting and infrastructure; among other areas.

In this next phase of our DEI strategic plan, we are prepared to build on our institutional commitment to ensuring a diverse, equitable and inclusive community with even more sharply defined goals, new innovations and investments, and enhanced measures of accountability - shaped and informed by our own University community. We will continue to test new ideas, assess our progress, and have difficult conversations about tough issues. We will continue to listen, and we will learn as we move forward—together

DEI 2.0 is guided by the following principles:

- We will strive for organizational change in the service of greater diversity, equity and inclusion.
- Organizational change will be achieved through a dynamic process of year-over-year planning, implementation and assessment of the unit-level and campuswide DEI plans.
- Tracking metrics will indicate whether specific shifts up or down, or lack of activity, represent positive outcomes relative to progress toward our goals of creating a more diverse, equitable and inclusive campus.
- Self-evaluation helps to identify which “institutionalization” components (policy, practices, structures, culture, and climate) or dimensions (constituents, campus, community) are progressing well and which need more attention.
- Communicating self-evaluation results to key audiences is integral to accountability, continuous improvement and future planning.
- We will measure progress of organizational change as evidenced through indicators of change in policy, practices, structures, culture and climate.

CAMPUSWIDE ACTION ITEMS

The University of Michigan's Central Administration has developed 20 Campuswide Action Items (CAI) to support the overarching goals of People, Process, and Products. The following list provides a short summary of each CAI. The full details can be read within the DEI 2.0 plan report.

GOAL: PEOPLE

As a campus community, we are committed to increasing diversity in its myriad forms and to pursuing an equitable policy of access and opportunity, one that gives all students, staff and faculty the chance to excel.

Re-aligning the Rackham Merit Fellowship (RMF)

Rackham is realigning the goals and practices of its Merit Fellowship in order to build an even stronger partnership with graduate programs. The goals of the RMF are to (1) recruit students from RMF-eligible populations into Rackham graduate programs; (2) offer incentives to Rackham graduate programs to identify, recruit, and matriculate students from RMF-eligible populations; and, (3) provide additional incentives for creating a climate in which students from RMF-eligible populations can thrive and complete their degrees. During DEI 2.0, Rackham will realign RMF policies and practices with program objectives and build stronger partnerships with graduate programs.

Responsible Unit: Rackham Graduate School

Doubling Down on Wolverine Pathways (WP)

Over the next five years, Wolverine Pathways will strive to amplify its contributions to undergraduate diversity by advancing strategic initiatives that: (1) increase the admissibility and college preparedness of scholars from partner schools; and (2) converting more WP graduates into transfer students. During DEI 1.0, Wolverine Pathways met with considerable success in helping to diversify, along a variety of factors, the U-M's Ann Arbor campus (U-M AA). Thanks to those efforts, for example, WP graduates now comprise 20 percent of in-state Black students enrolled at U-M Ann Arbor.

Responsible Unit: Wolverine Pathways Program

Enhancing International Graduate Student Diversity

In Year One of DEI 2.0, Rackham will finalize the report

and recommendations advanced by a graduate faculty ad hoc committee aimed at increasing equity, diversity, access and opportunity for international graduate student applicants. International students constitute a substantial portion of students enrolled in Rackham programs, and they contribute in important ways to both the excellence and diversity of the graduate education community on our campus.

Responsible Unit: Rackham Graduate School

Honoring Article XVI: Native & Indigenous Engagement & Partnership

Building on the recommendations of the Native American Student Task Committee (NASTC) and the Indigenous Initiatives Leadership Group (IILG), along with evaluation outcomes of our collective learning in DEI 1.0, the university will pursue a comprehensive strategy focused on activities that support the visibility, vitality and wellbeing of Native American, First Nations and other Indigenous communities on campus and beyond. The development, dissemination and institutionalization of tools, resources and programs that, though open to all, are intended to support Native and Indigenous student, faculty, and staff success at U-M, is a key aspect of this work.

Responsible Unit(s): The Office of Diversity, Equity & Inclusion, the Division of Student Life, the Office of Enrollment Management, Rackham Graduate School, the Office of the Vice President for Research, & Matthaei Botanical Gardens and Nichols Arboretum

Staff Talent Acquisition Services

During DEI 2.0, the human resources departments of both U-M and Michigan Medicine will continue to consult with and advise units on fair, equitable processes and resources that reflect our DEI values while meeting the expectations of prospective employees. The shared objective of Talent Acquisition is to expand in a way that accommodates the high demand for inclusive recruiting strategies, practices, and tools. During implementation of the Talent Acquisition strategic plan, accountability will be ensured through periodic reports on progress and impact.

Responsible Unit(s): University Human Resources and Michigan Medicine Human Resources

Staff Career Development Fund

As an evolution of the Voices Career Development Fund, which was launched during the university's bicentennial and funded entirely by employees, the Staff Career Development Fund provides grants to support professional growth for both individuals and teams. The new program will receive \$500,000 in annual funding from the Office of the Executive Vice President and Chief Financial Officer. In the Staff Career Development Fund's first year of operation, 71 applicants were selected for grants out of more than 715 applications received from 500+ departments campuswide. In the coming years, university leadership will explore opportunities to expand the fund, both in terms of funding and more targeted focus areas.

Responsible Unit: University Human Resources

Michigan Program for Advancing Cultural Transformation (M-PACT) in the Biomedical and Health Sciences

Launched with a five-year, \$15.8 million grant from the National Institutes of Health and \$63.7 million in university funding, M-PACT aims to enhance diversity, equity and inclusion in biomedical and health sciences by recruiting 30 new tenure-track assistant professors across 11 schools, colleges and units. M-PACT will train a pool of accomplished senior faculty with a commitment to DEI to serve as Sponsor-Mentors for the 30 new faculty hires. These same core faculty will serve as agents of change in their respective departments as part of a university-wide strategy to foster a more diverse, equitable and inclusive scientific community.

Responsible Unit: *The Office of the Provost and the Office of the Vice President for Research*

Faculty Recruitment & Retention Practice Initiative

Thanks to ADVANCE'S STRIDE Faculty Recruitment Workshop and the Office for Health Equity and Inclusion's (OHEI) new Faculty Development Unconscious Bias in Hiring training program, all Ann Arbor campus faculty—including those within Michigan Medicine— have access to relevant content that underscores our shared commitment to diversity, equity and excellence in recruitment and hiring. ADVANCE and OHEI are committed to achieving productive campus partnerships, sharing and implementing best practices to meet shared goals regarding faculty recruitment, retention, climate, and leadership.

Responsible Unit(s): *ADVANCE and the Office for Health Equity & Inclusion (OHEI)*

Enhancing Black Student Representation & Experiences

The university will assess, refine, and develop strategies and student support programming, open to all, that produce equitable opportunities for access, success and a sense of belonging for Black students, in particular. This will include increasing responsiveness to Black students' unique needs through the creation of feedback mechanisms that allow for input by Black students and allies to support and enhance university programs, priorities, and resource allocation. Change will be values-driven and informed by data and input from faculty, staff, and community partners, addressing campus climate impacts on the experiences of Black students.

Year One activities will include hiring a project manager and appointing an implementation task force to assist in the coordination of this work.

Responsible Unit(s): *The Office of Diversity, Equity & Inclusion, the Division of Student Life and the Office of Enrollment Management*

GOAL: PROCESS

We are committed to ensuring that our campus is a place where differences of all sorts—racial, ethnic, cultural, religious, socioeconomic and political among them—are welcomed. As a community, we aspire to make this university a place where divergent perspectives are respectfully heard and where every individual experiences a deep sense of belonging and inclusion. At the same time, we recognize that differences arise not only from visible identities, but also from less visible characteristics and experiences that may contribute to the dynamics of inclusion or exclusion.

Enhancing Physical Accessibility on Campus

To establish a more inclusive physical environment on campus, U-M is identifying accessibility gaps and needs while also assessing opportunities to surpass ADA compliance levels and establish broad, university-wide accessibility requirements, guidelines and best practices. The ultimate goals of these efforts are to create a vision for enhancing physical accessibility on our campus; develop a set of short-term policy changes and longer-term considerations; explore and recommend funding strategies; and identify immediate investments needed to improve acute accessibility-related issues.

Responsible Unit(s): *Business & Finance, the Office of the Provost, and Michigan Medicine*

Enhancing Digital Accessibility on Campus

Information and Technology Services (ITS) continues to support—and mature—its goal of university-wide digital accessibility by serving as a center of excellence and integrating both accessibility and disability inclusion in its procedures and culture. During DEI 2.0, the university will mature its digital accessibility support in order to align with the U-M Electronic Information Technology Accessibility Policy (SPG 601.20). The overarching goal is to provide equitable access to digital information and participation for the entire university community, with an emphasis on those who are disabled. That includes individuals who are blind or low-vision, deaf, or neurodivergent as well as those who experience a range of other conditions or use assistive technology.

Responsible Unit: *Information and Technology Services (ITS)*

Enhancing Religious, Spiritual & Interfaith Diversity on Campus

During DEI 2.0, the U-M will institutionalize a Secular, Spiritual, Religious and Interfaith (SSRI) campus-wide initiative that supports cross-unit collaborations and strengthens institutional partnerships. As a first step in creating a positive climate for students, faculty and staff

from all faith backgrounds, as well as those who do not belong to any faith community, in year 1, the university will appoint a cross-campus working group to begin planning, management and coordination of the initiative.

Responsible Unit(s): The Office of Diversity, Equity & Inclusion and the Division of Student Life

Enhancing Vendor and Investment Diversity

To broaden its impact, the university's Business & Finance (B&F) Division will embed DEI priorities within all of its functions and processes to ensure that external partners and vendors understand the depth of its institutional commitment. As one example, the university's Investment Office is working to increase its DEI impact externally by:

- Investing in Screendoor Partners, a venture capital fund committed to supporting managers that have exhibited a commitment to DEI, including underrepresented fund managers
- Collaborating with the National Association of Investment Companies (NAIC) to increase outreach and engagement with managers that support DEI principles
- Working with the Global Economics Group to participate in the Knight Foundation Diversity of Asset Managers Research Series initiative.

In addition, the U-M Treasurer's Office recently launched the Community Impact Banking Program (CIBP), a pilot partnership between the university and ten community and regional banks intended to leverage the U-M's deposits into quantifiable, impactful community benefits in Ann Arbor, Dearborn, Flint and Detroit. In the coming year, B&F will work to identify additional opportunities for working with a wide range of external partners in order to establish programs that improve DEI impact broadly.

Responsible Unit: Business & Finance

DEI Education and Training Resources

Curriculum in DEI 2.0 will move beyond awareness into the realm of skill building. Targeted programming will help equip our leaders with the strategies and techniques needed to:

- Prevent workplace issues and retaliation
- Disrupt bias
- Engage in anti-racism dialogue
- Build psychological safety in the workplace

In order to reach U-M's 60,000+ faculty and staff, additional trainers will be recruited to offer more sessions and provide unit-specific instruction. Train the Trainer programs will ensure that expertise is developed internally, and a dedicated DEI consultant will support unit leaders through needs assessments, coaching and customized resources. Organizational Learning (OL) will help lead campuswide efforts, including convening and managing a multi-unit working group, to address cross-campus needs around DEI education, professional development, and consultation; and use this information to leverage existing resources across the campus, and create new resources, for maximum efficiency and effectiveness.

Responsible Unit: Organizational Learning

Expanding Support for Child and Family Care

To better address the needs of its employees, U-M is conducting a holistic review of options for supporting child and family care and will be taking immediate steps to increase access to flexible and affordable childcare on campus. Currently, the university owns and operates three on-campus children's centers. To explore opportunities to expand support for child and family care, this project will encompass an array of components that include:

- A Child and Family Care Working Group, convened to explore novel approaches for supporting the needs of U-M employees.
- A pilot program, in which the university will contract with an outside partner to build and operate a childcare facility on the Medical Campus that, if successful, could be replicated in other areas of campus.

Responsible Unit: University Human Resources

DEI in Carbon Neutrality and Sustainability Efforts

To advance the university's commitment to addressing climate change and prioritizing environmental justice, U-M is establishing key leadership positions to guide this work. The University recently established the role of Associate Vice President for Campus Sustainability (AVPCS). The AVPCS will lead a team dedicated to developing and implementing comprehensive strategies for achieving carbon neutrality and advancing sustainability objectives across all campuses. The University is also conducting a search for the inaugural Vice Provost for Sustainability and Climate Action (VPSCA). Reporting to the provost, the VPSCA will guide, oversee, and advance the university's leadership in the spheres of teaching and research related to sustainability and climate action. U-M Health-Michigan Medicine recently created a new executive leadership position of Senior Vice-President and Chief Environmental, Social and Governance (ESG) Officer, expanding its pre-existing focus on environmental stewardship with a stronger aim to decarbonize the healthcare sector and improve its social and health equity presence in community.

Responsible Unit(s): Business & Finance, the Office of the Provost, and Michigan Medicine

Expanding Affordable Housing

In response to increasing enrollment, the university is making significant investments in on-campus housing to ensure broader access to high-quality and affordable housing for students and to support its ongoing commitment to a more socioeconomically diverse student body. With the goal of ensuring equitable access to affordable housing for those who need it, the university is currently exploring various strategies to significantly enhance on-campus options for both undergraduates and graduate students. It is also giving serious consideration to the longer-term potential of adding workforce housing on or near campus. These efforts are being undertaken as part of the Campus Plan 2050 initiative, which includes DEI as one of its guiding principles.

Responsible Unit: Business & Finance

Staff Salary Equity Study

As a part of DEI 2.0, University Human Resources will develop a proposal for the university's executive leadership to recommend ways to analyze staff pay on the Ann Arbor campus. This type of study is an analysis of pay across job classifications referencing market data to help inform comparable pay for similar work regardless of race, sex, or ethnicity while recognizing the need for pay differences based on relevant factors including but not limited to department budget, skill and experience of individual employees. Undertaking such a complex analysis is significant, but a broad review can help us recognize gaps and ensure transparency, compliance, and fairness in compensation.

Responsible Unit: University Human Resources

GOAL: PRODUCTS

As we work to create a more diverse, equitable and inclusive campus, we also aim to advance research and pedagogy on these topics, thereby strengthening Michigan as a hub of thought leadership in the domain of diversity, equity and inclusion. By encouraging original scholarly research and by establishing culturally sensitive and inclusive pedagogical models that can be replicated at other institutions, we will not only serve our own students, but will enhance the learning experience for students nationwide. In addition, our work will contribute to a deeper understanding of these issues as they relate to all facets of our society and the human experience.

Fostering Student Academic Success

To help assure that all students have the maximum opportunity to thrive, complete their degrees and attain their career goals, the university is implementing a set of coordinated pilot activities aimed at promoting the academic success of undergraduates during their first year, thereby contributing to their high-quality learning, persistence, degree completion, and attainment of educational and career goals. The university's goals for undergraduate success include the expectation that students will achieve the learning goals of their majors, successfully complete their degrees and find pathways forward to their life and career goals. A first step in helping them achieve these goals is identifying and addressing any opportunity gaps across demographics. A formal search is underway for a Vice Provost for Undergraduate Education to lead this work along with other efforts relating to U-M undergraduate education.

Responsible Unit: The Office of the Provost

Inclusive History Project (IHP)

The Inclusive History Project (IHP) is a multi-faceted, multi-year presidential initiative to study and document a comprehensive history of the U-M by honestly and critically re-examining the university's past as it relates to diversity, equity and inclusion. IHP will engage the entire university and neighboring communities to better understand the full history of U-M and to consider what reparative actions that history demands in the present and future. Beginning in Fall 2023 and continuing for five years, IHP will conduct rigorous scholarship to explore the university's history through the themes of origins and trajectories, people and communities, sites and symbols, and research and teaching. These initiatives will generate far-reaching outcomes ranging from new scholarship, research and courses, and may lead to reimagined institutional policies and programs that seek to remedy the effects of histories documented by the project.

Responsible Unit: Inclusive History Project Team

UNIT PLANS

The DEI 2.0 Plan provides an opportunity where the 51 units across campus are able to refine their strategic approach to diversity, equity, and inclusion work for their students, faculty, and staff. This unit-level approach allows for each of the units to implement plans with goals and outcomes that can be assessed and evaluated to understand the effectiveness of their planned strategies. Regular evaluation and continued guidance will help shape how DEI 2.0 is implemented over the next five years. The full report provides Unit Plan Spotlights that represent a sample of the actions that many unit plans will implement during DEI 2.0.

LEADERSHIP



We have much more to do before our community is as diverse and welcoming as we envision. I remain committed to DEI being a major focus of my presidency, and I look forward to joining you as this important work continues into DEI 2.0.

Santa J. Ono, President

A PLAN AND A PLEDGE: OUR CONTINUING JOURNEY

To All Members of the University Community:

At the University of Michigan, we have always aspired to achieve the highest levels of academic excellence for the public good. Now more than ever, we recognize and affirm that this goal is inseparable from our commitment to diversity, equity and inclusion (DEI).

A STRONG START

Beginning in 2016, we launched our most ambitious DEI effort, a 5-year, community-informed and community-led strategic plan now known as DEI 1.0. This institution-wide Presidential initiative built on the knowledge and efforts of campus leaders and community members - both past and present - and was an important step on our path to cultural transformation. DEI 1.0 resulted in real progress, including successful and promising models of programs, practices, and policies that have enhanced diversity, equity and inclusion at our University.

The rigorous evaluation process that took place at the conclusion of DEI 1.0 in 2022 highlighted our campus community's many achievements and measurable progress on numerous fronts. In January 2023, we were proud to be able to present to our campus community - publicly and transparently - specific ways that we have incorporated diversity, equity and inclusion into our mission and daily operations, spanning all that we do—from student, faculty, and staff recruitment and retention; to teaching and curricular development; to research and scholarship; to service and engagement; to patient care; to budgeting and infrastructure; among other areas.

Beyond these significant successes, another signal of our progress and growth was that the DEI plan process required us to honestly and unapologetically name continued systemic and cultural challenges that we still struggle with and that we need to address with even greater intensity and strategy. We welcomed and embraced lessons learned on what it means to truly be diverse, equitable and inclusive and what we still need to do and change to be so. Our progress and knowledge gained from DEI 1.0 has laid a strong foundation for the next step in our journey launching in fall 2023, DEI 2.0.

BUILDING ON OUR MOMENTUM, MOVING FORWARD

The work we did together during the initial five years of DEI 1.0 was an important first step, but much remains to be done. The work of advancing diversity, equity, and inclusion is tough, but the benefits make it worthwhile. We aspire to be “the leaders and best,” and being a leader in DEI does not mean that we have addressed all of our challenges and achieved all of our ideals. It means that we understand the journey ahead of us and have demonstrated a commitment to the deep, strategic, and ongoing work necessary for cultural transformation.

During the summer of 2022, the Office of Diversity, Equity and Inclusion (ODEI) began laying the groundwork for DEI 2.0 by hosting retreats for all 51 DEI planning units - composed of schools, colleges, and major administrative and service units - and also supported numerous townhalls and community input sessions. These events provided opportunities for members of our U-M community to share their perspectives and ideas; to think and plan strategically and collectively; and to bring attention and focus to specific challenges and needs that were important to them.

In this next phase of our DEI strategic plan, we are prepared to build on our institutional commitment to ensuring a diverse, equitable and inclusive community with even more sharply defined goals, new innovations and investments, and enhanced measures of accountability - shaped and informed by our own University community. We will continue to test new ideas, assess our progress, and have difficult conversations about tough issues. We will continue to listen, and we will learn as we move forward— together.

Our DEI 2.0 strategic plan will reflect the closely-held values you shared with us during our community touchpoints: your passion for making a great institution even better, your unwavering dedication to higher education access and inclusion, and your belief that all individuals on our campus deserve an equal opportunity to thrive and succeed.

While our university's comprehensive DEI strategic plan efforts are more recent, our community's commitments to diversity, equity and inclusion are not new, spanning generations of campus leaders, students, faculty, staff, alumni, and local community and national partners. We would not be at this point without their inspiring activism, strategy and resolve in the face of monumental legal and cultural challenges, groundbreaking research and scholarship, dedication to community engagement and uplift, and refusal to give up.

This complex history of challenge, progress, resistance, and victories both humbles us and buoys our commitment and resolve to work in collaboration with our community to truly meet our ideal of being the leaders and best.

Thank you for engaging in this important work and for your continued dedication. The many voices that have contributed to our diversity, equity and inclusion strategic plan process are and will be essential to the quality, effectiveness, and sustained impacts of our efforts.

Sincerely,



Santa J. Ono, President

Laurie McCauley, Provost

Tabbye Chavous, Vice Provost for Equity & Inclusion and Chief Diversity Officer

A PRESIDENTIAL & COMMUNITY INITIATIVE

This strategic plan for diversity, equity and inclusion arises in the context of a rich and complex institutional history.

For nearly two centuries, Michigan has strived to broaden its diversity and strengthen its inclusiveness. While some initiatives were successful, many other efforts failed to meet the university's high expectations and goals. It was this imperfect history, coupled with a strong tradition of pursuing positive change, that led to the launch of DEI 1.0, a concerted effort to create a diverse, equitable and inclusive environment for our entire campus community.

The Introduction of DEI 1.0

Building on the wisdom sourced from DEI Leaders and community members regarding campuswide DEI needs and priorities, U-M took a major step toward advancing the ideals of diversity, equity and inclusion by developing its first five-year strategic plan. Launched as a presidential initiative in 2016, the plan sought to be as inclusive as possible, engaging all sectors and constituents of the campus community throughout the planning process. Throughout the entire span of DEI 1.0 implementation, strong and innovative leadership empowered the university to implement far-reaching foundational change at every level, in every unit, and in ways that have impacted every individual on campus.

These collaborative efforts and strategic interventions have also enabled Michigan to successfully navigate an array of challenges and crises, among them: seismic economic, social and political shifts caused by the COVID-19 pandemic; a national reckoning provoked by the murders of George Floyd and Breonna Taylor; the emergence of the Black Lives Matter movement; and an unprecedented level of nationwide political division and unrest.

The Launch of DEI 2.0

Guiding Principles for our DEI Efforts

Building on the work begun during DEI 1.0, our DEI 2.0 plan continues to reflect a concerted effort by the university to acknowledge, analyze and understand its complex relationship to the community it serves, and to use those understandings as the foundation of a more diverse, equitable and inclusive present and future.

With those goals in mind, DEI 2.0 is guided by the following principles:

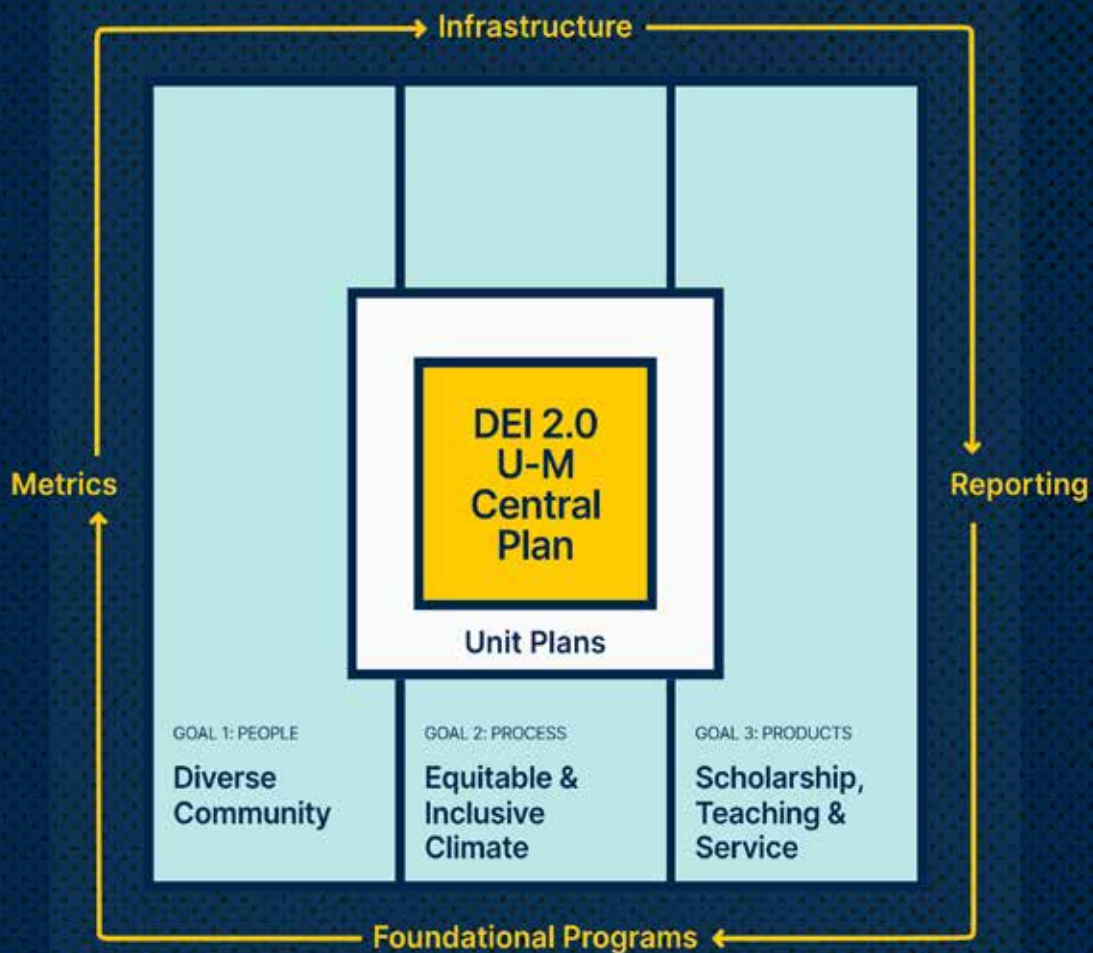
- (1) We will strive for organizational change in the service of greater diversity, equity and inclusion.** As with DEI 1.0, our new five-year plan calls for each school, college and unit to oversee an ongoing process that involves planning, implementing and assessing specific, achievable and sustainable goals and actions.
- (2) Organizational change will be achieved through a dynamic process of year-over-year planning, implementation and assessment of the unit-level and campuswide DEI plans.** The year-over-year assessment workflow is intended to emphasize DEI in terms of strategic priorities; build a campuswide effort; develop institutional and constituent capacity to implement and improve DEI initiatives; fully institutionalize DEI into the university; and ensure continued progress and long-term sustainability.
- (3) Tracking metrics will indicate whether specific shifts up or down, or lack of activity, represent positive outcomes relative to progress toward our goals of creating a more diverse, equitable and inclusive campus.** Units will continue to review and update their DEI plans on a regular basis to reflect both progress toward goals and newly identified opportunities and challenges. By way of example, at the conclusion of DEI 1.0, the university conducted a two-year evaluation and planning process to assess longer-term measures as well as shifts in climate and key indicators of equity across all populations.
- (4) Self-evaluation helps to identify which “institutionalization” components (policy, practices, structures, culture, and climate) or dimensions (constituents, campus, community) are progressing well and which need more attention.** During DEI 1.0, each school, college and unit was encouraged to collect information relating to its successes, challenges and overall progress. That information was then used to report data-informed evidence of DEI Plan implementation. This process will continue.
- (5) Communicating self-evaluation results to key audiences is integral to accountability, continuous improvement and future planning.** Summative evaluation of DEI 1.0 provided critical information to university and unit leadership, enabling them to demonstrate accountability for their financial allocations and preparing them to make decisions regarding DEI 2.0.
- (6) We will measure progress of organizational change as evidenced through indicators of change in policy, practices, structures, culture and climate.** When a school, college or unit makes measurable progress in terms of incorporating DEI into its structures, policies, practices and procedures, the university as a whole advances in its goal of improving the campus culture and climate.

In Summary: Looking Ahead, Moving Ahead

Current research on organizational culture in higher education suggests that substantive institutional change can take nearly 20 years to achieve. Therefore, having assessed the progress and sustainability of our achievements, we now move forward to DEI 2.0 and beyond.

We are resolved to be patient and persistent in our commitment to the goals of DEI and in our actions to bring about lasting change. Only by so doing can we hope to achieve a more diverse, equitable and inclusive University of Michigan for all, a place where every community member can flourish and thrive, both academically and personally, and a place that truly serves the public good.

DEI 2.0 in Action



- 20 Central Action Items have been developed that impact the overarching goals of U-M
- Unique plans describe the tailored goals specific to each of the 51 Units
- This plan is intended to advance our People, Process, and Product goals
- Infrastructure, Reporting, Foundational Programs and Metrics are four key areas that continue to evolve and support all areas of the DEI 2.0 Plan

DEI LEADERSHIP

**THE UNIVERSITY
APPOINTED SENIOR
STAFF AND FACULTY
TO KEY EXECUTIVE
POSITIONS TO
PROVIDE STEADY
AND FOCUSED
LEADERSHIP
DURING DEI 1.0 AND
CONTINUING INTO
DEI 2.0.**

A Guiding Force for Organizational Change

From the outset, it was clear that achieving the comprehensive goals set forth in DEI 1.0 would require fundamental and at times seismic shifts in the university's organizational culture. It was equally clear that implementing and sustaining such massive and pervasive culture change would require exceptional leadership on an institutional level, along with a new infrastructure to provide ongoing administrative and operational support.

In 2016, the university began assembling a DEI leadership team by appointing senior faculty member Robert M. Sellers to serve in the dual posts of Vice Provost for Equity and Inclusion and Chief Diversity Officer (2016-2022), and Katrina Wade-Golden, Associate Vice Provost and Deputy Chief Diversity Officer (2016-present). In August 2022, the university appointed Vice Provost for Equity and Inclusion and Chief Diversity Officer, Tabbye M. Chavous.

Throughout the entire span of DEI 1.0 implementation, the strong and innovative leadership of these individuals and their staff has made it possible for the university to enact far-reaching foundational change at every level, in every unit, in ways that have impacted every individual on campus. Their collaborative efforts and strategic interventions also enabled the U-M community to successfully navigate an array of challenges and crises that included the COVID-19 pandemic, violent political unrest and a nationwide racial reckoning.



Tabbye Chavous **Vice Provost for Equity and Inclusion &** **Chief Diversity Officer**

As a faculty member of the University of Michigan for 25 years, Tabbye Chavous has served in a variety of leadership roles at department, college and central administration levels. Prior to her appointment as Vice Provost for Equity and Inclusion and Chief Diversity Officer in August 2022, Chavous was director of the National Center for Institutional Diversity (NCID). Previously, she served as chair of the U-M's Combined Program in Education and Psychology (CPEP), as associate dean of academic programs and initiatives at the Rackham Graduate School, as associate vice president for research in the Office of the Vice President for Research, and as associate dean for DEI in the College of Literature, Science, and the Arts (LSA). She is also co-founder and principal investigator of U-M's Center for the Study of Black Youth in Context.

As Vice Provost and CDO, Chavous noted that the DEI 1.0 Strategic Plan has raised institutional awareness and increased expectations and standards for diversity, equity and inclusion campuswide by aligning policies, procedures and processes with DEI principles. Among her immediate goals is applying the knowledge gained and lessons learned in the initial five DEI plan years for even greater impact moving forward in the implementation of DEI 2.0. In doing so, a key priority is collaborating with campus leaders and community members in building on, refining and sharing successful models and practices; addressing gaps; setting priorities, and launching transformative plans and initiatives.



Katrina Wade-Golden **Associate Vice Provost &** **Deputy Chief Diversity Officer**

Since her appointment in 2016, Katrina Wade-Golden provides crucial administrative leadership, facilitates plan implementation in all 51 units, and serves as an advisor to the more than 100 DEI implementation leads campuswide. Dr. Katrina Wade-Golden is Deputy Chief Diversity Officer within the Office of Diversity, Equity & Inclusion (ODEI), as well as Director of Implementation for the Campuswide Diversity, Equity & Inclusion Strategic Plan. She brings over 25 years of administrative and research experience working with complex longitudinal datasets and has broad expertise leading research and strategy engagements in the corporate, higher education, and non-profit sectors, utilizing a wide range of qualitative and quantitative techniques. Dr. Wade-Golden possesses particular expertise in the areas of measurement, questionnaire design, social psychology, organizational dynamics, institutional diversity, and complex data analyses.

She has published numerous articles, essays, monographs, and reports in these areas, and has published a book (2013), *The Chief Diversity Officer: Strategy, Structure, and Change Management* (co-authored with Damon A. Williams), that chronicles the work of an ongoing research project focused on Chief Diversity Officers at nearly 800 institutions across the country, and is the first publication to fully explicate the role of chief diversity officers in higher education.



DEI Implementation Leads

With the launch of the Diversity, Equity and Inclusion strategic plan in 2016, the University of Michigan sought to establish overarching strategies and guidelines that would better embed this work across the University.

While striving to build a more welcoming and inclusive environment, University leadership recognized that in order for the strategic plan to be successful, it could not be prescriptive, with all students, faculty, and staff tasked with the same work. The University acknowledged that each school, college and unit were at various points in their DEI efforts, and trying to use a “one size fits all” approach would not be an effective tactic.

Instead, the strategic plan aimed to provide a framework, while the tactical implementation of these efforts needed to be uniquely tailored to every unit at U-M. In creating individualized strategic plans, every school, college and unit was given a certain level of autonomy in developing their programs, staffing and executive leadership, all with the goal of imbuing DEI across the University.

A critical component to this approach was the development of the DEI Implementation Leads Group, better known as “DEI Leads.” These individuals are charged with ensuring that the 51 school, college and unit plans are executed within their respective areas. With at least one designated faculty or staff member for each of the 51 plans, they are responsible for augmenting and tracking the DEI work occurring within their unit. The leads shepherd the work forward, track its efficacy, and work closely with one another.



OFFICE OF DEI

The Office of Diversity, Equity and Inclusion (ODEI) leads and supports a variety of university-wide initiatives and guides policy at the enterprise level focused on recruitment and retention of a broadly diverse student body, faculty, and staff, and on fostering the type of inclusive and equitable community at the University of Michigan that is essential to our university's academic excellence mission.

ODEI's mission is to serve as a leader, partner, and resource for our U-M campus community, working with our schools, colleges and campus units to implement and support the use of values-driven, evidence-informed approaches and practices that enhance diversity, equity, and inclusion— across our campus, in partnership with local communities, and at national and global levels. This mission is grounded in a vision of U-M impacting the world through providing an intellectually and culturally diverse university community where all have the opportunity to thrive and excel and to use their talents to make societal impacts.

A major part of the work advanced by ODEI is to support the campuswide DEI Strategic Plan process. This support includes:

- Facilitating and supporting progress in all of the university's schools, colleges and campus units, among them Student Life, Athletics and Michigan Medicine, throughout the DEI 2.0 five-year timeline (2023–2028).
- Tracking and reporting in accordance with metrics that were established in the original plan and are being further developed as implementation progresses. Conducting university climate surveys on diversity, equity and inclusion.
- Serving as a key curator of other institutional data and information on diversity, equity and inclusion.
- Reporting to and communicating with university leadership and the community at large on progress under the strategic plan.
- Addressing emergent issues and providing leadership on issues and concerns about progress under the strategic plan.

To learn more about the full scope of work of ODEI and its four programming units, visit our website.

OUR APPROACH

Since 2015, when presidential leadership called on the campus community to create a five-year strategic plan focused on the principles of diversity, equity and inclusion, a framework was created to support and implement the strategic plan across the university. It included the Office of Diversity, Equity & Inclusion, foundational programs, leadership, infrastructure and a reporting process. This framework continues forward in our DEI 2.0 efforts.

Today, with the launch of DEI 2.0, we continue to build on the university's heritage as a vanguard champion of diversity, equity and inclusion..

The University of Michigan has long understood that excellence is not possible without a truly and authentically diverse community, and that we can make our greatest contribution to the creation of new knowledge by building an environment in which all our members are able to flourish.

This new five-year campuswide plan serves as an umbrella for the plans created by all of our schools, colleges, student life, athletics, health system, and administrative units. As such, it reflects our shared aspirations as well as our understanding that, while talent may be present everywhere, opportunity is not.

Together, the 51 local plans and this campuswide plan are intended to:

- Affirm our shared values
- Build on past efforts
- Encourage individual and collective action
- Promote transparency and accountability at every level
- Acknowledge our shortcomings

Above all, DEI 2.0 plans reflect the determination of university leaders and the campus community to move our vision forward and create an increasingly diverse, equitable and inclusive academic environment.

The Transition: Two Years of Evaluation, Assessment and Planning

The 2021-22 academic year marked the conclusion of the U-M's initial Diversity, Equity and Inclusion Five-Year Strategic Plan, known as DEI 1.0. It also marked the beginning of a year-long evaluation process during which central and unit-level content and initiatives from DEI 1.0 were thoroughly assessed. Findings from that evaluation—presented at the 2022 Annual DEI Summit—helped guide a yearlong planning phase for the university's next strategic plan, DEI 2.0, which launched in October of 2023.

During the two-year transition period, the university continued its DEI-related efforts, providing regular progress updates to the campus community. This included the work of DEI implementation leads in all U-M schools, colleges and additional units.

The Evolution of DEI 2.0

The University of Michigan's DEI 2.0 Central Plan was shaped in part through campuswide conversations, town halls with students, faculty and staff, information sessions on the climate survey and DEI 1.0 evaluation report, and other community engagement events organized by ODEI.

In addition, each of the university's 51 planning units conducted its own engagement activities, sharing unit-level climate survey data and evaluations of their unit's previous DEI Strategic Plan, DEI 1.0. Feedback from students, faculty and staff collected during these events was analyzed and synthesized to identify key themes and priorities, and information was shared with the president, the provost, executive officers, and deans.

In collaboration with these leaders, ODEI then refined the list of priorities and developed central action items for the DEI 2.0 plan.

Overarching Goals of the DEI 2.0 Planning Process:

- Build on the achievements of DEI 1.0
- Deepen and broaden campuswide collaboration on DEI issues
- Create more focused and targeted initiatives
- Ensure stronger grassroots engagement
- Encourage a sense of ownership among all campus stakeholders in the university's ongoing commitment to diversity, equity, and inclusion.



The DEI 2.0 Plan provides an opportunity for the University of Michigan to expand on the work established over the course of DEI 1.0. After a comprehensive evaluation process, we are now able to provide a plan that is data-informed and develops achievable strategies that are value-driven and propel us forward in our efforts to become a more diverse, equitable, and inclusive university.

Katrina Wade-Golden
Deputy Chief Diversity Officer

Insights for reading the DEI 2.0 Plan

The goals and major campuswide actions presented in the following sections have emerged from and reflect the common foci of the 51 plans. They are intended to support and enhance the plans by concentrating on areas where centrally coordinated and supported initiatives will be most effective. Those areas include:

- Providing necessary **infrastructure** for unit plans to succeed
- Consolidating **common efforts** identified across unit plans
- Undertaking initiatives that can be conducted only at a **university-wide scale**

Ultimately, this plan is intended to advance our three-part goal of diversity, equity and inclusion. While distinct, the goals are both synergistic and overlapping, and thus strategies to support them also overlap. Likewise, many specific action steps outlined here, while listed under one strategy, may also serve other strategies. By way of example, a specific recruitment effort will likely improve climate and vice versa.

While each new campuswide action designates an accountable office, these are by no means the only entities that will be involved in the work. Each new campuswide undertaking will welcome contributions from all who feel called to participate and will depend on strong collaboration across many offices and individuals.

Along with the new programs and initiatives outlined, this plan also encompasses a wide range of existing diversity-, equity- and inclusion-related efforts in which the university will continue to invest.

As in the past, all strategies and actions presented in this plan will be implemented in accordance with the law and university policy.



DEFINING DEI

The university's plan serves as an umbrella for all school, college and unit plans. It is this synergy among DEI plans that assures a strong overall effort and increases the likelihood of successful outcomes.

Our DEI Goals

The President's Charge to the Community called on the entire campus community—all schools, colleges and campus units—to develop a strategic plan in pursuit of the following goals:

DIVERSITY

We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective.

EQUITY

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

INCLUSION

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

Within the U-M DEI Strategic Plan framework and its guiding institutional change model, the principles and definitions of diversity, equity, and inclusion have come to be integrally tied to the concepts of accessibility, anti-racism, belonging, and justice.

At U-M, consistent with our value for diverse views, perspectives and expressions, we honor, respect, and support the different ways that our different campus community members, offices, units, and programs have amplified, named and called out these important areas and concepts. In all cases, all of these concepts should be linked, connected to, and integral to how we think about and work on advancing a more diverse, inclusive, equitable, and just world.

The U-M DEI strategic plan framework and definitions of diversity, equity, and inclusion are inclusive of and/or complementary to a number of important concepts, values, and goals:

Accessibility: Full accessibility for persons with disabilities is a principle and value that is taken up within our definitions of diversity, equity, and inclusion in distinct, interconnected and equally important ways.

The U-M campus community is enriched by the presence of people with diverse life experiences, lenses and perspectives. Our goals of increasing diversity must include the recruitment and retention of people with disabilities as necessary for achieving culturally and intellectually rich learning and working environments. Accessibility goes hand in hand with our equity goals, including our commitment to supporting accommodations and eliminating barriers for those with disabilities, to enable equitable participation in academic, co-curricular, and work environments and equitable access to resources necessary for individuals' thriving and success. We cannot truly meet our goals for inclusion if individuals with disabilities are not able to feel a sense of belonging, empowerment, and voice in our campus community. Inclusion must also mean going beyond compliance and accommodations toward actions, structures and norms that focus on disability culture - for instance, challenging deficiency or tragedy narratives about disabled persons in favor of strengths-based approaches that recognize personal and cultural strengths and assets; and challenging norms and dismantling structures that reinforce ableism.

Anti-racism: This institutional change approach to advancing DEI is compatible and aligned with the values and goals of anti-racism.

While there are a variety of ways to define anti-racism, generally it is an active process and commitment to analyzing self, systems, ideologies, practices, and policies that produce and reinforce inequalities in access, opportunity, legitimacy, safety, and life outcomes based on race. Anti-racism explicitly challenges systems and norms grounded in white supremacy and anti-Blackness. Anti-racism also seeks to transform institutions toward ways of working and interacting that value and honor the full humanity of all people. U-M's strategic plan definitions of DEI encourages attention to many areas of diversity - including race and racism - and the DEI efforts of many across our campus are specifically focused on anti-racism.

Belonging: A U-M, we aspire for all campus members to feel a sense of belonging and empowerment to participate fully in our campus community.

Inclusion is key to realizing this aspiration. Grounded in our DEI strategic plan and its institutional change model, U-M's inclusion definition and efforts focus on addressing environmental features (systems, structures, and norms) that promote or inhibit the experience of inclusion - the extent that different communities and perspectives are valued, represented, and have voice in core mission work, from our curricular and co-curricular spaces, to research and scholarship, to workplace experiences, to programs, to infrastructure and development, to community engagement, among others. From this perspective, campus members feeling a sense of belonging is a direct result of the environmental conditions of inclusion.

Justice: Justice involves bringing to the center those communities that are most marginalized and vulnerable and prioritizing those communities in change planning and efforts.

A key premise is that doing so achieves equity and uplifts all. Justice involves taking stock of historical harms done to different communities and building this knowledge into planning and action. Justice is about disrupting, sharing, redistributing power. Working from our DEI institutional change model, U-M's DEI efforts seek to broaden access such that members of all communities have equitable opportunities to enter, participate and thrive. As such, these efforts must account for differences in the experiences and opportunities of different communities. From the perspective of our framework, in order to leverage the benefits of diversity - we must create the conditions of equity and true inclusion. By definition, this means that things must change (with "things" meaning who has power, influence, and voice in priorities and decision making).

COMMUNITY ENGAGEMENT

The University of Michigan's DEI 2.0 Central Plan was informed by a series of community engagement events organized by the Office of Diversity Equity Inclusion (ODEI). These events served as a platform for sharing evaluative information on the impact of the previous five-year DEI Strategic Plan (DEI 1.0) and gathering input for the development of the university's next DEI strategic plan, DEI 2.0.

During the planning and engagement phase, campuswide events were held to spark discussions and gather insights. These included:

- Community conversations (students, faculty, and staff)
- A student open house
- Information sessions on the climate survey
- Presentations on the DEI 1.0 evaluation report

Central-level feedback received from students, faculty and staff during these events was analyzed and synthesized to identify key themes and priorities. This information was

then shared with university leaders, including the president, provost, executive officers, and deans.

In collaboration with these leaders, ODEI then refined the list of priorities and developed central action items for the DEI 2.0 plan. The aim was to build on the achievements of DEI 1.0, with the goal of fostering greater collaboration, focusing on targeted initiatives, and ensuring stronger grassroots engagement in the university's ongoing commitment to diversity, equity, and inclusion.

In addition to central-level engagement opportunities organized by ODEI, campus stakeholders also had the opportunity to provide input at the unit level. Each of the university's 51 units conducted its own planning process, sharing unit-level climate survey data and evaluations of the unit's prior DEI Strategic Plan, DEI 1.0. This valuable information is being used to shape the unit-level plans and drive meaningful change within local environments.

U-M DEI INSTITUTIONAL CHANGE MODEL

Utilizing findings from the existing research literature, including U-M scholars, the U-M DEI leadership team developed an institutional change model to guide the strategic planning process.

Elements of the Model

The model begins with raising institutional awareness of diversity, equity and inclusion concerns, opportunities and improvement needs. It builds on this greater awareness by developing individuals' skills to work on the concerns and opportunities while, at the same time, aligning policies, processes and procedures in ways that better reflect diversity, equity and inclusion goals. This creates institutional norms and reinforcers that contribute to the goal of truly broadening institutional access- i.e., in ways that reflect abundant representation of groups and cultures that make up the nation and society; that promote a welcoming climate and feelings of inclusion, value, and community for all; and that enable equitable opportunities for thriving and success.

Raise Institutional Awareness

It begins with raising institutional awareness around DEI concerns, opportunities and improvement needs, including the experiences of different communities.

Enhance Individual Skills & Capacity

It builds on this greater awareness by developing individuals' skills to work on these concerns and opportunities.

Align Policy, Procedures & Processes

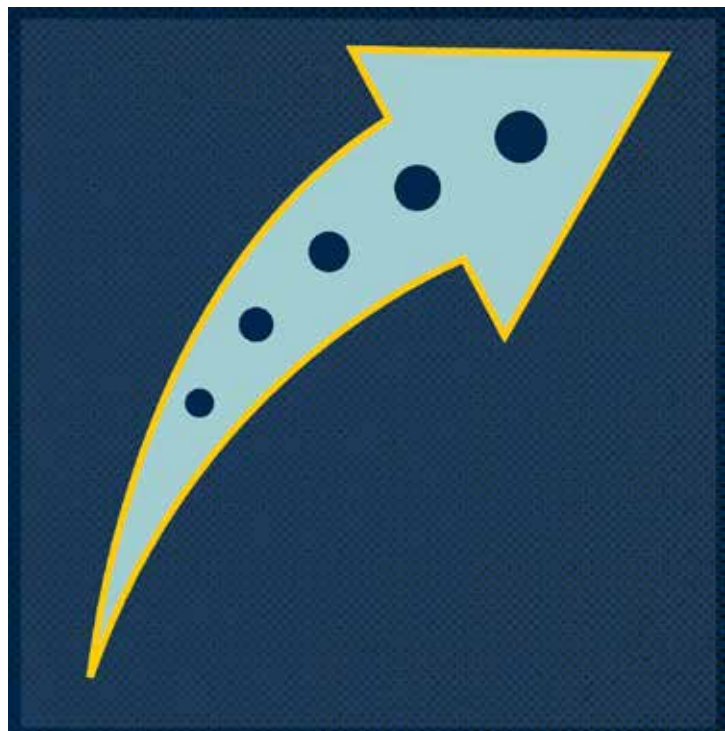
At the same time, it focuses not just on individuals but on aligning systemic policies, processes and procedures in ways that better reflect DEI values and goals.

Create Cultural Norms & Reinforcers

Sustained engagement in these efforts then create cultural norms and reinforcers that contribute to the goal of truly broadening institutional access.

Broaden Institutional Access

Broadening institutional access, in ways that reflect abundant representation of the groups and cultures that make up the nation and society; that promote a welcoming climate and feelings of inclusion, value, and community for all; and that enable equitable opportunities for thriving and success.



Cultural Transformation

This model reflects our theory of change. It has guided our work, and ALL elements are fundamental for achieving the institutional change that we seek.



EMERGENT THEMES

In preparation for the development of its DEI 2.0 plan, the campus conducted a year-long evaluation process to comprehensively assess the impact of DEI 1.0. Central- and unit-level findings served as a foundational framework, fostering meaningful discussions and generating useful ideas during campuswide engagement events that included students, faculty, and staff.

This constructive feedback shed light on areas where success could be sustained as well as those where efforts yielded limited results. The process also helped identify initiatives and action items that were effective and warranted further emphasis and investment. At both the central and unit levels, there was a concerted effort to streamline plans, prioritizing quality and impact over an excessive number of action items. By examining the perspectives of various stakeholder groups, clear synergies emerged that were aligned with the DEI 2.0 focus areas.

Themes from Community Input

Undergraduate and graduate students emphasized the need to:

- Strengthen recruitment, retention and comprehensive support programs to cultivate a diverse student, faculty and staff community.
- Foster constructive dialogue among students by welcoming diverse backgrounds, perspectives and ideologies.
- Enhance the accessibility, inclusivity and availability of spaces, facilities and resources.
- Allocate additional resources to bolster student safety networks, coalitions and support services.
- Actively promote an inclusive campus and classroom environment that values diversity and equity.
- Provide robust support for the development of intercultural awareness and effective engagement skills.
- Address the pressing concerns of affordability for low-income and underrepresented students.
- Proactively tackle climate issues encompassing microaggressions, discrimination and incivility.
- Establish clear mechanisms to ensure accountability of administration and faculty in upholding DEI values..

Staff feedback centered on:

- Addressing equity issues and income disparity by closing the wage gap and expanding support services for staff in lower salary grades.
- Implementing strategies to reduce bias across the entire recruitment process.
- Enhancing support systems to retain and advance BIPOC (Black, Indigenous, and People of Color) staff.
- Establishing inclusive and accessible work environments that cater to diverse needs.
- Enhancing the organizational climate by making cultural competency training mandatory and integrating cultural competency into job descriptions and performance criteria for all staff, faculty and leaders.
- Providing comprehensive educational and development training on diversity, equity, and inclusion, with a focus on supervisors and managers.

Faculty feedback centered on the need to:

- Support faculty in successfully integrating diversity and inclusion principles into their teaching practices.
- Provide more tools and training to enhance diversity skills and inclusive teaching strategies among faculty in all departments.
- Focus on women and underrepresented minority faculty, who are more likely to report experiences of bias and exclusion and are also more likely to report not having influence and voice within their departments.
- Recognize the limited presence of underrepresented groups as a key issue. Engage multiple mechanisms to better understand and address the various issues that have led to an insufficiently diverse faculty.
- Address the fact that minority faculty, and faculty from other underrepresented groups, are disproportionately called upon to take on roles related to issues of diversity, which are too often undervalued within their units and the academy at large.
- Provide opportunities for underrepresented minority faculty to serve in more highly regarded academic leadership positions.
- Recognize, and begin to correct, the fact that the foci and methodologies of DEI scholarship are undervalued and receive less support than other forms of research.

CAMPUSWIDE PROGRAMS

As a recognized leader on issues of diversity, equity and inclusion, the University of Michigan has consistently embraced the principle of social justice as one of its guiding values. Seeking the greater good and remaining open and responsive to the changing needs of our community has resulted in numerous campuswide programs and offices focused on diversity, equity and inclusion.

The impact of these centrally funded initiatives can be seen in every area of university life: from student courses to community outreach, from research grants to recruitment policies, and from mentoring to teaching practices. Many of these foundational programs have received additional support, attention and funding—on an ongoing basis—as part of the five-year Strategic Plan for DEI. Link to the offices and programs below for updates on the activities, services and focus areas made possible by this reinvestment process.

Major Campuswide Programs

A number of centrally-located offices and units, lead and execute a range of programs designed to support and advance DEI campuswide. The continuing programs linked below represent only a small sample of the many DEI-related efforts underway across the university. In addition to these continuing initiatives, our shared vision is being advanced on a daily basis through hundreds of activities within U-M's individual schools, colleges and campus units.

- **ADVANCE**
- **Center for Research on Learning and Teaching (CRLT)**
- **Center for Educational Outreach (CEO)**
- **Center for the Education of Women+ (CEW+)**
- **University of Michigan Detroit Center**
- **Equity, Civil Rights & Title IX Office (ECRT)**
- **National Center for Institutional Diversity (NCID)**
- **Office of Academic Multicultural Initiatives (OAMI)**
- **Office of the Vice President & General Counsel (OGC)**
- **Office for Health Equity and Inclusion (OHEI)**
- **Provost's Faculty Initiatives Program (PFIP)**
- **President's Postdoctoral Fellowship Program (PPFP)**
- **Rackham's Summer Research Opportunity Program (SROP)**
- **Student Life Programs**

GOAL: PEOPLE

As a campus community, we are committed to increasing diversity in its myriad forms and to pursuing an equitable policy of access and opportunity, one that gives all students, staff and faculty the chance to excel.

Through focused efforts, we will work to build a critical mass of diverse groups on campus and to provide those groups with vital resources and support.

To determine the most effective actions and interventions, planning leads across campus examined whether access and entry to our schools, colleges and units—and opportunities for development and advancement—are equitable. They also studied key progress indicators (e.g., rates of completion, promotion, turnover, exit interview data and other related measures) to understand how access, entry and development differ across various groups. Findings among the planning units varied significantly, and can be found in the school, college and unit plans.

As a result of these variances, activities to recruit, retain and support a diverse community are wide-ranging and unique to the specific needs of each local community. They include everything from K-12 outreach programs and a review and revision of admissions and hiring practices to programs that create advancement opportunities for faculty and staff.

Overall, 70 percent of unit plans feature initiatives designed to broaden student, faculty and staff recruitment outreach. Also, nearly 80 percent of school and college plans specify diversity, equity and inclusion training for faculty search committees, along with efforts to promote existing campus support programs and resources for students, faculty and staff.

CAMPUSWIDE ACTION ITEMS

Re-aligning the Rackham Merit Fellowship (RMF)

Based on two years of stakeholder feedback, Rackham is realigning the goals and practices of its Merit Fellowship in order to build an even stronger partnership with graduate programs.

Rackham Graduate School has long recognized that a student body comprised of diverse perspectives and experiences is a critical component of scholarly creativity and excellence. Toward that end, the Rackham Merit Fellowship program was initially created to increase the enrollment of minoritized graduate students through a prestigious named fellowship. Over time the program has evolved and expanded to support recruitment and success of doctoral students with experiences and perspectives underrepresented in higher education; changes were further introduced in response to the passage of Michigan Proposition 2 in 2006 and as policies such as continuous enrollment and full funding of doctoral students were put into place by Rackham. Each year, as many as 170 incoming doctoral students are awarded an RMF, making it the largest fellowship program within Rackham and one of the few administered in financial partnership with graduate programs. The goals of the RMF are to (1) recruit students from RMF-eligible populations into Rackham graduate programs; (2) offer incentives to Rackham graduate programs to identify, recruit, and matriculate students from RMF-eligible populations; and, (3) provide additional incentives for creating a climate in which students from RMF-eligible populations can thrive and complete their degrees.

Through stakeholder engagement during 2022-2023, it was discovered that RMF is rarely utilized as a recruitment tool by graduate programs and that the fellowship does not provide an effective incentive for graduate programs and their faculty to engage in RMF goals. During DEI 2.0, Rackham will realign RMF policies and practices with program objectives and build stronger partnerships with graduate programs by:

- Engaging doctoral programs directly with the RMF climate and culture goals
- Requiring doctoral programs to apply on a five-year cycle to participate in the program
- Enhancing financial support and programming for Rackham Merit Fellows
- Creating new fellowship opportunities for advanced graduate students
- Implementing the Rackham Achievement Award, starting in FY2023-24, for mentee-mentor pairs that have demonstrated sustained commitment to diversity in the U-M community
- Realigning criteria and selection process to achieve RMF's goals

Responsible Unit: Rackham Graduate School



Doubling Down on Wolverine Pathways (WP)

Over the next five years, Wolverine Pathways will strive to amplify its contributions to undergraduate diversity by advancing strategic initiatives that: (1) increase the admissibility and college preparedness of scholars from partner schools; and (2) converting more WP graduates into transfer students.

During DEI 1.0, Wolverine Pathways met with considerable success in helping to diversify, along a variety of factors, the U-M's Ann Arbor campus (U-M AA). Thanks to those efforts, for example, WP graduates now comprise 20 percent of in-state Black students enrolled at U-M AA. Building on this success, the program will work with WP scholars to achieve two key goals over the next five years::

- **Increasing First-Year Admissibility** - WP will strive to improve within-school competitiveness through an intrusive advising system that is adequately staffed and able to provide the in-time, practical guidance so essential in helping scholars achieve academic excellence. The program will also offer a Tutoring Corps for scholars who require targeted rather than continuous academic intervention. More intense academic interventions for select scholars will focus on improving SAT performance, course grades and essay writing for academic profiles. Robust data analytics will guide the strategic deployment of aforementioned resources.
- **Increasing Transfer Count** - To improve the annual transfer rate of scholars, WP will establish transfer as a credible and predictable pathway to U-M Ann Arbor. Toward this end, the program will cultivate a strong relationship with the LSA Transfer Office to coordinate essential programming and data sharing for transfer prospects. WP will also implement a comprehensive communications and marketing strategy to frame transfer as a normative rather than stigmatized admissions option.

Responsible Unit: Wolverine Pathways Program

Enhancing International Graduate Student Diversity

In Year One of DEI 2.0, Rackham will finalize the report and recommendations advanced by a graduate faculty ad hoc committee aimed at increasing equity, diversity, access and opportunity for international graduate student applicants.

International students constitute a substantial portion of students enrolled in Rackham programs, and they contribute in important ways to both the excellence and diversity of the graduate education community on our campus. In 2022, international students comprised 37 percent of all doctoral students enrolled in Rackham PhD programs.

Rackham's Strategic Vision for Graduate Education affirms that "[t]he vitality of the graduate student community will be strengthened through increased accessibility of graduate education, thereby expanding the diversity and inclusion of student viewpoints and backgrounds in graduate programs." In order to achieve this objective, a graduate faculty ad hoc committee reviewed existing enrollment data and trends as well as current evidence-based practices and peer institution benchmarking. It also explored methods for reducing barriers facing international students who hope to pursue graduate studies at U-M. The group will finalize its report and recommendations and use institutional data to identify potential pilot projects.

Responsible Unit: Rackham Graduate School

Honoring Article XVI: Native & Indigenous Engagement & Partnership

Building on the recommendations of the Native American Student Task Committee (NASTC) and the Indigenous Initiatives Leadership Group (IILG), along with evaluation outcomes of our collective learning in DEI 1.0, the university will pursue a comprehensive strategy focused on activities that support the visibility, vitality and wellbeing of Native American, First Nations and other Indigenous communities on campus and beyond.

This holistic approach will engage existing and new partnerships with academic and administrative units and the broader Native and Indigenous communities. Likewise, it will help to address the pervasive institutional norms and practices that may have undermined the recruitment, retention and sense of belonging of Native and Indigenous students, faculty, staff and tribal communities on the U-M campus

This work will involve::

- The development, dissemination and institutionalization of tools, resources and programs that, though open to all, are intended to support Native and Indigenous student, faculty, and staff success at U-M.
- Curricular enhancements that increase Native and Indigenous presence, visibility and inclusion on campus.
- Create cultural competency among campus communities to foster a sense of belonging for Native and Indigenous students, faculty, staff and tribal communities on the U-M campus.
- Ongoing efforts to grow and nurture a culture that allows for meaningful and effective bi-directional engagement with Michigan's tribal communities as well as broader Native and Indigenous communities.
- This initiative will be led by a centrally charged cross-campus working group consisting of subject matter experts and community stakeholders.

Responsible Unit(s): The Office of Diversity, Equity & Inclusion, the Division of Student Life, the Office of Enrollment Management, Rackham Graduate School, the Office of the Vice President for Research, & Matthaei Botanical Gardens and Nichols Arboretum



Staff Talent Acquisition Services

During DEI 2.0, the human resources departments of both U-M and Michigan Medicine will continue to consult with and advise units on fair, equitable processes and resources that reflect our DEI values while meeting the expectations of prospective employees.

The shared objective of Talent Acquisition is to expand in a way that accommodates the high demand for inclusive recruiting strategies, practices, and tools. By developing the skill sets of unit hiring teams in critical areas—e.g., skills-based practices, behavior-based interviewing, bias disruption, on-boarding and standardized recruiting processes—we will cultivate best hiring practices that prioritize diversity (broadly defined), equity and inclusion. During implementation of the Talent Acquisition strategic plan, accountability will be ensured through periodic reports on progress and impact.

Responsible Unit(s): University Human Resources and Michigan Medicine Human Resources

Staff Career Development Fund

As an evolution of the Voices Career Development Fund, which was launched during the university's bicentennial and funded entirely by employees, the Staff Career Development Fund provides grants to support professional growth for both individuals and teams.

To expand staff access to career development opportunities and create more equitable investments in career support, the U-M recently introduced a new Staff Career Development Fund. Administered by University Human Resources in partnership with the Voices of the Staff program, this initiative is the latest evolution of the Voices Career Development Fund, which was rolled out during the university's bicentennial. The new program will receive \$500,000 in annual funding from the Office of the Executive Vice President and Chief Financial Officer.

In the Staff Career Development Fund's first year of operation, 71 applicants were selected for grants out of more than 715 applications received from 500+ departments campuswide. In the coming years, university leadership will explore opportunities to expand the fund, both in terms of funding and more targeted focus areas.

Responsible Unit: University Human Resources

Michigan Program for Advancing Cultural Transformation (M-PACT) in the Biomedical and Health Sciences

Launched with a five-year, \$15.8 million grant from the National Institutes of Health and \$63.7 million in university funding, M-PACT aims to enhance diversity, equity and inclusion in biomedical and health sciences by recruiting 30 new tenure-track assistant professors across 11 schools, colleges and units.

M-PACT will hire multiple faculty cohorts into interdisciplinary research clusters (basic biomedical research, clinical-translational research, and social and behavioral research), employing evidence-based recruitment processes to generate candidate pools with diverse social and disciplinary identities. A faculty development core will provide cutting-edge, state-of-the-art support - through mentorship and mentor networks; career development skill building; and partnerships with academic units/departments to promote positive climates and equitable evaluation processes - in order to create the conditions for talented early-career faculty to excel as independent investigators.

In building the core, M-PACT will train a pool of accomplished senior faculty with a commitment to DEI to serve as Sponsor-Mentors for the 30 new faculty hires. These same core faculty will serve as agents of change in their respective departments as part of a university-wide strategy to foster a more diverse, equitable and inclusive scientific community.

An M-PACT Evaluation Core will rigorously assess both process and outcomes to inform and refine the program. In addition to supporting high productivity, and positive career trajectories and experiences of the hired M-PACT Scholars, the program seeks to affect broader cultural transformation through an innovative approach that includes deep skill- and capacity-building for program Scholars, senior faculty Sponsor-Mentors and unit Mentors; and partnering with schools/colleges/departments to address policies, practices and climate.

Responsible Unit: The Office of the Provost and the Office of the Vice President for Research

Faculty Recruitment & Retention Practice Initiative

Thanks to ADVANCE'S STRIDE Faculty Recruitment Workshop and the Office for Health Equity and Inclusion's (OHEI) new Faculty Development Unconscious Bias in Hiring training program, all Ann Arbor campus faculty—including those within Michigan Medicine— have access to relevant content that underscores our shared commitment to diversity, equity and excellence in recruitment and hiring.

Since 2002, the Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) offers a Faculty Recruitment Workshop on U-M's Ann Arbor campus focused on enhancing diversity and excellence in faculty recruitment and addressing any structural biases in hiring practices based on an evidence-based approach. Unfortunately, clinical scheduling barriers make it nearly impossible for Michigan Medicine (MM) faculty to attend the Faculty Recruitment Workshops on a regular basis.

In Fall 2022, to bridge this gap, the Michigan Medicine Office for Health, Equity, and Inclusion (OHEI) and the Office of Faculty Development (OFD) developed a new training initiative tailored to the specific needs of medical and basic sciences faculty, hospital staff and Graduate Medical Education (House Officers). These workshops target MM community members involved in faculty, staff and resident recruitment, offering both foundational knowledge and practical advice to enhance the effectiveness of candidate searches.

ADVANCE has had an extended relationship with Michigan Medicine. During DEI 2.0, the Director of ADVANCE intends to engage in conversation with OHEI to further support faculty recruitment and retention within Michigan Medicine. Ideally, conversation between ADVANCE and OHEI could lead to identification of key elements that should characterize and form the basis of strong and effective faculty recruitment workshops for both Michigan Medicine and non-Michigan Medicine faculty on hiring committees. Identification of these key elements can inform the development of faculty recruitment workshop content (specifically, content that includes the most up-to-date research evidence, strategies, and approaches) that is uniform across schools and colleges but with recommended practices and procedures that are tailored to the various ways that faculty searches are conducted within different schools and colleges.

The ultimate goal is to develop workshops that have broad objectives that include:

- Collaborating with department chairs and leaders to bolster broad diversity, including with respect to underrepresented minority (URM) recruitment
- Addressing a wide range of pertinent goals, from recognizing current hiring nuances to mitigating any bias-related effects during the hiring process

ADVANCE and OHEI are committed to achieving productive campus partnerships, sharing and implementing best practices to meet shared goals regarding faculty recruitment, retention, climate, and leadership.

Responsible Unit(s): ADVANCE and the Office for Health Equity & Inclusion (OHEI)

Enhancing Black Student Representation & Experiences

By building on the past and current history of Black student activism, evaluation outcomes and our collective learning in DEI 1.0, and recent recommendations leading from working groups co-developed and co-led by the Black Student Union with university leaders and community members, the university will develop, implement and sustain a connected infrastructure that ensures institutional progress in identifying and dismantling any anti-blackness throughout its policies, systems and structures.

The university will assess, refine, and develop strategies and student support programming, open to all, that produce equitable opportunities for access, success and a sense of belonging for Black students, in particular. This will include increasing responsiveness to Black students' unique needs through the creation of feedback mechanisms that allow for input by Black students and allies to support and enhance university programs, priorities, and resource allocation. Change will be values-driven and informed by data and input from faculty, staff, and community partners, addressing campus climate impacts on the experiences of Black students.

Year One activities will include hiring a project manager and appointing an implementation task force to assist in the coordination of this work. The Office of Diversity, Equity and Inclusion (ODEI), the Division of Student Life and the Office of Enrollment Management (OEM) will collaborate with on- and off-campus partners in pursuit of these goals.

Responsible Unit(s): The Office of Diversity, Equity & Inclusion, the Division of Student Life and the Office of Enrollment Management



UNIT PLAN SPOTLIGHTS

- GOAL: PEOPLE -

Note: The spotlights from various unit plans featured throughout this section are broadly representative and were chosen to showcase diverse areas of focus. These summaries are intended merely as examples of DEI-related work taking place at the unit level and by no means represent all of the exciting unit-based initiatives currently underway. A comprehensive overview of school, college and unit plans is available at diversity.umich.edu.

LSA Senior Collegiate Fellows Hiring Program

Building on the success of the past five years, the DEI 2.0 LSA Collegiate Fellows program aims to hire 32 exceptional scholars who are committed to building a broadly diverse intellectual community through their teaching, research and service.

In 2016, as part of its DEI 1.0 strategic plan, LSA created the Collegiate Postdoctoral Fellowship Program to recruit 50 extraordinarily promising scholars whose research, teaching and service supported diversity and equal opportunity in higher education. Administered in collaboration with the National Center for Institutional Diversity (NCID), the program offered community-building activities, professional development and mentoring, and support for teaching and research to prepare the fellows for possible tenure-track faculty appointments in LSA. By year-end 2023, the highly successful program had 50 total hires. Building on the success of this initiative, LSA will continue the Collegiate Fellows faculty hiring initiative as part of its second DEI Strategic Plan. In continued collaboration with NCID, the DEI 2.0 LSA Collegiate Fellows program aims to hire 32 exceptional scholars who are committed to building a diverse intellectual community. This will include scholars recruited through a newly launched LSA Senior Collegiate Fellows program which seeks to hire outstanding early-in-rank associate professors with demonstrated commitments to DEI in higher education for tenured positions in the college. In their first year, successful candidates will participate in a cohort-based professional development program designed to support DEI leadership in their service and administrative roles. The LSA Senior Collegiate Fellows program especially aims to recruit from a broad range of institutions that stretch beyond the top 25. Across the two hiring mechanisms, this program intends to increase the number of faculty engaged in DEI work across the college.

Responsible Unit: College of Literature, Science & the Arts

Michigan Medicine Youth Summit

In May of 2023, Michigan Medicine's second annual Youth Summit at the Big House made a triumphant return, welcoming more than 450 middle and high school students who are socioeconomically or educationally underrepresented in the health sciences.

The Youth Summit is a day-long community outreach event focused on engaging broadly diverse middle and high school students from across southeast Michigan with Michigan Medicine healthcare teams through interactive simulations, curated resources, personal connections and panel discussions. The Youth Summit fosters self-belief in students, inspiring them to dream big and consider pursuing careers in the health sciences, which, in turn, could lead to a healthier future for their communities. The inaugural Youth Summit, held in 2022, hosted 250 students. In May of 2023, a total of 450 middle and high school students had an opportunity to interact with 29 Michigan Medicine departments, exposing them to a wide array of medical specialties. The event concluded with an enthusiastic message from U-M President Santa J. Ono and Michigan Medicine CEO Marschall Runge as well as a keynote address by Dr. Feranmi Okanlami, UM's director of Student Accessibility and Accommodation Services.

Responsible Unit: Michigan Medicine

Increasing Undergraduate Applications to U-M from Michigan College Advising Corps (MCAC) Partner Schools

Fueled by DEI 1.0 successes, CEO is expanding its services to four partner high schools in Detroit and Southfield in hopes of increasing the likelihood that more students will choose to attend UM-Ann Arbor.

CEO supports the state of Michigan through school-based service, public engagement activities, professional networks and infrastructure framework. Through federally-funded initiatives, the Center currently assists 16 high schools by placing recent U-M graduates as full-time college advisers, including high schools in Detroit and Southfield to promote a college-going culture. CEO's public engagement services also include DEI-focused campus visits and free consultations for communities and schools. During DEI 2.0, the Center will prioritize four MCAC partner high schools in Detroit and Southfield for additional programming to support college applications to U-M, increase campus exposure, and work with the university network to encourage more students to attend UM-Ann Arbor. The goal is to equip and inspire students from all socio-economic backgrounds to pursue a U-M degree and succeed in their academic and professional journeys. By increasing college access and fostering a college-going culture, CEO aims to create a brighter and more equitable future for all students.

Responsible Unit: Center for Educational Outreach

Cultivate a Culture of Belonging & Community Care

In order to promote a sense of deep belonging among all its community members, Public Health is employing a variety of strategies to cultivate a working and learning environment based on connection, collaboration and care.

Belonging is a fundamental human need that, when experienced authentically and deeply, can positively impact working, teaching and learning, particularly as it relates to DEI. Connection, collaboration and care not only support the sense of belonging but are also fundamental to the field of Public Health, so centering them creates synergy with the broader field and strengthens training of the next generation of Public Health professionals. As a key action in service to this work, SPH will establish a Well-Being Working Group to identify best practices for incorporating the Okanagan Charter and other resources that support student, faculty, staff, and fellows' well-being. The Okanagan Charter will be a critical resource in the School's work as it is an international pact among health-promoting universities and colleges that calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally.

Responsible Unit: The School of Public Health (SPH)

Public Policy & HBCU Pipeline Partnerships

During DEI 2.0, the Ford School of Public Policy plans to build on the accomplishments of its innovative summer bridge program known as ASPIRE (Applied Social Policy Internship and Research Experience).

Initially launched in collaboration with the Ford School's Youth Policy Lab during DEI 1.0, ASPIRE was designed as a summer bridge program that offered research fellowships to four Spelman College students. In its pilot year, ASPIRE empowered fellows with hands-on policy analysis training to examine the complexities of real-world issues impacting our youth. Looking ahead, the Ford School is excited to build on the accomplishments of the pilot year and will be expanding the initiative's reach by partnering with additional outstanding schools, ensuring that more students will have the opportunity to benefit from this transformative experience.

Responsible Unit: Ford School of Public Policy

Stay Interviews

In the first year of DEI 2.0, the Office of the General Counsel will conduct "stay interviews" and annual self-assessments to discover the factors that make OGC staff feel welcomed and respected.

OGC is committed to fostering a culture that celebrates differences, promotes equity, embraces inclusion and facilitates accessibility. That commitment is reflected in the fact that employees have an average of 11 years of service within the Office. It is also evident in the 2021 U-M All-Staff Climate Survey, in which more than 70 percent of OGC respondents indicated that they felt valued as an individual, felt that they belonged in the Office, and believed that the Office has a strong commitment to DEI. In the spirit of continued improvement, OGC will devote the first year of DEI 2.0 to further exploration of why staff feel welcome and respected in the Office. Through "stay interviews" conducted during existing 1:1s and annual self-assessments/evaluations, the Office hopes to learn more about its strengths and weaknesses and discover new ways to promote staff retention and satisfaction.

Responsible Unit: Office of the General Council (OGC)

Staff Retention & Development Efforts

Following months of engaging with staff through climate surveys and idea sessions, Student Life launched a DEI 2.0 Staff Development and Retention Initiative focused on assessing and advancing salary equity and delivering on intentional on-boarding, coaching and professional development.

During the DEI 2.0 planning process, Student Life (SL) invested in deep engagement with staff members in order to explore new interventions for complex challenges. Based on these efforts, the unit has launched a broad-based retention and development action plan. Over the next year, Student Life will develop and roll out a Compensation 101 educational series aimed at enhancing transparency and growing knowledge. Initiatives to enhance staff knowledge, skills and behaviors that advance DEI will include the evaluation and incorporation of on-boarding best practices, the development of sustainable supervisor coaching options, and the option of attending an SL Fundamentals of DEI Staff Class. Student Life will also add two staff positions, one dedicated to building a stronger foundation of DEI work in HR processes and the other focused on increasing access to coaching and professional development.

Responsible Unit: Student Life

Continue and Expand Support for the University Diversity and Social Transformation Professorship

Reserved for only the highest levels of achievement, the University Diversity & Social Transformation Professorship (UDSTP) honors distinguished senior faculty who have demonstrated a commitment to the ideals of DEI.

Sponsored by the Office of the Provost—and jointly administered by the U-M National Center for Institutional Diversity (NCID) and the Office for Diversity, Equity and Inclusion (ODEI)—the UDSTP builds upon the university’s legacy of achievement in DEI. This professorship was established to honor senior faculty who, during their distinguished careers, have lived out the ideals of DEI through scholarship, teaching and/or service and engagement at the U-M and beyond. It also recruits senior faculty from other institutions who have made significant contributions to DEI. As with other university professorships such as the Thurnau, Collegiate, and Distinguished University Professorships, the UDSTP is reserved for the very highest levels of achievement.

During DEI 2.0, NCID will host lectures, panel discussions and social events to recognize the research and accomplishments of the 31 faculty who were named UDSTPs between 2019 and 2023.

Responsible Unit: National Center for Institutional Diversity (NCID)



GOAL: PROCESS

We are committed to ensuring that our campus is a place where differences of all sorts—racial, ethnic, cultural, religious, socioeconomic and political among them—are welcomed. As a community, we aspire to make this university a place where divergent perspectives are respectfully heard and where every individual experiences a deep sense of belonging and inclusion. At the same time, we recognize that differences arise not only from visible identities, but also from less visible characteristics and experiences that may contribute to the dynamics of inclusion or exclusion.

Therefore, it is only by creating a vibrant climate of inclusiveness and working actively to challenge and respond to bias, harassment, discrimination and intolerance that we can effectively leverage the resources of diversity to advance our collective capabilities.

- To determine appropriate actions steps, planning leads in every campus unit asked questions such as:
- To what degree are our schools, colleges and units places where all are welcomed?
- What happens when various community members express their opinions and needs?
- To what extent do students, faculty, and/or staff perceive that their ideas are given serious consideration?
- What contributes to individuals in our institution feeling a sense of belonging or, conversely, a sense of exclusion or isolation?

The answers to these questions were unique to each of the schools, colleges and units and reflected their respective cultures. As a result, the collective plans include dozens of climate-building activities and a wide variety of initiatives—from creating effective systems for reporting bias to establishing dedicated DEI committees and/or roles with new levels of accountability.

In addition, more than 90 percent of all plans include climate-related training, and nearly 80 percent cite the need to conduct ongoing assessments in order to more fully understand climate issues in local school, college and unit communities.

CAMPUSWIDE ACTION ITEMS

Enhancing Physical Accessibility on Campus

To establish a more inclusive physical environment on campus, U-M is identifying accessibility gaps and needs while also assessing opportunities to surpass ADA compliance levels and establish broad, university-wide accessibility requirements, guidelines and best practices.

As a first step, the university will convene a cross-campus working group of subject matter experts and other stakeholders to review and evaluate accessibility best practices for a variety of space and facilities-related topics, including:

- Campus mobility and pedestrian connections, transportation, routes of travel, way-finding, exterior lighting and parking
- Building design, interior mobility, safety features and emergency systems
- Fixtures, interior finishes, lighting, signage and furnishings
- Unique needs in specific environments, including residential buildings, classrooms, libraries, medical spaces, athletic venues, dining facilities, and outdoor spaces
- Communications resources regarding physical accessibility

The ultimate goals of these efforts are to create a vision for enhancing physical accessibility on our campus; develop a set of short-term policy changes and longer-term considerations; explore and recommend funding strategies; and identify immediate investments needed to improve acute accessibility-related issues. These efforts are foundational and integral to the work of Campus Planning 2050, currently underway.

Responsible Unit(s): Business & Finance, the Office of the Provost, and Michigan Medicine

Enhancing Digital Accessibility on Campus

Information and Technology Services (ITS) continues to support—and mature—its goal of university-wide digital accessibility by serving as a center of excellence and integrating both accessibility and disability inclusion in its procedures and culture..

During DEI 2.0, the university will mature its digital accessibility support in order to align with the U-M Electronic Information Technology Accessibility Policy (SPG 601.20). The overarching goal is to provide equitable access to digital information and participation for the entire university community, with an emphasis on those who are disabled. That includes individuals who are blind or low-vision, deaf, or neurodivergent as well as those who experience a range of other conditions or use assistive technology.

To accelerate this process, ITS has recruited and hired its first IT Accessibility Assistant Director. In addition to heading the recently reorganized ITS Accessibility Team, the Assistant Director has developed a Digital Accessibility Strategic Plan that maps both FY24 milestones and long-term visioning. ITS will lead and implement this strategic plan, ensure the availability of necessary resources, and communicate regularly on progress, challenges and achievements.

Milestones for this work include:

- Partnering with ECRT to build a Digital Accessibility Liaisons Network comprised of members from all units and campuses in order to facilitate university-wide structured support and communications
- Planning and piloting a curriculum for role-based learning
- Investigating current enterprise tools and solutions for accessibility testing, training and remediation and, where necessary, advocating for and implementing improved solutions
- Establishing a baseline measurement of the current state in order to track progress over time

These efforts are foundational and integral to the work of Campus Planning 2050, currently underway.

Responsible Unit: Information and Technology Services (ITS)

Enhancing Religious, Spiritual & Interfaith Diversity on Campus

Recent surveys and benchmarking activities have highlighted the need for intentional planning to support students who are exploring their own religious, spiritual, and/or secular identities. There also is a continuing need to engage in activities that support university-wide education and awareness around forms of religious and cultural bias and oppression that impact our society and campus, such as antisemitism and Islamophobia.

Empirical research supports the need for colleges and universities to support students who are exploring their own religious, spiritual, or secular development as an integral part of student belonging, wellness and broader DEI efforts on campus. Currently, there is more we can do to enrich student understanding of what it means to live in a religiously pluralistic society and to support them as they navigate their personal explorations toward or away from religious, spiritual, and secular perspectives.

Addressing these gaps will require professional development, programming and consultation around matters such as academic accommodations for religious holidays and facilities that support student, faculty and staff expressions of faith. During DEI 2.0, the U-M will institutionalize a Secular, Spiritual, Religious and Interfaith (SSRI) campus-wide initiative that supports cross-unit collaborations and strengthens institutional partnerships. As a first step in creating a positive climate for students, faculty and staff from all faith backgrounds, as well as those who do not belong to any faith community, in year 1, the university will appoint a cross-campus working group to begin planning, management and coordination of the initiative.

Responsible Unit(s): The Office of Diversity, Equity & Inclusion and the Division of Student Life

Enhancing Vendor and Investment Diversity

To broaden its impact, the university's Business & Finance (B&F) Division will embed DEI priorities within all of its functions and processes to ensure that external partners and vendors understand the depth of its institutional commitment.

As one example, the university's Investment Office is working to increase its DEI impact externally by:

- Investing in Screendoor Partners, a venture capital fund committed to supporting managers that have exhibited a commitment to DEI, including underrepresented fund managers

- Collaborating with the National Association of Investment Companies (NAIC) to increase outreach and engagement with managers that support DEI principles
- Working with the Global Economics Group to participate in the Knight Foundation Diversity of Asset Managers Research Series initiative

In addition, the U-M Treasurer's Office recently launched the Community Impact Banking Program (CIBP), a pilot partnership between the university and ten community and regional banks intended to leverage the U-M's deposits into quantifiable, impactful community benefits in Ann Arbor, Dearborn, Flint and Detroit. With the assistance of participating banks, the university is developing subprograms focused on financial literacy, down-payment assistance, small business lending, breaking the payday lending cycle and related topics.

In the coming year, B&F will work to identify additional opportunities for working with a wide range of external partners in order to establish programs that improve DEI impact broadly.

Responsible Unit: Business & Finance

DEI Education and Training Resources

Curriculum in DEI 2.0 will move beyond awareness into the realm of skill building. Targeted programming will help equip our leaders with the strategies and techniques needed to:

- Prevent workplace issues and retaliation
- Disrupt bias
- Engage in anti-racism dialogue
- Build psychological safety in the workplace

In order to reach U-M's 60,000+ faculty and staff, additional trainers will be recruited to offer more sessions and provide unit-specific instruction. Train the Trainer programs will ensure that expertise is developed internally, and a dedicated DEI consultant will support unit leaders through needs assessments, coaching and customized resources. In addition, the Facilitator Engagement Program (FEP) will be reset to a more targeted number of trained and active volunteer facilitators in order to scale programs across the broader community. Finally, Organizational Learning (OL) will help lead campuswide efforts, including convening and managing a multi-unit working group, to address cross-campus needs around DEI education, professional development, and consultation; and use this information to leverage existing resources across the campus, and create new resources, for maximum efficiency and effectiveness. OL consultants will work closely with these unit liaisons to ensure alignment and coordination of culture change efforts.

Responsible Unit: Organizational Learning

Expanding Support for Child and Family Care

To better address the needs of its employees, U-M is conducting a holistic review of options for supporting child and family care and will be taking immediate steps to increase access to flexible and affordable childcare on campus.

Currently, the university owns and operates three on-campus children's centers. To explore opportunities to expand support for child and family care, this project will encompass an array of components that include:

- A Child and Family Care Working Group, convened to explore novel approaches for supporting the needs of U-M employees.
- A pilot program, in which the university will contract with an outside partner to build and operate a childcare facility on the Medical Campus that, if successful, could be replicated in other areas of campus.

Responsible Unit: University Human Resources

DEI in Carbon Neutrality and Sustainability Efforts

To advance the university's commitment to addressing climate change and prioritizing environmental justice, U-M is establishing key leadership positions to guide this work.

The University recently established the role of Associate Vice President for Campus Sustainability (AVPCS). With a deep respect for the university's history of community engagement and commitment to social justice, the AVPCS will lead a team dedicated to developing and implementing comprehensive strategies for achieving carbon neutrality and advancing sustainability objectives across all campuses. This work will place a strong emphasis on incorporating environmental justice considerations into all university operations.

U-M's leadership in sustainable operations extends to all campuses and will consider a broad range of pathways such as energy infrastructure and conservation, procurement processes, zero-emission transportation, renewable energy technologies and will also leverage research on the climate crisis and environmental determinants of health. The new AVPCS will develop operations strategies to meet these pressing challenges in ways that ensure equitable access to resources and a vibrant life for present and future generations, without exploitation of people or the environment.

The University is also conducting a search for the inaugural Vice Provost for Sustainability and Climate Action (VPSCA). Reporting to the provost, the VPSCA will guide, oversee, and advance the university's leadership in the spheres of teaching and research related to sustainability and climate action. The VPSCA will work collaboratively with university leaders to leverage Michigan's role as a top public university to work for the benefit of society on issues of ecological responsibility, including environmental justice; foster collaborations to enhance and expand sustainability education and curriculum development, including innovative pedagogical strategies and co-curricular opportunities; involve key campus stakeholders in enhancing and expanding research efforts in the areas of environmental stewardship and environmental justice; convene advisory and working groups to expand cross-unit collaboration on issues related to sustainability and climate action; provide leadership in developing and operationalizing the model of campus as a living laboratory; and engage both the internal university community and key external stakeholders and partners.

U-M Health-Michigan Medicine recently created a new executive leadership position of Senior Vice-President and Chief Environmental, Social and Governance (ESG) Officer, expanding its pre-existing focus on environmental stewardship with a stronger aim to decarbonize the healthcare sector and improve its social and health equity presence in community. U-M Health-Michigan Medicine has a stated vision to uphold environmental sustainability, social equity and diversity principles to advance health and justice for individuals, communities and the world. The guiding principles for a newly established ESG Committee of the U-M Health Board include "transparency, accountability, communication and trust" (tact), driving

collaborative initiatives with internal and external stakeholders to improve planetary health by: reducing energy use; recycling, reduction and removal of various unsafe materials which lessens reliance on landfill; redesign of new patient care models to reduce transportation requirements; adopting construction practices for Leadership in Efficient Energy Design (LEED) certification, and more. The new leadership role became effective on March 1, 2023.

Responsible Unit(s): Business & Finance, the Office of the Provost, and Michigan Medicine

Expanding Affordable Housing

In response to increasing enrollment, the university is making significant investments in on-campus housing to ensure broader access to high-quality and affordable housing for students and to support its ongoing commitment to a more socioeconomically diverse student body.

Due to steadily increasing enrollment, as well as limited availability and high real estate prices in Ann Arbor, the demand for affordable housing is expected to increase for both students and employees. With the goal of ensuring equitable access to affordable housing for those who need it, the university is currently exploring various strategies to significantly enhance on-campus options for both undergraduates and graduate students. It is also giving serious consideration to the longer-term potential of adding workforce housing on or near campus. These efforts are being undertaken as part of the Campus Plan 2050 initiative, which includes DEI as one of its guiding principles.

Responsible Unit: Business & Finance

Staff Salary Equity Study

As a part of DEI 2.0, University Human Resources (UHR) will undertake a study to analyze salary for staff across various job classifications, to inform equitable pay structures throughout the Ann Arbor campus.

University Human Resources will develop a proposal for the university's executive leadership to recommend ways to analyze staff pay on the Ann Arbor campus. This type of study is an analysis of pay across job classifications referencing market data to help inform comparable pay for similar work regardless of race, sex, or ethnicity while recognizing the need for pay differences based on relevant factors including but not limited to department budget, skill and experience of individual employees. Undertaking such a complex analysis is significant, but a broad review can help us recognize gaps and ensure transparency, compliance, and fairness in compensation.

Responsible Unit: University Human Resources

UNIT PLAN SPOTLIGHTS

- GOAL: PROCESS -

Note: The spotlights from various unit plans featured throughout this section are broadly representative and were chosen to showcase diverse areas of focus. These summaries are intended merely as examples of DEI-related work taking place at the unit level and by no means represent all of the exciting unit-based initiatives currently underway. A comprehensive overview of school, college and unit plans is available at diversity.umich.edu.

Recognizing and Rewarding Our Shared Responsibility for DEI Work

A critically important element of the Marsal School's DEI 2.0 plan is to recognize and reward our shared responsibility for DEI work by reducing the burdens and increasing the rewards for students, faculty, and staff whose work makes the school more inclusive and equitable.

During DEI 2.0, one main area of strategic focus will be reducing the burdens of responsibility on—and increasing recognition for—members of the Marsal community whose work makes the school more equitable and inclusive. In order to achieve that goal, the school will:

- Provide financial support for grassroots student-, faculty-, or staff-initiated and -led DEI activities
- Compensate student involvement in committee work related to DEI
- Establish baseline funding guidelines for university-designated student organizations in the Marsal School that focus on DEI-related issues

The school will also engage in an ongoing analysis of staff and faculty participation in internal service, awards/recognitions, and compensation across diverse social identity groups and will develop solutions to remedy potential inequities. Finally, Marsal will expand the physical space of its DEI Office to better accommodate and engage with individuals of diverse social identities.

Responsible Unit: Marsal School of Education

Toward Ethical and Inclusive Description of Archival Resources

During DEI 2.0, the Bentley Library will engage in reparative archival description to ensure that the records of marginalized communities in its holdings are described respectfully and according to anti-racist principles.

As a first step, the library will create an action plan aimed at establishing a systematic approach to reparative redescription of Bentley collections and developing a process for identifying collections that have been created by or describe historically underrepresented and marginalized communities. Staff members will also investigate tools to help identify and prioritize finding aids in need of redescription and organize them in thematic groups.

Using professional best practices and guidelines, and when possible seeking advice from communities on- and off-campus, staff members will identify specific language and tone in legacy description that may cause harm. Offensive or outdated language will be replaced with community-accepted terminology. Staff will also provide historical context regarding potentially harmful original content found within the collections.

Throughout, staff members will be transparent and accountable, documenting their process, decisions and changes. Ultimately, this work will lead to the development of policies and local guidelines that directly support institutional commitment to Diversity, Equity, and Inclusion.

Responsible Unit: Bently Historical Library

Building Toward Belonging: LARA Training in Michigan Medicine

In spring of 2022, Michigan Medicine Office for Health Equity and Inclusion (OHEI) launched a series of annual mandatory DEI courses for students, faculty and staff focused on how to create more compassionate and inclusive environments for promoting health equity.

More than 29,000 participants completed the year one course, Building Toward Belonging: Implicit Bias Training. During 2023-2024, OHEI introduced the follow-up course Building Toward Belonging: Mitigating Bias for LGBTQIA+ Inclusion, as two self-guided modules. In all, 8,000+ Michigan Medicine community members completed that learning experience in the first month of its availability. In partnership with faculty and staff experts, OHEI has now begun developing a third course focused on how implicit bias impacts individuals and communities living with disabilities and chronic conditions. In coming years, this annually expanding DEI training series will continue to educate the entire Michigan Medicine community and will also fulfill state licensure requirements for many of our healthcare professionals.

Responsible Unit: Michigan Medicine

Cultivating Equitable Campus Experiences

In order to correct any inequities in access to resources, systems, spaces and people, including as exacerbated during the pandemic, Student Life is working to develop community-driven solutions.

During DEI 2.0, Student Life will invest in cultivating more equitable access to campus resources and opportunities. This will be achieved by gathering pertinent facts, incorporating existing reports and efforts, and developing strategic data collection mechanisms to help rethink existing policies and align them with current needs.

- Year 1 will focus on advancing students' awareness of and access to available opportunities. These efforts will generate a fact-based foundation for concrete actions during the next five years. Initiatives will include:
- Performing pilot audits to identify any barriers and uncover opportunities for enhancing equity in access to people, places, systems, and resources
- Conducting a review of any financial challenges in student organization programming and providing recommendations for policy, process and/or systems changes
- Assessing student experiences, particularly in marginalized campus communities
- Launching a group to recommend strategies for improving the experiences of LGBTQIA+ stakeholders
- Piloting a Conflict Resolution Liaison program with schools/colleges to deepen campus-wide competency and capacity for conflict resolution
- Identifying data that can inform our collective work

Responsible Unit: Student Life

Infusing Universal Design Universally

Having worked on several efforts to advance web accessibility and inclusive communications during DEI 1.0, UMSI has proposed a new and bold strategic objective for DEI 2.0: to adopt Universal Design Standards in all its communications and school-wide activities.

Universal Design is a systematic approach to accessibility across many contexts including physical spaces, learning environments, and communication and technology. In communications, the objective is to build in features and options that meet the needs of a wide range of individuals rather than requiring them to request specific accommodations to enable viewing, reading or listening.

In adopting Universal Design Standards in all communications and activities, UMSI is striving to broaden access and meet a wider array of individual needs, while still enabling individuals to request additional accommodations. During Year One of the DEI 2.0 plan, the school will develop, document and deploy caption/transcript standards for social video. Current compliance with Universal Design Standards will be measured as part of an accessibility review process, and best practices will be shared across the school.

Responsible Unit: School of Information (UMSI)

Distressed or Disruptive Student Response Protocol & Staff QPR Training

In order to better support Rackham staff and faculty as they attend to students experiencing difficulties, Rackham will review its current Distressed or Disruptive Student Response Protocol and identify areas for possible improvement, revision and updating.

Originally adopted in 2022, Rackham's Distressed or Disruptive Student Response Protocol aims to "provide guidance to staff and faculty who encounter students in distress while using Rackham facilities." The purpose of the guide is to provide guidelines and practical tips on the signs of distress, how to respond to students in distress, and the appropriate resources for assistance.

As one of its priorities during DEI 2.0, Rackham will revisit its current Distressed or Disruptive Student Response Protocol and seek out ways to update and improve the content on a continuous basis, with the goal of assuring optimal outcomes.

As part of this effort, Rackham will seek to partner with relevant campus units such as Counseling and Psychological Services in order to educate its staff about QPR (Question, Persuade, Refer) training and other techniques for supporting distressed students.

Responsible Unit: Rackham Graduate School



GOAL: PRODUCTS

As we work to create a more diverse, equitable and inclusive campus, we also aim to advance research and pedagogy on these topics, thereby strengthening Michigan as a hub of thought leadership in the domain of diversity, equity and inclusion. By encouraging original scholarly research and by establishing culturally sensitive and inclusive pedagogical models that can be replicated at other institutions, we will not only serve our own students, but will enhance the learning experience for students nationwide. In addition, our work will contribute to a deeper understanding of these issues as they relate to all facets of our society and the human experience.

This strategy ensures that diversity, equity and inclusion are foundational aspects of our educational programming and teaching methodology, and that scholarly research on DEI—and the scholars who produce it—are valued and supported.

In formulating this strategy, planning leads across campus used a variety of methods to assess needs and determine appropriate actions. In schools and colleges, leads examined in what ways and to what extent DEI-related issues are integrated into curricula and scholarship; how these ideals influence the delivery of curricula; and how scholarship is judged in relation to diversity, equity and inclusion. In units outside the schools and colleges, planning leads assessed whether DEI educational events are developed and supported routinely.

Actions are specific to the unique challenges and requirements of each unit. For example, in schools and colleges, action items range from reviewing and updating course content and inclusive teaching methods to promoting DEI-related scholarship. In other units, the emphasis is on expanding diversity, equity and inclusion events and program offerings and on evaluating program accessibility.

CAMPUSWIDE ACTION ITEMS

Fostering Student Academic Success

To help assure that all students have the maximum opportunity to thrive, complete their degrees and attain their career goals, the university is implementing a set of coordinated pilot activities aimed at promoting the academic success of undergraduates during their first year, thereby contributing to their high-quality learning, persistence, degree completion, and attainment of educational and career goals.

The university's goals for undergraduate success include the expectation that students will achieve the learning goals of their majors, successfully complete their degrees and find pathways forward to their life and career goals. A first step in helping them achieve these goals is identifying and addressing any opportunity gaps across demographics. With that objective in mind, U-M is now considering opportunities to impact student persistence and success by:

Attending to the number of credits for which undergraduates enroll

Analyzing student learning patterns in critical gateway courses

Tracking the timing and content of early feedback students receive on their academic progress

Focusing on the ways in which schools, colleges and departments holistically monitor and support undergraduate academic progress in the early semesters of degree work

A formal search is underway for a Vice Provost for Undergraduate Education to lead this work along with other efforts relating to U-M undergraduate education.

Responsible Unit: The Office of the Provost



Inclusive History Project (IHP)

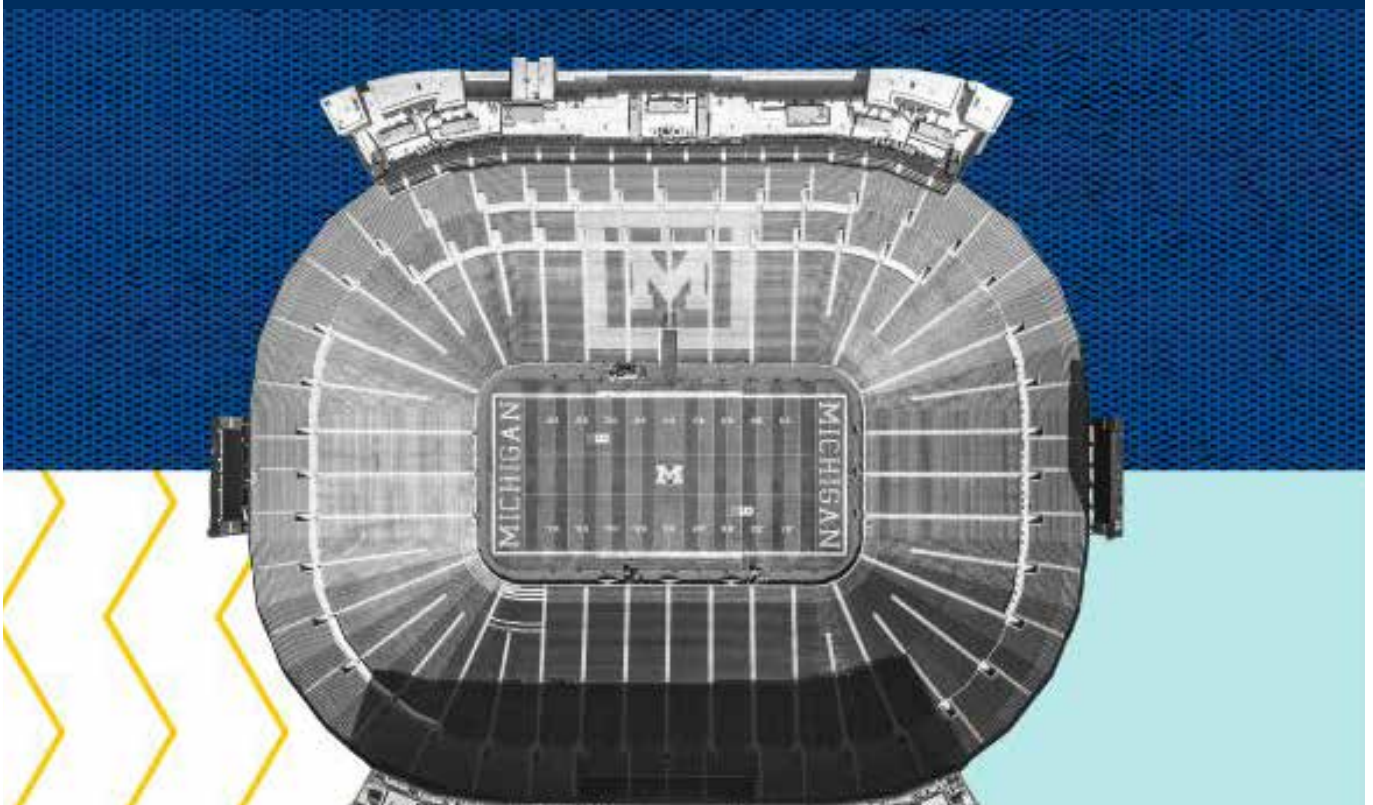
The Inclusive History Project (IHP) is a multi-faceted, multi-year presidential initiative to study and document a comprehensive history of the U-M by honestly and critically re-examining the university's past as it relates to diversity, equity and inclusion.

IHP will engage the entire university and neighboring communities to better understand the full history of U-M and to consider what reparative actions that history demands in the present and future. This project emerged in response to various factors, including:

- Wide-ranging efforts to study and reckon with the university's history currently underway on our campuses
- The rich histories of campus activism and institutional support for diversity, equity and inclusion efforts at U-M
- Historical name reviews that have taken place on the Ann Arbor campus over the past several years
- A broad movement among other colleges and universities to reckon with their histories

Beginning in Fall 2023 and continuing for five years, IHP will conduct rigorous scholarship to explore the university's history through the themes of origins and trajectories, people and communities, sites and symbols, and research and teaching. In order to create meaningful engagement and cultural change within the university, research findings will be shared regularly through publications, programming, curricular materials, and other means. These initiatives will generate far-reaching outcomes ranging from new scholarship, research and courses, and may lead to reimagined institutional policies and programs that seek to remedy the effects of histories documented by the project.

Responsible Unit: Inclusive History Project Team



UNIT PLAN SPOTLIGHTS

- GOAL: PRODUCTS -

Note: The spotlights from various unit plans featured throughout this section are broadly representative and were chosen to showcase diverse areas of focus. These summaries are intended merely as examples of DEI-related work taking place at the unit level and by no means represent all of the exciting unit-based initiatives currently underway. A comprehensive overview of school, college and unit plans is available at diversity.umich.edu.

Fostering Equitable Outcomes in Curricular Contexts: The Assessment Toolkit Initiative (ATI)

The Assessment Toolkit Initiative supports leveraging campus data in order to critically evaluate outcome disparities across student identity groups and sharing those results with relevant campus leaders.

During the past three years, representatives from the Center for Academic Innovation, the Center for Research on Learning and Teaching, the College of Literature, Science & the Arts, the Marsal Family School of Education and Michigan Engineering launched the Assessment Toolkit Initiative. The overarching goal of this initiative is to help support a more equitable campus by comparing outcome disparities in course-related and other contexts across student identity groups, and then making those results available to university leaders.

ATI has produced two customizable reports, each based on five years of enrollment and outcomes data, that reveal patterns in student outcomes. Originally developed by the Foundational Course Initiative at CRLT, the Course Equity Report shows these data at the level of a single course, while the Major/Department Equity Report reveals outcomes and patterns across a collection of courses. Explorable through a series of rich visualizations, these reports make it possible to identify potential course and/or curricular changes that could address any inequities. As part of DEI 2.0, the initiative will:

Share this work more broadly with the U-M community

- Highlight opportunities for stakeholders to explore curricular experiences through an equity lens
- Continue iterating the reports to create more effective tools and foster a more equitable campus

Contact assessment-toolkit@umich.edu for more information.

Responsible Unit: Center for Academic Innovation

Centering Equity and Access in Teaching and Learning within Taubman

To achieve curriculum reform, Taubman is working to challenge and dismantle the entrenched power structures, systems of privilege and claims of ownership that have long been institutionalized in design education generally.

As Taubman College prepares to welcome the most diverse cohort of students in its history, the need to create an inclusive and adaptable curriculum to support their transition has never been more urgent. To achieve that goal, we are examining—and challenging—dominant perspectives while valuing cultural experiences and ways of knowing that have been marginalized in the discipline in the past.

The College is currently approaching curriculum reform in a myriad of ways:

- De-emphasizing the singular Western historical narratives of design education
- Centering the global South and historically marginalized populations in particular
- Performing a thorough equity analysis of our planning program's structural requirements to ensure that all capstone projects maximize impacts for underserved and historically disenfranchised communities
- Collaborating with the African Studies Center (ASC) to leverage the UMAPS program in AY24-25 and facilitate the hosting of a promising African scholar
- Continuing to refine and expand an annual tuition framework that guarantees student-centered adaptability, inclusivity and fairness, thus enabling broader access to our comprehensive array of learning opportunities across programs

Responsible Unit: Taubman College of Architecture & Urban Planning

Building and Advancing LSA Unit-Level DEI Plans

Following a key recommendation of the 2021 LSA Anti-Racism Task Force report, LSA will create a culture of accountability and partnership by requiring all local departments to develop individual, unit-level DEI plans.

This includes all of the College's academic units as well as Dean's Office service units and undergraduate education. Due to the scope and complexity of LSA, local DEI plans will be generated over a two-year period. In AY 2023-24, units will evaluate their infrastructure for DEI work and determine the specific needs that inform their DEI goals.

All units will prepare their three-year local DEI plans during AY 2024-25 and will enact those plans from 2025-28. Each individual plan will focus on impactful goals, and every unit will present yearly progress reports. During 2023-25, as the units prepare to implement this strategic objective, LSA's Office of DEI will support their efforts with resources, training and consultation.

Responsible Unit: College of Literature, Science & the Arts (LSA)

EPIC Pathways: The Nursing Health Equity Scholars Program

A \$1.8+ million grant will enable the School of Nursing to further its DEI initiatives and establish a scholarship program that dramatically improves educational access for under-resourced and economically disadvantaged transfer students.

The School of Nursing has been awarded over 1.8 million dollars by the Health Resources and Services Administration Nursing Workforce Diversity Grant Program and the Towsley Foundation to fund the EPIC (Empower, Practice, Inspire, Cultivate) Pathways Nursing Health Equity Scholars Program. First-year outcomes suggest that this health- and academic equity-focused program dramatically improves educational access for under-resourced and economically disadvantaged transfer students.

During DEI 2.0, EPIC Pathways will provide need-based scholarships and stipends to as many as 70 BSN students. The program will also offer undergraduate nursing students:

- Weekly peer-facilitated learning circles for science and math courses
- Monthly academic skills workshops
- Career development resources
- Guided research opportunities with faculty
- Professional memberships
- Access to student/faculty/staff Zoom sessions with national and global health equity leaders

Throughout DEI 2.0, the EPIC Pathways team will also partner with community and university organizations to develop an outreach strategy for supporting K-12 youth and high school graduates interested in a nursing career.

Responsible Unit: School of Nursing

The Digital Accessibility Project

Through its new Digital Accessibility Program, now underway, Stamps will assure that all school-related information and resources are accessible to people of all abilities.

Many people are first introduced to the Penny W. Stamps School of Art and Design through its digital resources. Whether they visit the website, view a social media post or receive electronic files and correspondence, it is crucial that everyone who encounters our school is able to fully access and engage with us. It is in this spirit that Stamps is now conducting a thorough accessibility assessment of its digital assets, analyzing every service and feature—from alt text (focused on setting unit-wide ALT Text standards) and captions (included for all video content produced) to color contrast and font sizes and types.

Once a baseline has been established, the school's marketing and communications team will make any necessary adjustments to update all current digital assets. As a final step, we will develop a digital accessibility guide as well as template materials for school-wide use by faculty and staff.

Responsible Unit: Stamps School of Art & Design

Shaping a Vital Exhibition Program and Collection for the Times We Live In

Aligned with its commitment to anti-racist action, UMMA is using its collection to portray diverse cultures, revisit unsettled ideas, explore new ways of thinking and amplify marginalized voices, in particular.

Historically, the collections, programming, staff and visitorship at U.S. art museums have not reflected the diversity of their local communities. More than 80% of artists represented in the collections of major U.S. museums are white, and more than 85% are male. Further, the majority of art museum employees are white. UMMA is no different. During DEI 2.0, UMMA has a powerful opportunity, and obligation, to reimagine art museums in a way that revitalizes the meaning, purpose and potential of a collection through installations that question global narratives of history and art history; expose colonial histories; reevaluate the race and gender of artists shown on our walls; and explore the complex role visual culture plays in our world.

To achieve these goals, the museum is:

- Using exhibition and program evaluation tools aligned with the UMMA Strategic Plan and Commitment to Anti-Racist Action
- Conducting an accessibility review of websites and web resources
- Continuing to expand open gallery hours
- Developing events that serve the diverse needs of UMMA's many communities
- Deploying strategies and products that increase accommodation and accessibility for all museum visitors
- Prioritizing the engagement of Title I and otherwise underserved K-12 school communities

Responsible Unit: Museum of Art (UMMA)



Advancing Research Equity, DEI Scholarship, and Inclusive Innovation

As part of its DEI 2.0 efforts, the Office of the Vice President for Research (OVPR) will proactively identify, advocate for and invest in faculty-driven exploration focused on scientific discoveries that impact DEI and address significant societal challenges.

To achieve this objective, OVPR will:

- Evaluate Research Catalyst and Innovation (RCI) Themes focusing on anti-racism and emerging topics
- Integrate DEI principles more actively into RCI theme areas biennially
- Prioritize equitable forecasting of innovative areas of research, scholarship, and creative practice to strategically support

The Office will also collaborate with Research Associate Deans and DEI Leads to explore research-related goals from the DEI 2.0 strategic plans across schools, colleges and units. The goal will be to determine optimal strategies for offering targeted support. Additionally, OVPR will develop a comprehensive data system to assess funding and research domain clusters for broadly diverse faculty groups. This system will generate valuable insights into the scholarly landscape and, more importantly, will serve as a guide to maximizing the effectiveness of strategic support for collaboration and innovation..

Responsible Unit: Office of the Vice President for Research

Incorporating DEI frameworks and content into the SPH Curriculum

SPH is rethinking and refreshing its curriculum to help students think deeply about identity, systemic inequity and health

The School of Public Health understands the vital importance of our graduates' ability to contribute in positive ways to health equity efforts. For that reason, we have made it our goal to integrate DEI into our curriculum via frameworks such as equity-focused teaching, accessible design and instruction, anti-racist pedagogy and others. These equity-focused approaches will exert a positive impact on the classroom experiences of both students and instructors. They will also help prepare our students to better recognize and meet the public health challenges of today and tomorrow. Implementing this goal will involve a wide range of activities, including providing ongoing training opportunities for faculty and GSIs, integrating DEI-focused questions into course evaluations, and making DEI a core component of curriculum review and revision in the School.

Responsible Unit: School of Public Health

Aligning Goals for Equitable and Empowered Financial Decision-Making: The Financial Empowerment Initiative (FEI)

As part of its DEI 2.0 plan, CEW+ is launching the Financial Empowerment Initiative (FEI), a program that encourages students to reflect on the psychosocial and emotional aspects of financial decision-making and to explore how their decisions align with their long-term goals and values.

This initiative is expected to attract a diverse array of students across socio-economic statuses and demographics. Continuing CEW's tradition of unit partnerships, a task force is being established to set priorities for the work and its goals. Currently, the group includes representatives from the Office of Financial Aid, Wolverine Wellness, Student Life, LSA, SSW, Pharmacy, Wolverine Support Network (CAPS), the Office of the Provost and the U-M Center for Innovation in Detroit. The task force will be guided by a financial therapist, with faculty from the Ross School of Business providing additional support.

Responsible Unit: Center for the Education of Women (CEW+)

Building DEI Programs to Strengthen DPSS External Partnerships and Community Engagement

In order to provide inclusive, high-quality programs that directly address issues and challenges unique to the diverse communities it serves, DPSS is working to better integrate DEI strategies into educational initiatives offered through its new Training and Education Center.

The Division of Public Safety and Security Training and Education Center (D-TEC) was established to provide training and professional development programs for DPSS and university staff, local public officials and community members. From content development to program facilitation, the Center works to assure a high level of inclusivity in its training and learning opportunities.

During DEI 2.0, D-TEC will continue to leverage DEI initiatives such as its current partnership with Spectrum Center and Academic Innovation. The Center will also utilize The Program on Intergroup Relations (IGR) community guidelines during training and educational sessions to promote inclusivity and assure that all learning environments are safe spaces.

The holistic integration of DEI and D-TEC will ensure a more systemic approach to cultivating inclusivity and equity in all service sectors while placing an emphasis on operational accountability across DPSS. In addition, DEI goals and objectives will be linked to the performance review process. Using the Center as a major hub for modeling and facilitating DEI will also strengthen the academic enterprise through interactions with those conducting scholarly research on related topics.

Responsible Unit: Division of Public Safety & Security (DPSS)

Faculty Equity-Minded Practice Initiative

To assure that all faculty have the skills necessary to provide truly inclusive and equitable instruction, LSA will strengthen and expand equity-minded tools and educational programs already in place, among them anti-racism workshops and an inclusive teaching website.

Building on prior work within its Undergraduate Education Division—most notably an inclusive teaching website and anti-racism faculty engagement workshops—LSA will continue to strengthen faculty learning in these areas. In Year One, the College will launch a new committee to tackle Equity-Minded Practice/Pedagogy (including the website) and develop an infrastructure for where this work will live. To reinforce ongoing efforts of the website team, LSA will promote the materials on equity-minded teaching currently on its Inclusive Teaching website while also rebranding the website to emphasize teaching for equity. Finally, the College will partner with the SEISMIC NSF learning community project planned for 2023-24 to develop a faculty learning community model that could be piloted in the second year of DEI 2.0.

This action item builds on the assessment of DEI 1.0. It also responds to findings from both the 2021 U-M Campus Climate Survey report and feedback from faculty and student focus groups that highlighted the need to increase DEI competencies among faculty.

Responsible Unit: College of Literature, Science & the Arts (LSA)

Integrating Anti-racism into the Curriculum

During DEI 2.0 and beyond, Ford School faculty will continue to think, speak out, and teach about structural inequality and differential outcomes for Black people and other marginalized populations in education, policing, health, economics, finance and other key systems.

In AY 23-24, the Ford School AY 23-24 will offer curricular and co-curricular courses and events that explicitly focus on issues related to race, racism, and racial justice within the policy landscape. These include:

Curricular Offerings

- PubPol 475/750: Racial Foundations of Public Policy
- PubPol 475/750: U.S./Latinx Policy Perspectives
- PubPol 475/750: Race & Urban Policy
- PubPol 475/750: Race, Technology & Public Policy

Co-Curricular Offerings

- CRJ's Racial Foundations of Public Policy - a fall speaker series focused on the historical roots and impact of race in shaping public policy as both a disciplinary field and a course of action
- CRJ's Racial Justice Reading Circles - winter-term interdisciplinary gatherings of graduate students, post-docs, faculty and research staff who collectively explore a topic relevant to the study of race, (anti)racism and racial justice
- CRJ's Racial Justice in Practice Workshop Series - offering students, faculty, staff and U-M community partners tools, strategies and resources to enhance their work around advancing racial equity
- CRJ's Masterclass in Activism Series - a biannual event series in which noted activists and thought leaders speak on their activism journeys

Responsible Unit: Ford School of Public Policy

UNIT PLANS

The DEI 2.0 Plan provides an opportunity where the 51 units across campus are able to refine their strategic approach to diversity, equity, and inclusion work for their students, faculty, and staff. This unit-level approach allows for each of the units to implement plans with goals and outcomes that can be assessed and evaluated to understand the effectiveness of their planned strategies. Regular evaluation and continued guidance will help to shape how DEI 2.0 is implemented over the next five years. We encourage you to read these unit plans and identify ways you can get involved with the ongoing DEI efforts happening in your school, college or unit.

Visit us online to identify your Unit's DEI Lead(s) and to read more about your unit's plan:

<https://diversity.umich.edu/dei-strategic-plan/dei-2-0/unit-plans-and-contacts/>

DEI 2.0

MOVING FORWARD TOGETHER