

DEI 2.0

MOVING FORWARD TOGETHER

Year 1 Progress Report

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This DEI 2.0 Year 1 Progress Report highlights strategic outcomes stemming from university-wide efforts to advance the goals set out by the DEI 2.0 Plan. Building on the gains of our DEI 1.0 efforts, we're improving, refining, and also adding new and innovative initiatives. This report reflects activities beginning Fall 2023 through Summer 2024.



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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EXECUTIVE SUMMARY

The University of Michigan completes the first-year of the five-year DEI Strategic Plan, **DEI 2.0**. Along with leaders and community members across our campus, DEI 2.0 efforts ensure that diversity, equity and inclusion are infused throughout our university's mission areas operations and that our culture reflects these values. As we conclude the first year of our five-year DEI 2.0 strategic plan, this report will share some of the progress we've made as a community where you will find highlights and details on the work and impacts happening across our university.

These collective accomplishments—made possible by the dedication of our students, staff, faculty, alumni, and other partners—have positively impacted our campus culture.

DEI 2.0 continues to build on and improve successful and promising programs and practices that our campus community developed as a part of our initial DEI strategic plan - DEI 1.0. For example, we recently increased financial support to our GoBlue Guarantee program to enhance affordability and access to more students from low-income and first-generation backgrounds.

This past year, academic outreach and pipeline programs like Wolverine Pathways increased 4-year college admission for Michigan high school students from underserved, under-resourced communities. Strategies for improving racial/ethnic diversity in student enrollment are coming to fruition, increasing representation of students of color at U-M across all groups, with marked improvements for our most underrepresented groups.

At the same time, we are supporting retention and success - improving graduation rates for all groups and reducing group disparities in graduation.

We also launched new DEI 2.0 initiatives, based on recommendations from our students, staff, and faculty and other experts - gathered through a deep evaluation and campus input process. A few examples include:

We started new campus-wide efforts focused on disability and physical and digital accessibility. Actions include improved signage and mapping of accessible entrances across campus, the launch of the Digital Accessibility Liaison Network, and an annual conference focused on dismantling ableism in higher education, among many efforts. We've also developed processes to ensure that disability and accessibility are key priorities in our university's Vision 2034 and Campus 2050 planning.

Another new campus effort is the Secular, Spiritual, Religious and Interfaith Initiative, a collaboration across campus units to develop concrete goals and actions for improving interfaith and intercultural engagement and addressing all forms of religious and cultural bias - including anti-Arab bigotry, Antisemitism, and Islamophobia.

Also, the recently established Raoul Wallenberg Institute will develop strategies to combat Antisemitism, divisiveness and discrimination through teaching, research and public engagement.

Our DEI 1.0 evaluation data showed a need for focused attention to Black student and Native American student representation and experience. Two new DEI 2.0 efforts resulted. One is the collaboration of central administration leadership with our Black Student Union around - enhancing student enrollment, combating anti-Blackness, and embedding these areas more deeply into campus DEI practices.

Another new initiative focuses on restorative and reparative approaches for enhancing access, visibility, and success of Native American communities at U-M, including improving collaboration with Tribal communities.

We also made notable progress in infusing DEI knowledge and values into our university's infrastructure. This includes steps to enhance supplier and investment diversity (such as a new Community Impact Banking pilot program) and to advance campus sustainability and environmental justice goals.

We continue to explore new ways to enhance infrastructure, community partnerships, and institutional systems to support just, sustainable, and community-oriented business practices.

Our collaborative approach of asking all of our campus units to co-develop goals, actions, and success metrics has empowered our community to voice their respective needs and aspirations, ensuring a plan that reflects a shared vision for the university's future and that is attentive to our vast diversity. This ensures that our work to support a diverse, equitable, and inclusive university will be sustained and continue to evolve to meet the demands of an ever-changing campus and world.

We have made real progress, but the journey is just beginning. Research consistently shows that enhancing diversity and leveraging this diversity through the environmental conditions of equity and inclusion are crucial for academic excellence.

And we're committed to continuous learning and improvement so that our efforts translate into meaningful, positive, and lasting change.



LEADERSHIP



“Our dedication to academic excellence is deeply intertwined with our commitment to diversity, equity, and inclusion. I am convinced that we cannot be excellent without being diverse in the broadest sense of the word. Inclusion and equity, respect, diversity and integrity – these are core values of our university. They must be at the heart of everything we do. We must not back down in the face of renewed adversity.”

Santa J. Ono
President

A Plan and Pledge: Our Continuing Journey

To All Members of the University Community,

At the University of Michigan, our pursuit of academic excellence is inseparable from our commitment to diversity, equity, and inclusion (DEI). This foundational belief, supported by over three decades of research, has guided our efforts to positively change and sustain an institutional culture that supports our entire community. It also remains central to our mission as we reflect on the progress of Year 1 of our DEI 2.0 Strategic Plan, a new phase of our campus work, informed and guided by the insights and priorities of our diverse University community.

Building and Improving on Our Progress

Our DEI 2.0 efforts build on the strong foundation set by our inaugural DEI strategic plan, DEI 1.0, a presidential initiative resulting from years of campus community engagement and expert input. This initiative sparked transformation across our institution, including many successful programs and practices at the central level, and across our schools, colleges, and units that we have continued to build on, improve, and refine.

For example, as we transitioned to DEI 2.0, we increased financial support to our GoBlue Guarantee program to enhance affordability and access to more students from low-income and first generation backgrounds. This past year, academic outreach and pipeline programs like Wolverine Pathways increased four-year college admission for Michigan high school students from underserved, under-resourced communities. Our various strategies for improving racial/ethnic diversity in student enrollment are coming to fruition, increasing representation of students of color at U-M across all groups, with marked improvements for our most underrepresented groups. At the same time, we are supporting retention and success - improving graduation rates for all groups and reducing group disparities in graduation.

New Initiatives and Programs

In addition, we have implemented new initiatives that are responsive to community feedback and needs for our current context. One example of these efforts is the Secular, Spiritual, Religious and Interfaith (SSR&I) initiative, designed to foster religious and cultural inclusion across campus. We've made progress in building partnerships, conducting outreach activities, and developing educational programs that promote an inclusive environment, where diverse faith-based, cultural, and secular viewpoints are respected. We have engaged in collaborative efforts across campus units to develop concrete goals and actions for addressing all forms of religious and cultural bias, including anti-Arab bigotry, antisemitism, and Islamophobia. Additionally, the recently established Raoul Wallenberg Institute will develop strategies to combat antisemitism, divisiveness and discrimination through teaching, research and public engagement.

We started new campus-wide efforts focused on disability and physical and digital accessibility. Actions include improved signage and mapping of accessible entrances across campus, the launch of a new Disability Equity Office and Digital Accessibility

New Initiatives and Programs

Liaison Network, and an annual conference focused on dismantling ableism in higher education, among many efforts. Furthermore, we have prioritized disability and accessibility in our long-term Vision 2034 and Campus 2050 planning to ensure these values are integral to the university's future.

Our dedication to helping students succeed academically is closely linked to our goal of making education more equitable. The Early Momentum program helps first-year students design effective course schedules to stay on track and graduate on time. Studies show that building early momentum through thoughtful planning helps close achievement gaps and improve student outcomes. By addressing disparities early on, the Early Momentum program ensures that all students, regardless of background, have an equitable chance to thrive and earn their degree.

Our focus on diversity, equity, and inclusion as interconnected with academic excellence extends to the Michigan Program for Advancing Cultural Transformation (M-PACT) in the Biomedical and Health Sciences, a new partnership between U-M and the National Institutes of Health. M-PACT is designed to recruit outstanding early career faculty in health sciences fields and to support their success through high quality mentoring and career development supports and through working with schools, departments, and programs to improve climate and eliminate any cultural and structural barriers to faculty success. In its inaugural year, M-PACT has partnered with schools and colleges to recruit and welcome its first cohort of new faculty.

Together, these initiatives highlight our strong dedication to diversity, equity, inclusion, and cultural transformation across the University.

Looking Ahead

As we move into Year 2 of the DEI 2.0 Strategic Plan, we remain steady in our vision to build on the momentum established during this first year. The work of creating a truly diverse, equitable, and inclusive University is ongoing, and we are prepared to continue learning, evolving, and striving toward our shared goals in ways that serve and support our entire diverse community.

Our progress is a testament to the collective efforts of our entire community—students, faculty, and staff—who have brought passion, dedication, and insight to this crucial work. Your contributions are vital to our success, and your continued engagement will be essential as we navigate the challenges and opportunities that lie ahead.

Our Collective Commitment

While the DEI 2.0 plan builds on a foundation that has been part of our University's fabric for years, its initiatives continue to reflect deeply held values that have guided us throughout our history. This past year's achievements reaffirm our commitment to the strength of collaboration, innovation and

accountability. Together, we are advancing toward a University of Michigan where every member of our community can thrive and contribute meaningfully to the public good.

We thank the U-M community for their unwavering commitment to this work. The progress we have made together in Year 1 is just the beginning, and we look forward to what we will achieve in the years to come.



Santa J. Ono
President



Laurie McCauley
Provost and Executive
Vice President for
Academic Affairs



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



A PRESIDENTIAL & COMMUNITY INITIATIVE

Michigan's deep commitment to diversity, equity, and inclusion (DEI)—which has spanned many decades—is reflected in the newest phase of its ongoing DEI 2.0 strategic plan.

Since its earliest years as an institution of higher learning, U-M has set an example for other colleges and universities by acting on its conviction that the pursuit of academic excellence is inseparable from a commitment to diversity, equity, and inclusion (DEI). In seeking to achieve its diversity-driven goals and become more welcoming to all community members, the university implemented a variety of strategies and initiatives—often with mixed success. It was this lack of consistently positive outcomes, coupled with the determination to achieve a more equitable environment, that led to the Presidential Initiative known as DEI 1.0—a five-year strategic plan aimed at creating a diverse, equitable, and inclusive environment for our entire campus community.

DEI 1.0: The Impetus for Institution-Wide Transformation

Incorporating ideas, aspirations, needs, goals and priorities garnered from all university sectors and community members, DEI 1.0 represented a major step in advancing the ideals of diversity, equity and inclusion. Throughout a five-year period, with strong guidance and encouragement from campus leaders, the university implemented fundamental, far-reaching changes at every level—every school, college, and unit—and in ways that have impacted every individual on campus.

During that same five-year span, these broad-based, collaborative efforts enabled Michigan to be agile and effective in navigating an array of challenges and crises. The unifying and strengthening effect of DEI 1.0 has enabled Michigan to withstand growing, highly vocal opposition to DEI programs and principles from national and campus critics. We persist in our DEI commitment in the face of nationwide political division and unrest and continue steadfast amidst these myriad challenges.

DEI 2.0: Moving Forward in a Bold and Strategic Way

Officially launched in 2023, our DEI 2.0 plan builds on the work already underway while also expanding the principles of diversity, equity, and inclusion into new domains. Equally important, this new plan continues to reflect a determined effort by the university to acknowledge, analyze, and understand its complex relationship with the community it serves, and to use those understandings as the foundation for a more diverse, equitable, and inclusive present and future.

The DEI 2.0 five-year plan functions in accordance with the following principles:

1. We will strive for organizational change in the service of greater diversity, equity, and inclusion in every school, college, and unit.
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.
3. Tracking metrics will indicate whether specific shifts up or down, or a lack of activity, represent positive outcomes relative to our goal of creating a more diverse, equitable, and inclusive campus.
4. Self-evaluation will be used to identify which “institutionalization” components (policy,

practices, structures, culture, and climate) or dimensions (constituents, campus, community) are progressing and which need more attention.

5. Communicating self-evaluation results to key audiences will be integral to accountability, continuous improvement, and future planning.
6. The progress of organizational change will be measured through indicators of change in policy, practices, structures, culture, and climate.



Year One of DEI 2.0: Building on Momentum, Growing Current Programs, Moving in New Directions

During Year One, support continued for an array of innovative and highly effective programs. In addition, university units implemented a wide range of ambitious new projects. The Campuswide Action Items and Unit Spotlights, highlighted throughout this report, have emerged from ongoing community engagement efforts and themes that address gaps and provide equitable and inclusive resources. The following is a sampling of work that is underway in this new phase of the DEI 2.0 Strategic Plan:

- Fostering academic success among students – DEI 2.0 initiatives are increasing support with new leadership as Angela D. Dillard was recently appointed as the inaugural Vice Provost for Undergraduate Education. She will oversee new equity-based programs that are being established through efforts like the Early Momentum program which helps first-year students design effective course schedules to stay on track and graduate on time. By addressing disparities early on, the Early Momentum program ensures that all students, regardless of background, have an equitable chance to thrive and earn their degrees.
- Enhancing physical and digital accessibility – Improvements to accessibility signage campuswide make it more possible for community members to identify the best access points for buildings on campus, while the new Digital Accessibility Network provides more disability-supportive resources to all units through training modules on the Canvas Digital Accessibility Basic Training

Hub. Additionally, an annual conference is convened on campus focused on dismantling ableism in higher education, among many other efforts. We've also developed processes to ensure that disability and accessibility are key priorities in our university's Vision 2034 and Campus 2050 planning.

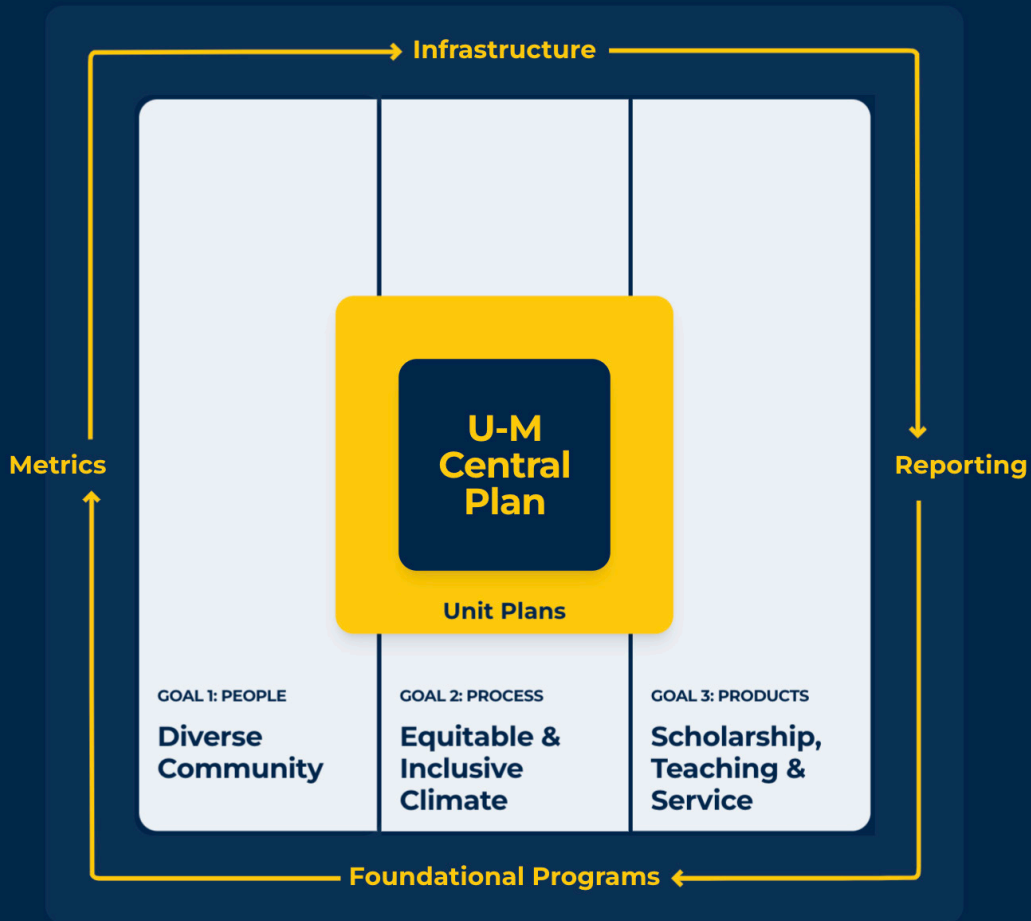
- Launching the Secular, Spiritual, Religious, and Interfaith (SSR&I) Initiative – Designed to foster religious inclusion across campus through partnerships, outreach activities, and educational programs. SSRI will also continue to foster an inclusive campus climate by advancing efforts to address Islamophobia, anti-Arab bigotry and Antisemitism, and will also leverage the work of the recently established Raoul Wallenberg Institute which will develop strategies to combat antisemitism, divisiveness, and discrimination through teaching, research and public engagement.
- Strengthening efforts led by Procurement Services and the Treasurer's Office – With the addition of 860 new diverse suppliers registered on the MConnect platform and a Community Impact Banking pilot program, DEI 2.0 projects will focus on enhancing infrastructure, strengthening community partnerships, and supporting sustainable, community-oriented procurement.
- Launching the Michigan Program for Advancing Cultural Transformation (M-PACT) in the biomedical and health sciences – This DEI 2.0 initiative is focused on fostering an inclusive academic community by recruiting outstanding early career faculty in health sciences fields and supporting their success through high-quality mentoring and career development supports and through working with schools, departments, and programs to improve climate and eliminate any cultural and structural barriers to faculty success.

Looking Ahead and Forging Forward

Our commitment to the vision of a truly diverse, equitable, and inclusive university is unshakeable, and is equaled only by our determination to bring about lasting change and by our dedication to the principles of collaboration, innovation, and accountability. Despite opposition on numerous fronts, we will forge ahead. 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



- 21 Campuswide 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



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 and 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.

Assistant Vice Provosts for Equity, Inclusion & Academic Affairs



Marie P. Ting has dedicated her extensive career to advancing diversity, equity, and inclusion (DEI) within higher education. Her rich experiences span various institutions, where she has collaborated with faculty, staff, and student communities to foster inclusive environments. Currently serving as the Assistant Vice-Provost for Equity, Inclusion & Academic Affairs, Marie previously held the role of Associate Director at the University of Michigan's National Center for Institutional Diversity (NCID). Her career also includes key positions at the Center for Educational Outreach (CEO) and the Office of Academic Multicultural Initiatives (OAMI).

Additionally, she has been the University Director of Student Affairs and Special Programs at the City University of New York (CUNY) system office and has worked in both academic and student affairs at the University of Maryland, College Park. An instructor and mentor, Marie has actively engaged in university and community service to further DEI initiatives at both local and national levels.

Her research interests, publications, and presentations concentrate on higher education organizational behavior, the campus racial climate, and the creation of inclusive spaces for communities of color, with a particular focus on the unique challenges faced by Asian Pacific Islander American communities.



Deborah S. Willis Deborah S. Willis is a passionate, enthusiastic administrator, educator, and certified executive leadership coach trained at Georgetown University's Institute for Transformational Leadership. As an Assistant Vice Provost for Equity, Inclusion and Academic Affairs, she works with the leadership team to develop strategy and tactics that lead to institutional transformation. Her role has a student focus, and she closely partners with leaders campuswide, including the Division of Student Life, to optimize the comprehensive student experience at Michigan. She currently leads and facilitates numerous dialogues, workshop sessions and programs that encourage an inclusive and equitable community.

Prior to her current role, Dr. Willis served as an Assistant Director for Professional Development and Engagement at Rackham Graduate School and led the Rackham Professional Development DEI Certificate, an innovative program that she designed to prepare scholars to work in a diverse environment while fostering a climate of inclusivity. She also designed and currently leads U-M's Alumni M-Pact DEI Certificate in collaboration with the Alumni Association of the University of Michigan. The program expands the mission and core values of the University of Michigan through its alumni by providing actionable steps to bring about positive change to communities and organizations globally.

Dr. Willis has over twenty years of impactful leadership in higher education. Throughout her professional career, she has provided vision and advocacy in the areas of diversity, equity, inclusion, social justice and leadership development. Her engaging style of collaboration and coaching encourages progressive, actionable and tangible growth for the people she serves. She is committed to creating initiatives that support an inclusive community and promote institutional change. When she is not working, she enjoys spending time with her husband and two adult children, exploring nature, and listening to music. Dr. Willis holds a Ph.D. in Sociology from the University of Michigan and is a proud Wolverine.



Catalina Ormsby is a leader and administrator with over two decades of experience at the University of Michigan (U-M). She has occupied diverse roles, collaborating closely with colleagues, faculty, students, and staff across all schools and colleges. As a social justice educator and DEI consultant, Catalina has been a pioneer in addressing emerging DEI topics on campus and beyond. Additionally, Catalina teaches a graduate course on Dialogue and Social Justice for the School of Social Work, enhancing campus climate efforts.

Most recently, she served as Associate Director at the Center for Educational Outreach (CEO), fostering communities of practice for faculty and scholars interested in DEI and student success influencing impact and policy changes. Her strategic collaborations across U-M and nationally demonstrate her leadership and impact in higher education, as she has spearheaded initiatives to advance DEI goals and increase access for underserved student populations. Through her roles, Catalina actively contributes to the growth and connectivity among communities of color at U-M. She is the founder and chair of the Professional Latinx at U-M Alliance (PLUMA), a proud native Colombian and a first-generation student. She holds a master's degree from the University of Michigan's Ford School of Public Policy and a bachelor's degree with honors (*summa cum laude*) from Eastern Michigan University's Business School.

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. Leads report their progress and strategies with respective unit leadership as they develop and execute their plans. ODEI coordinates a monthly community of practice space - DEI Implementation Leads meetings - where the group comes together to share practices and models, engage in ongoing professional development, receive guidance in evaluation and assessment, and other efforts to support effectiveness and efficiency. The leads shepherd the work forward, track its efficacy, and work closely with one another.



OFFICE OF DEI



OFFICE OF DIVERSITY, EQUITY & INCLUSION UNIVERSITY OF MICHIGAN

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 at [ODEI.umich.edu](https://odei.umich.edu).

OUR APPROACH



Since 2015, when the campus community called on presidential leadership to partner in the creation of 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 as we move forward in our DEI 2.0 efforts.

FORWARD

The expectations established for Year One moved us from planning to execution. Now, inspired and propelled by that momentum, the focus of Year Two is to continue pressing forward with tangible actions that create measurable outcomes.

An Ongoing Effort, A Steadfast Approach

As we transition into Year Two of DEI 2.0, we are energized by the many accomplishments of the prior year.

The campuswide plan that informs the work of the Office of Diversity, Equity, and Inclusion serves as an umbrella for the individual plans created by all of our schools, colleges, student life, athletics, health system, and administrative units—a total of 51 units. As such, this document reflects our shared aspirations as well as our understanding that, while talent may be present everywhere, opportunity is not.

As with the university's overarching plan, the 51 individual unit plans 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

The Work Continues: Building on a Solid Foundation

The projects and progress described in this report represent a continued effort and reflect the efforts of our campus community to build on the vast amount of work already done and the change already achieved. 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.

DEI 2.0 continues to build on and improve successful and promising programs and practices developed by the U-M campus community as a part of the initial DEI strategic plan. For example, U-M recently increased financial support to the GoBlue Guarantee program to enhance affordability and access to more students from low-income and first-generation backgrounds. This past year, academic outreach and pipeline programs like Wolverine Pathways increased 4-year college admission for Michigan high school students from underserved, under-resourced communities. The strategies for improving racial/ethnic diversity in student enrollment are coming to fruition, increasing representation of students of color at U-M across all groups, with marked improvements for U-M's most underrepresented groups. At the same time, the university is supporting retention and success - improving graduation rates for all groups and reducing group disparities in graduation. This is a sampling of many of the gains that have been actualized for our community as a result of our collective DEI efforts. This year's report further illuminates progress on specific actions and outcomes undertaken during Year One of DEI 2.0.

As in the past, this report contains summaries and capsule progress from 51 campuswide units, each of which has developed its own DEI plan and its own set of objectives. In addition, units across campus—individually and in unison—are engaged in 21 university-wide initiatives known as Campuswide Action Items (CAIs).

This report focuses on progress made toward both unit and campuswide goals. However, it is important to keep in mind that despite sometimes notable progress, the fact remains that the work itself—the work of making diversity, equity, and inclusion an integral part of every function within the university—is an ongoing continuous effort and will never be completed.

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.

The effort continues.

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

Insights regarding our approach to executing the plan

The goals and major campuswide actions and progress presented throughout this report have emerged from and reflect the common foci of the 51 unit 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, the outcomes found in this progress report are a result of our determined efforts 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 welcomes contributions from all who feel called to participate and depends on strong collaboration across many offices and individuals.

At the heart of the university's mission to ensure progress lies an extensive reporting and evaluation process, performed meticulously each year. Self-reported data for each plan is carefully assessed to address each unit's personalized approaches tailored specifically to their needs. As the data is gathered and analyzed, it illuminates the pathways leading to the success within the primary goal areas: People, Process, and Products. Together, these collective efforts and insights form the backbone of the university's journey toward sustained and holistic progress.

In addition to this progress report spotlighting new programs and initiatives, this report also encompasses a wide range of existing diversity-, equity- and inclusion-related efforts in which the university continues to invest.

As in the past, all strategies and actions presented in this report have been 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

- Diversity broadly represents the variety of identities, perspectives, and experiences that individuals collectively bring to an environment. Beyond representation, diversity implies an appreciation, respect, and acknowledgment of the unique attributes that each individual brings to our institution. Many decades of research demonstrate how bringing together a community with a diversity of experiences and perspectives enhances innovation, creativity and more effective problem-solving.
- At U-M, 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

- Equity is a principle that centers creating systems, organizations, and societies that are fair and just. It involves first recognizing when disadvantages and barriers exist, and then allocating resources and support to ensure equal access and opportunities for all. The pursuit of equity disrupts historical patterns of inequality and exclusion, dismantles barriers to advancement, and ends any systematic bias and discrimination against people based on their identity and background. The ultimate goal of equity is to maintain an organization where everyone has the chance to achieve their full potential and thrive.
- At U-M, 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

- Inclusion involves active, intentional, and ongoing efforts to create environments where all individuals are welcomed, feel a sense of belonging, and are respected, supported, and valued to fully participate. Inclusion means accommodating different needs and perspectives. An inclusive culture embraces and celebrates differences, promotes open and respectful dialogue, and empowers individuals to bring their authentic selves to the table without fear of discrimination or marginalization.
- At U-M, 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: At 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 the needs of those communities in change planning and efforts available to all.

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).

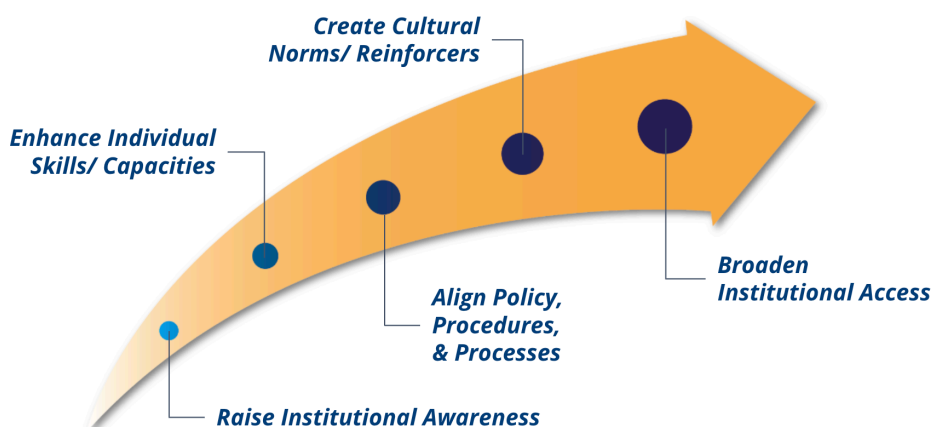
U-M DEI INSTITUTIONAL CHANGE MODEL

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.

U-M DEI Institutional Change Model



COMMUNITY ENGAGEMENT & EMERGENT THEMES

Campuswide forums, feedback sessions, seminars and other outreach activities have always been a vital component of DEI central and unit plans. During the first year of DEI 2.0, community engagement events hosted by the Office of Diversity, Equity and Inclusion (ODEI) were especially important as a means of informing, educating and collecting feedback from members of our campus community.

Since the rollout of DEI 2.0 in Fall 2023, the Office of Diversity, Equity and Inclusion has been listening, engaging, and gathering insights.

In addition to central-level engagement opportunities organized by ODEI, campus stakeholders have also had the opportunity to participate in hundreds of discussions, idea exchanges, and other events hosted by the university's 51 units.

Through forums, information sessions, and other venues, we have created spaces and opportunities for all members of the campus community to connect with us and with each other. The feedback generated at these events has informed our actions and decisions on an ongoing basis. The net result has been productive exchanges, greater collaboration, a clear focus on targeted initiatives, and stronger grassroots engagement in the university's ongoing commitment to diversity, equity, and inclusion.

During Year One, ODEI sponsored several notable campuswide engagement efforts:

The DEI Summit

The University of Michigan's annual DEI Summit, organized by the Office of Diversity, Equity and Inclusion (ODEI), has been a cornerstone event since the launch of DEI 1.0, the university's first five-year DEI Strategic Plan. Held each fall, the summit serves as a platform to reaffirm the university's commitment to diversity, equity, and inclusion while energizing the campus community to make progress on established DEI goals.

The centerpiece of the summit is the Community Assembly & Discussion, which brings together members from across the university to engage with experts and industry professionals on critical DEI topics. This premier event has featured distinguished speakers, including Dr. Claude Steele, Diane Guerrero, Van Jones, Wendell Pierce, and Soledad O'Brien. These speakers have addressed a range of important issues, such as structural racism, immigration and undocumented students, and the intersection of DEI with spiritual identities, mental health, and the arts. Each assembly aims to provoke thought and action, challenging audiences to examine their perspectives and respond to calls for individual action that can lead to collective progress.

In Year One of the DEI 2.0 plan, the Community Assembly & Discussion focused on the theme “Truth Telling: The Kinship of Critical Race Theory and Hip-Hop,” exploring the transformative power of storytelling in both movements. The event featured a panel discussion with David Banner, andre douglas pond cummings, and Marlanna “Rapsody” Evans, moderated by U-M faculty member Antonio Cuyler. The assembly incorporated the five elements of Hip-Hop: MCing, DJing, breakdancing, graffiti (visual art), and knowledge, attracting nearly 4,000 participants across in-person and virtual platforms.

The DEI Summit generates enthusiasm and momentum for DEI work as the university begins each new academic year, reinforcing the institution’s commitment to creating a welcoming environment and sense of belonging for all in our community.

The DEI Student Showcase

Enhancing student engagement in our DEI strategic plan is a high priority for DEI 2.0. In year 1, we worked collaboratively with campus units to create multiple opportunities for students to create and share their ideas and work - from grant opportunities focused on research and practice, to student leadership development, to art exhibitions and performances. We brought together all of these efforts in a student showcase event featuring student posters, presentations and artistic performances, that addressed topics ranging from accessibility, to political and civic engagement, to health equity, among many themes. The posters are available for viewing on our website at diversity.umich.edu.

DEI Information Session

During the Fall 23 term, community members had the opportunity to attend an information session on DEI 2.0 hosted by Tabbye Chavous, U-M’s Vice Provost for Equity & Inclusion and Chief Diversity Officer. This session provided an opportunity for members of our campus community to learn about the current five-year strategic plan, engage with each other, share their aspirations and goals, and explore options and opportunities for creating a campus where everyone feels welcomed and valued.

DEI Leads Meeting

The Office of Diversity, Equity and Inclusion (ODEI) coordinates monthly meetings for the DEI Implementation Leads Group (DEI Leads), a network comprising over 100 members from 51 campus units. These gatherings are instrumental in advancing DEI planning and implementation across the institution.

The monthly meetings offer a diverse range of activities designed to foster collaboration and knowledge exchange. These meetings establish a forum for sharing models and practice, engaging in collaborative problem-solving, promoting professional growth, and supporting rigorous assessment and evaluation.

Key components of the DEI Leads meetings include:

1. Unit presentations highlighting successful strategies and case studies
2. Guest speakers addressing important DEI topics
3. Implementation process updates to keep the Leads community informed about events, special meetings, and available resources
4. Networking opportunities that allow Leads to connect and build community

To further enhance support, ODEI arranges semesterly touch-base meetings between DEI Leads and Assistant Vice Provosts, who act as liaisons to the 51 units. These

meetings provide DEI Leads with the opportunity to share achievements, seek guidance, and address challenges in collaboration with the central office. Additionally, DEI Leads are offered two professional development opportunities each academic year, further strengthening their capabilities and impact.

Emergent Themes

Open forums, educational programs and other events provided ideal venues for students, faculty, and staff to share their experiences, express their opinions and engage in candid, wide-ranging discussions. Below are several key themes that emerged from ongoing community engagement. These are topics that will continue to guide our DEI work and shape future initiatives at the central and unit level throughout the coming year:

Overarching Community Themes from Year One Engagement:

- Provide opportunities to amplify understanding of religious and spiritual diversity on campus
- Establish clear learning pathways to educate our community to engage in constructive dialogue
- Provide enhanced support and address any discrimination and harassment of Jewish, Israeli, Muslim, Arab, and Palestinian community members
- Increase disability awareness, culture, physical and digital accessibility, and accommodations
- Address any discriminatory policies, resource accessibility, and identity recognition for LGBTQIA2S+ community members

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.
- Increasing support and resources for affinity groups to help create spaces where diverse communities feel an increased sense of belonging and support.

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.
- Diversifying the research faculty to expand the diversity of thought and approaches in research methodologies.

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)

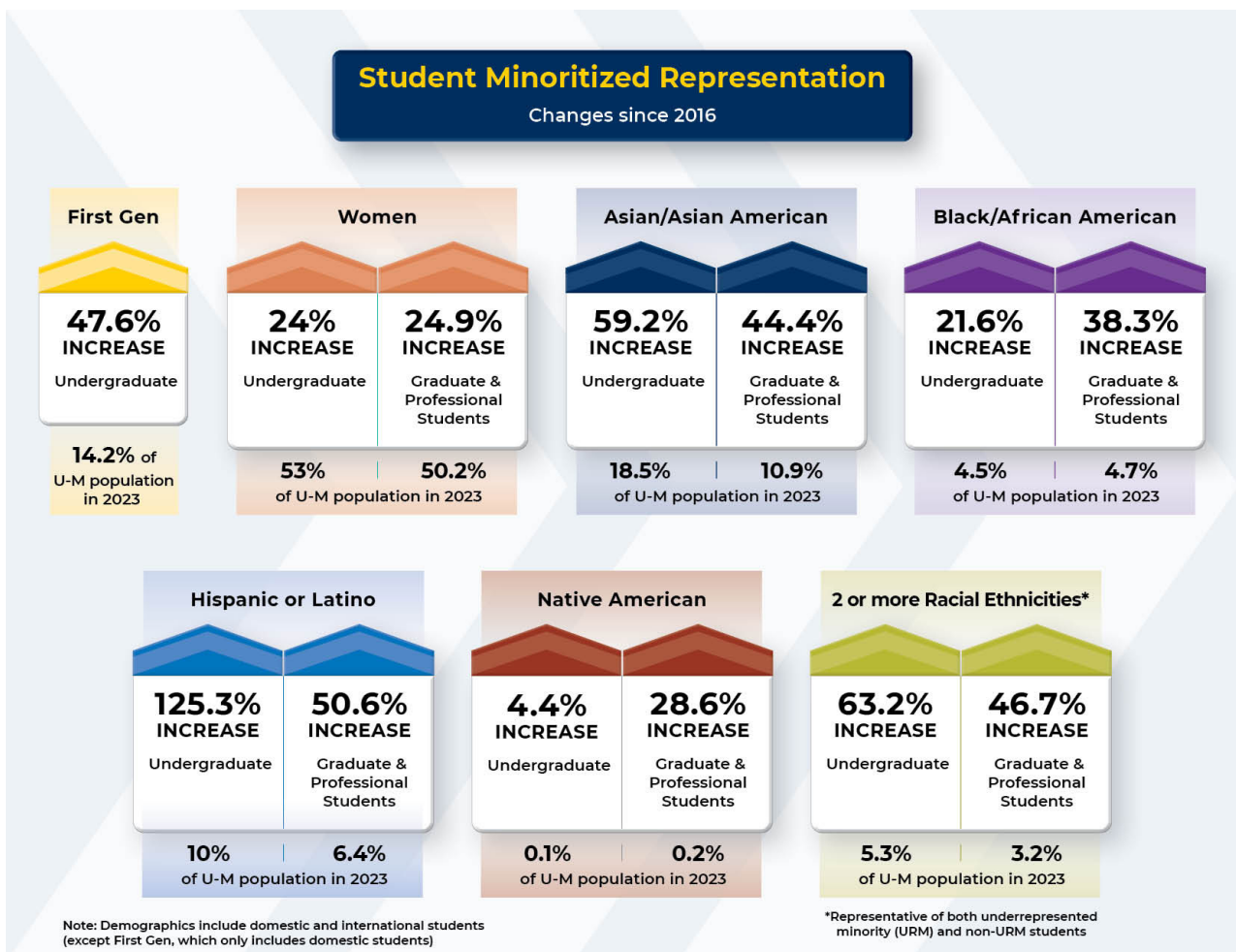
Rackham's Summer Research Opportunity Program (SROP)

Student Life Programs

Women in Science and Engineering (WISE)

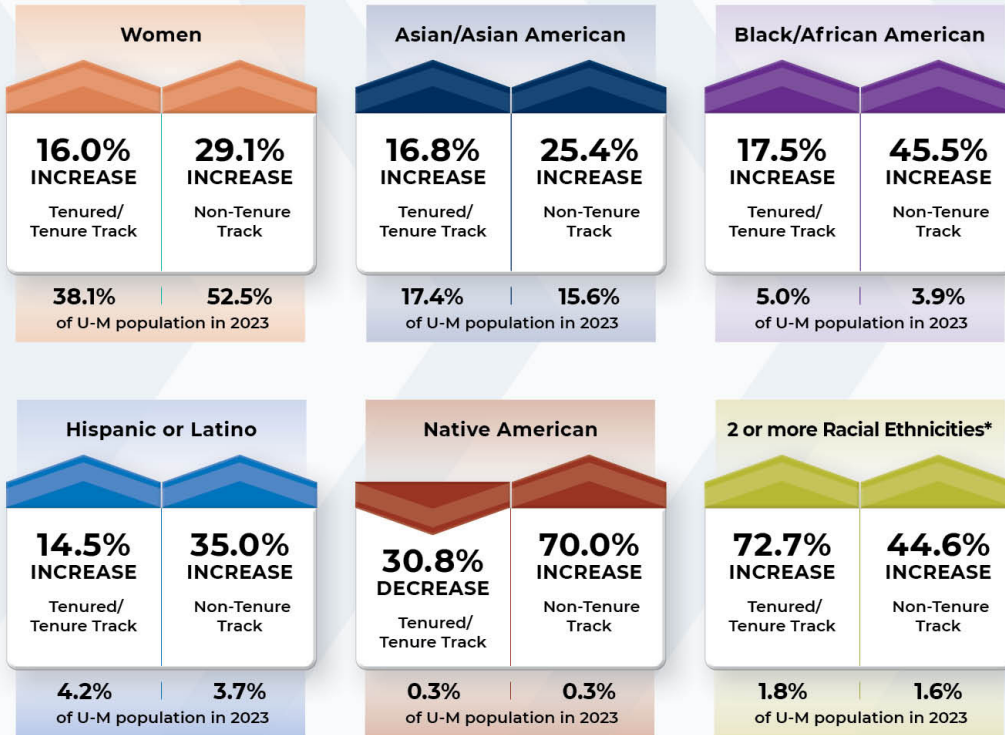
INFOGRAPHICS

The following infographics present information about priorities and what we aim to accomplish during our DEI 2.0 Plan period. Provided are overviews of demographic data, key programs impacting the student community, and two signature initiatives that were launched during DEI 2.0, the M-PACT program and the Inclusive History Project.



Faculty Minoritized Representation

Changes since 2016

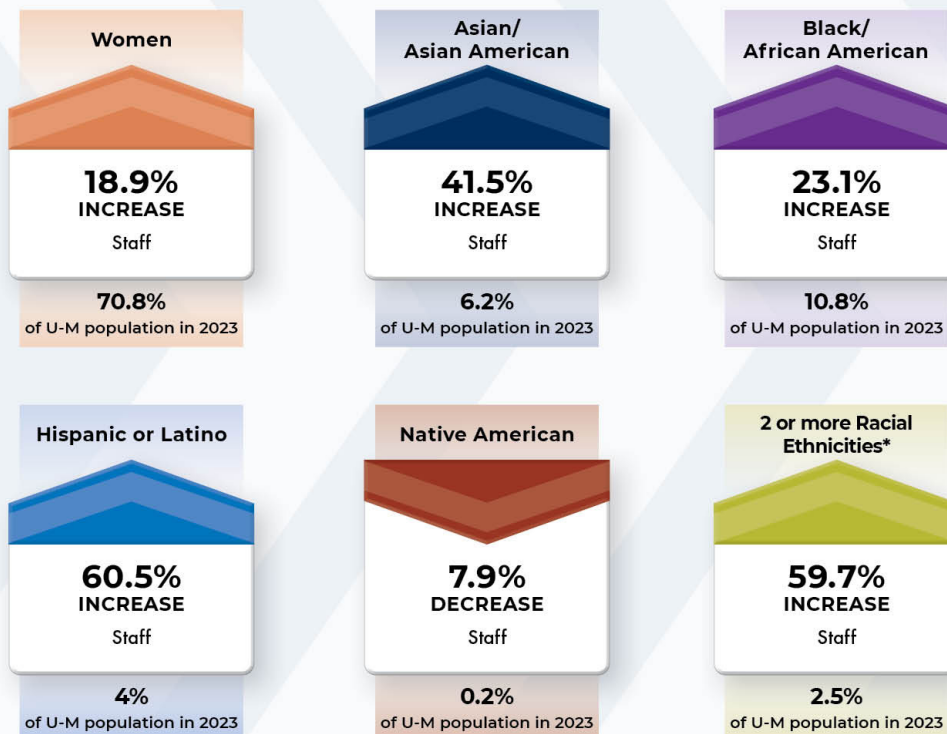


Note: Demographics include domestic and international faculty

*Representative of both underrepresented minority (URM) and non-URM faculty

Staff Minoritized Representation

Changes since 2016



Note: Demographics include domestic and international staff

*Representative of both underrepresented minority (URM) and non-URM staff

Affordability & Socioeconomic Diversity at U-M

Percentage of U-M undergraduate students (in-state and out-of-state) that were Pell Grant recipients

**INCREASED
32.8%**

2016 to 2023

From 4,623 (16.3% of the undergraduate student population) to 6,139 (18.2%)

Percentage of Rackham domestic graduate students (MA/PhD) that were Pell Grant recipients

**INCREASED
14.6%**

2016 to 2023

From 1,373 (26.7% of the graduate student population) to 1,573 (29.2%)

\$32,409

**AVERAGE
INSTITUTIONAL
GRANT AID**

per year for U-M in-state students as part of the Go Blue Guarantee

46.0%

**OF IN-STATE
UNDERGRADUATE
STUDENTS**

who applied for institutional grant aid had their tuition covered

47.9%

**GROWTH
IN TRANSFER
STUDENTS**

from two-year colleges (2016 to 2024)



**WOLVERINE
PATHWAYS**
UNIVERSITY OF MICHIGAN

The U-M Wolverine Pathways program is a free, year-round program that partners with the families, schools and communities of Detroit, Southfield and Ypsilanti.

- Provides learning experiences to help students succeed in school, college and future careers.
- Students who successfully complete WP and are admitted to U-M Ann Arbor or Dearborn receive a four-year tuition scholarship.



480

Active scholars in Wolverine Pathways in 2023-2024



660

scholars graduated from Wolverine Pathways in first seven cohorts



92%

Wolverine Pathways graduates enrolled in or graduated from college

207

at UM-Ann Arbor

58

at UM-Dearborn



Wolverine Pathways graduates were

2.0x

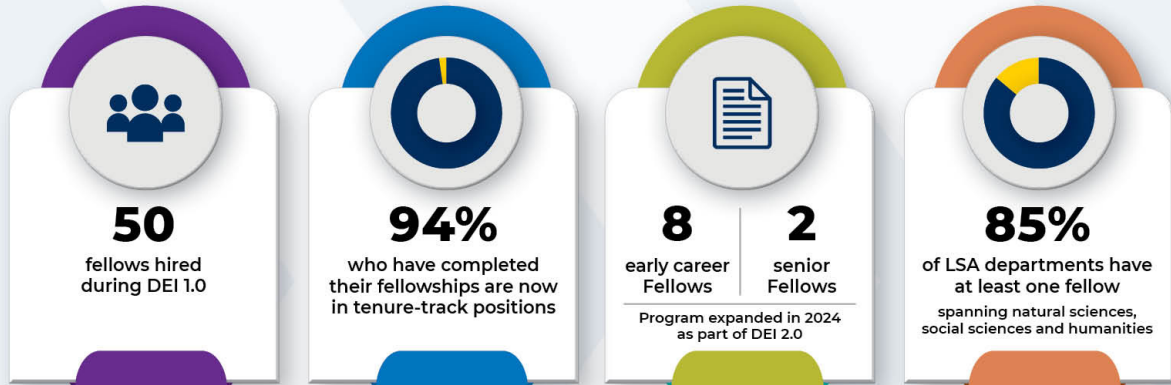
more likely to be admitted to UM-Ann Arbor and

2.4x

more likely to enroll

at U-M Ann Arbor as compared to other students from their same high schools in the first six cohorts

LSA Collegiate Fellows Expansion



Building upon the success of the DEI 1.0 Collegiate Fellows Hiring Initiative where we recruited 50 fellows, LSA now has 2 programs they have launched for DEI 2.0: LSA Collegiate Fellows 2.0 and LSA Senior Collegiate Fellows hiring programs.

- In partnership with NCID, LSA launched two hiring initiatives to recruit scholars with significant DEI competencies to LSA over the course of DEI 2.0. The LSA Collegiate Fellows 2.0 hiring program seeks to recruit 20 scholars either as postdoctoral scholars with concurrent offers of tenure-track positions to follow the fellowship period, or directly into tenure-track positions.

- The LSA Senior Collegiate Fellows hiring program seeks to recruit 12 faculty early in associate professor rank with demonstrated commitments, engagement, and career-stage appropriate leadership around DEI.

- In the first year of the LSA Senior Collegiate Fellows hiring program, LSA received 183 eligible applications. This year, LSA recruited 2 faculty members as Senior Collegiate Fellows.

- In our first year of the re-launch of the LSA Collegiate Fellows hiring program, we received 649 eligible applications. This year, LSA recruited 8 faculty members as Collegiate Fellows.

Infrastructures and Practices

Faculty & Staff Annual Review Process

100%

of schools/colleges consider DEI in the faculty annual review process

100%

of units consider DEI in the staff performance review process

University Diversity & Social Transformation Professorship

33

Senior Faculty Recognized for Diversity, Equity & Inclusion through Scholarship, Teaching, Service or Engagement

Trotter Multicultural Center

190+

Programs and Workshops

(Sept. 2022 – April 2024)

17,671+

Participants and Guests at Events

(Sept. 2022 – April 2024)

Disability Equity Office

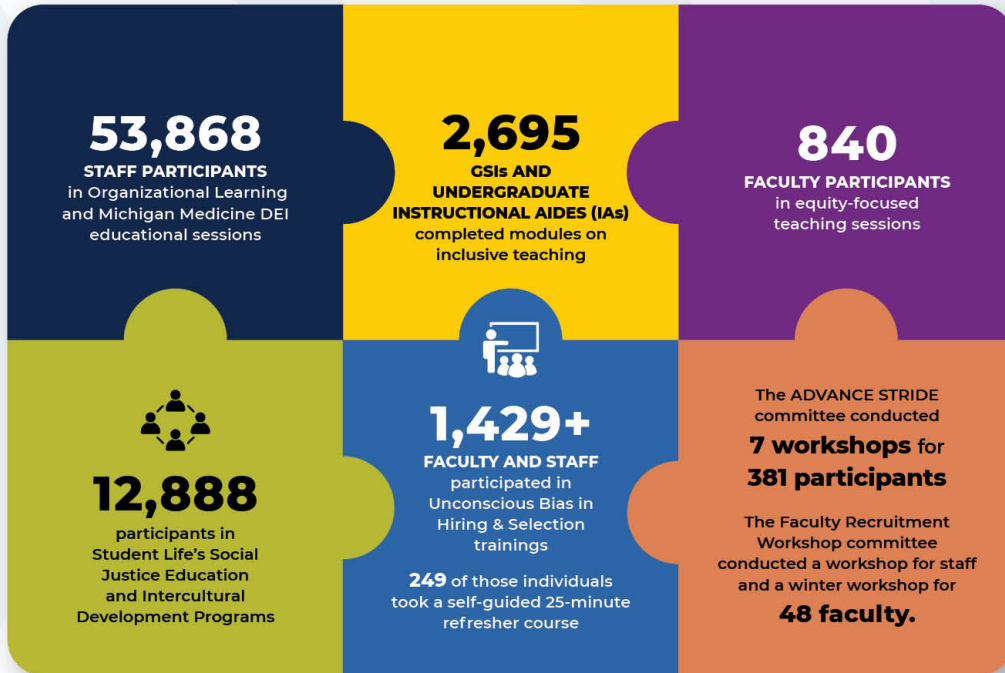
Launched in **2024**

The centralized office for coordinating compliance with the Americans with Disabilities Act (ADA) and other disability-related laws and regulations.

DEI Skill Building

2023 to Winter 2024

YEAR 1 OF DEI 2.0

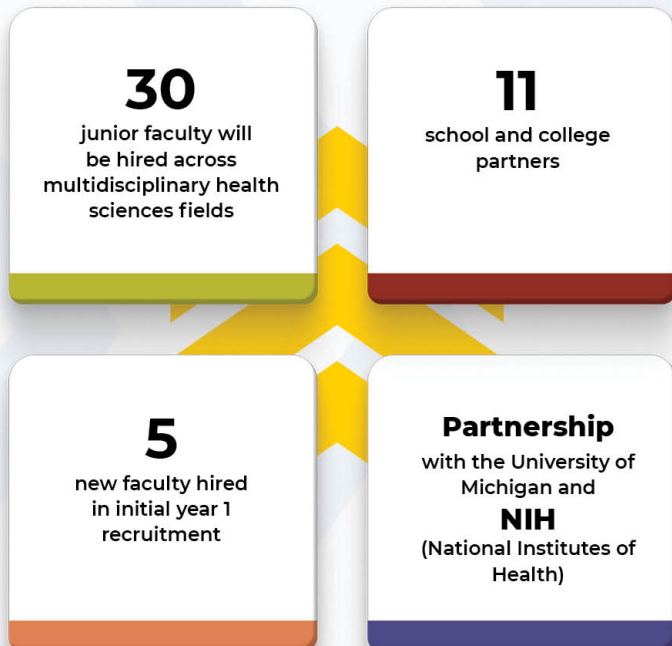


STRIDE = Strategies and Tactics for Recruiting to Improve Diversity and Excellence

**MICHIGAN PROGRAM FOR
ADVANCING CULTURAL
TRANSFORMATION**
UNIVERSITY OF MICHIGAN

<https://www.research.umich.edu/m-pact>

This mission of M-PACT is to enhance inclusive excellence in the biomedical and health sciences at the University of Michigan and beyond. To do so, M-PACT will recruit 30 outstanding scholars at the tenure-track assistant professor level with demonstrated commitment and expertise in promoting diversity, equity, and inclusion via their research, teaching, and/or service and engagement efforts. The program seeks to affect broader cultural transformation through (a) providing scholars equitable access to high quality career and leadership development supports and (b) skill and capacity building for senior faculty mentors and working with schools, colleges, and departments to address any structural, policy, and climate issues that can serve as barriers to access, retention, and thriving and success.



Inclusive History Project

<https://www.inclusivehistory.umich.edu>



25

Grants awarded to students, staff, and faculty.

Their projects are expanding the scope and range of research, teaching, engagement, and creative practice related to the IHP on all three campuses.



5

Large-scale research project sites launched.

Topics include the founding of various centers on the UM-Flint campus; the origins of the Dearborn campus; and the 1817 land transfer that was central to the university's origins in Detroit and subsequent relocation to Ann Arbor.



15

IHP-focused courses added to the curriculum for the 2024-2025 academic year.

Including courses supported by the IHP Teaching Fund and others taught by principal investigators of our research projects that will directly involve undergraduate and graduate students in our efforts.



INCLUSIVE HISTORY PROJECT
UNIVERSITY OF MICHIGAN

The IHP engages members of the university community and our campuses' neighbors to better understand the full history of the institution, including its record of inclusion and exclusion, and to consider what reparative actions that history demands in the present and for the future.



CAMPUSWIDE ACTION ITEMS



The University of Michigan's Central Administration has developed 21 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 Year 1 Project Report.

UNIT PLANS

PLANNING PROCESS: DEI 2.0



Our DEI Strategic Plan approach honors and reflects our decentralized campus, ensuring that any goals and actions developed reflect the missions and functions across campus units, and that the university's DEI plan is truly owned by our campus community. As such, each of our 51 campus units (schools, colleges, service and administrative units) develop their own strategic plans for advancing diversity, equity, and inclusion for their specific constituencies (students, faculty, staff, alumni, patients, community partners, etc.). All units receive regular guidance and support in rigorous assessment and evaluation to help them understand their progress and the effectiveness of their actions and approaches. We encourage you to read the unit plans and identify ways you can get involved with the ongoing DEI efforts happening in your school, college or unit. 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.

GOAL: PEOPLE



This goal reflects our continuing efforts to promote an ever-more diverse student, faculty and staff community on campus, and to equip individuals with the support and opportunities necessary for their success.

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

Doubling Down on Wolverine Pathways (WP)

Initial Plan

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.

Progress to Date

During the past year, Wolverine Pathways laid a strong foundation for advancing its DEI 2.0 goals by hiring key staff to grow core programs aimed at increasing the number of transfer students, and by launching the Algebra I Jump Start Program to improve overall college admission prospects for WP students.

As a vital step in growing institutional bandwidth and increasing its transfer count, WP addressed the understaffing that had severely limited its ability to maintain core programming during DEI 1.0. With the exception of two management-level positions, the program has secured staff for all other key areas. This in turn has enabled WP's alumni relations staff to increase the annual transfer student count by hiring two key support staff members: an Alumni Relations Fellow (term-limited full time equivalent) and an Alumni Relations Undergraduate Fellow (a temporary hourly worker) who also serves as Program Coordinator Assistant.

The new hires will enable Wolverine Pathways to develop a reliable data set of program alumni and identify strong transfer prospects. In collaboration with the LSA Transfer Center, WP will also create a pilot communications strategy to ignite and sustain the interest of transfer prospects and assist them with the transfer application process.

This past year, WP also worked to increase the first-year admissibility of prospects by improving their academic performance. With that goal in mind, its first DEI 2.0 initiative was a four-week intensive Algebra I Jump Start program piloted during Summer 2024. Algebra I was targeted because it is a critical gatekeeper course to college admissions and establishes mathematical foundations that increase the likelihood of students taking other advanced math-related classes. As part of its initial evaluation of Algebra I Jump Start, WP will monitor the first-year high school academic outcomes and self-reported mathematical confidence of scholars who enrolled in the program compared to those who did not. Additional plans call for the launch of an advising system and strategic tutoring service in the fall of 2024.

Responsible Unit: **Wolverine Pathways Program**

Enhancing International Graduate Student Diversity

Initial Plan

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.

Progress to Date

In Year 1 of DEI 2.0, Rackham Graduate School presented its draft ad hoc committee report to various stakeholders, including Rackham's Executive Board and Board of Governors, and used feedback from these groups to finalize the report and its recommendations.

In the coming year, Rackham Graduate School will convene a working group to take up the recommendations in the report and identify achievable goals and deliverables, with the aim of increasing equity, diversity, access and opportunity for international students. These efforts will include a continuing exploration of application fee equity for international applicants.

Responsible Unit: Rackham Graduate School

Faculty Recruitment & Retention Practice Initiative

Initial Plan

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.

Progress to Date

U-M ADVANCE leadership continues to enhance and update the Faculty Recruitment Workshop based on recommendations by the Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE). The committee incorporated feedback from workshop attendees as well as integrated new research relevant to equitable faculty hiring practices.

In AY 2023-2024, STRIDE delivered eight Faculty Recruitment workshops, and 387 faculty members from across campus attended. Additionally, 52 staff members attended a version of the workshop focused on staff who support faculty searches. In response to faculty feedback, STRIDE offered off-cycle Workshops in May and August 2024.

ADVANCE collaborated with the Office of Health, Equity and Inclusion (OHEI) to inform the development of their unconscious bias in hiring training. They shared workshop implementation strategies and tactics for keeping the materials up to date.

OHEI's efforts to enhance recruitment include:

- Closely collaborating with an interdisciplinary committee representing Faculty Development, the medical department and the Graduate Medical School to review and refine faculty search and hiring processes across Michigan Medicine.
- Develop a cross-disciplinary Standard Practice Guidebook.
- Share data and best practices with STRIDE.

Another result of the committee's work produced a Behavioral-Based Interview Question Generator, an AI-powered instrument, which was developed to provide search committees with a resource for crafting unbiased interview questions. In addition, supplemental materials were created to help promote adherence to policies outlined in a new Search Process Guidebook.

In all, approximately 150 faculty members engaged with the new training initiatives, reflecting the value placed on these resources within the community. A total of 19 sessions were conducted from fall 2023 to June 2024, resulting in 7,500+ visits to the associated OHEI Unconscious Bias in Hiring Google sites page. The site averaged 3 views per user, with a 73% engagement rate.

The departments of Pediatrics, Urology and Internal Medicine were among the most active participants in the OHEI-led trainings, demonstrating the reach and acceptance of this initiative across medical disciplines. Most importantly, this collaboration has ensured that all OHEI sessions will remain relevant and actionable, capable of generating significant contributions to the planning and execution of future faculty development initiatives.

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

Honoring Article XVI: Native & Indigenous Engagement & Partnership

Initial Plan

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.

Progress to Date

In the spirit of "nothing about us, without us," the perspectives of all stakeholders were

considered during the past year, which focused on engaging community support in order to: show respect for the Native American community; facilitate the success of Native students, staff and faculty; build stronger partnerships with Native tribal communities; and improve educational experiences and prospects for Michigan's Native peoples, now and for at least the next seven generations.

In October 2023, the University of Michigan launched "Honoring Article XVI: Native & Indigenous Engagement & Partnerships," aimed at supporting the visibility, vitality and wellbeing of Native American, First Nations and other Indigenous communities on campus and beyond. This past year, the focus was on engaging community members in the work of visioning, prioritizing and strategizing.

Ethriam Brammer, Assistant Dean of Rackham Graduate School, and Amy Stillman, Director of Native American Studies, convened two meetings that included faculty, staff, students and representatives from Michigan's tribal nations. Both meetings centered on advancing inclusion for Native American and indigenous communities.

Based on these gatherings, the following recommendations were presented to President Ono:

1. Create a full-time Native American and Indigenous Affairs Senior Advisor position within the Office of the President responsible for:
 - Coordinating with campus units
 - Advancing initiatives of the Presidential Advisory Committee on Native American and Indigenous Affairs
 - Ensuring sustainable programming
 - Building mutually beneficial relations between U-M and surrounding tribal communities
2. Reestablish a presidential advisory committee on Native American and Indigenous Affairs to develop and execute a strategic action plan and coordinate with university leadership in serving the needs of U-M's Native American and Indigenous communities.

Implementing these recommendations would establish crucial institutional infrastructure for strengthening current efforts and streamlining access to University resources for Native American and Indigenous initiatives, while also fostering the ongoing visibility and recognition of the presence of Native American and Indigenous communities at U-M.

In April 2024, President Ono endorsed the initial proposal and requested a more detailed proposal and budget for a five-year presidential initiative to guide the next phase of this work. Immediate next steps include drafting that proposal and continuing to engage with all co-owners of this DEI 2.0 action item to explore institution-wide opportunities that advance the priorities of Native American and Indigenous communities on campus and across Michigan.

Responsible Units: 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, University of Michigan Library, University of Michigan Museum of Art

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

Initial Plan

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.

Progress to Date

Reflecting its comprehensive approach to programmatic success and development, M-PACT can point to significant Year 1 accomplishments across its Administrative, Faculty Development and Evaluation Cores that range from recruiting key personnel and establishing policies for the hiring of scholars to organizing a major conference and developing a toolkit for faculty mentors.

The Administrative Core solidified M-PACT's foundational structure by recruiting key personnel, among them a Managing Director and an Executive Administrator, and is in the process of enhancing the team with a Faculty Development Manager. Other strategic advances include:

- Underscoring its commitment to operational excellence and professional development by transitioning to dedicated office space and establishing policies for scholar hiring
- Pursuing a robust agenda for academic enrichment and collaborative growth by organizing the M-PACT Futures Conference and securing an NIH travel supplement for faculty development
- Strengthening relationships with participating schools and colleges by establishing a community of practice in the M-PACT Reps group
- Hiring five new faculty during the initial recruitment season

Meanwhile, the Faculty Development Core made notable progress in building a supportive environment for M-PACT faculty through the development of a comprehensive toolkit and community-building events for sponsor mentors. As part of its forward-looking approach to recruitment, Faculty Development assisted the Administrative Core in planning the M-PACT Futures Conference. This focus on curriculum development and stakeholder collaboration not only makes a long-term impact on the university's academic landscape but also underscores the core's dedication to fostering an inclusive and resource-rich academic community.

Through its commitment to create a reliable data collection framework in conjunction with Morehouse School of Medicine, the Evaluation Core continues to demonstrate the intricate efforts involved in aligning with requirements and confidentiality standards. The core's ongoing dialogue and collaboration also underscores the essential but complex role of evaluation in the program's overarching success.

Together, these collective efforts demonstrate M-PACT's commitment to programmatic excellence, strategic development and evaluative rigor.

Visit online at <https://research.umich.edu/m-pact/>

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

Re-aligning the Rackham Merit Fellowship (RMF)

Initial Plan

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.

Progress to Date

Rackham made significant progress towards several key DEI 2.0 goals by developing a process for doctoral programs to participate in the RMF program and receive an allocation; creating new fellowship opportunities for advanced graduate students and implementing the Rackham PACE Achievement Award; and realigning both the criteria and selection process to better reflect RMF's goals.

Once a general application structure was established, Rackham selected five doctoral programs across its four scholarly divisions on the Ann Arbor campus to function as "pioneer sites" in a pilot of the application process. These included:

- Pharmaceutical Sciences (College of Pharmacy; Div 1)
- Biophysics (College of Literature, Science, and the Arts, Div 2)
- Engineering and Education Research (College of Engineering, Div 2)
- Interdepartmental Program in Ancient History (College of Literature, Science, and the Arts, Div 3)
- Classical Studies (College of Literature, Science, and the Arts, Div 4)

Based on stakeholder feedback, the application and the review process were both revised. A second, larger survey will be conducted in Fall 2024. Rackham's sustained engagement with programs through the application process is important since current doctoral programs are required to demonstrate their past and planned support of RMF climate and culture goals.

A second advance was the implementation of a new fellowship program for advanced graduate students and their faculty mentors. The PACE (Partnerships for Access, Community, and Excellence) Fellowship recognizes accomplished doctoral students and faculty mentors with a demonstrated commitment to program climate and student success. During Year 1, Rackham recognized 20 student-faculty pairs in the inaugural round.

Rackham also made substantive progress in realigning both criteria and the selection process to achieve RMF goals. Topping the list was development of a rubric that clearly describes the evaluative criteria and selection processes for allocations. The rubric also indicates where evidence related to the criteria can be found in a student's Rackham application. In addition, a new RMF evaluation guide is available to aid faculty and staff in identifying RMF candidates and preparing nominations.

Lastly, Rackham conducted two workshops, hosted an RMF information session, held meetings with individual programs and created a guide to help identify outstanding nominees. As a result, feedback during the first year of this wide-scale change was extremely positive.

Responsible Unit: **Rackham Graduate School**

Staff Career Development Fund

Initial Plan

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.

Progress to Date

Launched in 2023 with the goal of expanding access to career development opportunities and creating more equitable investments in career support, the Staff Career Development Fund saw applications increase by more than 50 percent from the prior year to a total of 1,090, with UM's four campuses represented as follows: Ann Arbor (56.5%), Michigan Medicine (38%), Flint (3%) and Dearborn (2.5%).

In the true spirit of university-wide collaboration, over 30 individuals from all campuses devoted time to reviewing applications, sending communications, processing awards and providing follow-up to applicants.

A total of 156 individuals and teams received awards, which included 112 individual professional, 19 team development and 25 individual personal awards. Applications and awards spanned a range of topics such as: leadership development to build team culture, mental health first aid, yoga training to enhance home exercise for patients, and team workshops focused on enhancing collaboration.

Responsible Unit: **University Human Resources**

Enhancing Black Student Representation & Experiences

Initial Plan

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.

Progress to Date

In response to the More Than Four: 4 Point Platform developed by the Black Student Union, President Ono and other U-M leaders engaged with the student body to address pressing issues related to the Black student experience, and collaborative workgroups comprised of students, staff and faculty developed broadly applicable strategies for increasing Black student enrollment, in particular; addressing anti-Blackness; enhancing DEI practices; and fostering K-12 education initiatives.

Over the past academic year, a steering committee of four students and four university leaders organized a framework for implementing the 4 Point Platform. This initial year of the plan focused on reinforcing successful programs and cultivating new avenues that are broadly applicable for community engagement to promote equitable access, achievement and belonging among Black students, in particular. Additionally, as a part of working to address anti-Blackness, the Steering Committee, along with workgroup facilitators, engaged together in a specific iteration of the CRLT virtual session "How Do We Begin: A Historical Reckoning with Anti-Black Racism at U-M." Some initiatives from this year include:

- In conjunction with Black Welcome Week, the August 2023 Harambee convocation aimed at building community and bolstering a sense of belonging among new and returning students. In all, 135 students, staff, faculty and administrators participated in what will now be an annual event.
- Launched at an event sponsored by the Black Alumni Association, Black Student Union and the Office of DEI, the newly established Council of Elders has proved to be an effective avenue for nurturing intergenerational dialogue.
- In all, more than 600 students, staff, faculty and others attended three Soul Food Sundays celebrated during February to encourage culinary traditions and provide venues for celebration and interaction.

Thanks to diversity-focused outreach efforts, the 2023-24 academic year saw an increase of 16 percent in the enrollment of new students of color, and a 25 percent increase in the Black or African American student population.

Other outreach efforts included:

- College application workshops at underrepresented high schools statewide
- Virtual community-building programs for prospective, admitted, and enrolling students

- Stipends that enabled prospective students from low-income and underrepresented high schools to visit campus
- Expanded collaboration with Latinx and African American alums, among others, and undergrads in recruitment events

In the fall of 2024, a 20-person Implementation Council composed of students, staff, faculty and a part-time project manager will be launched to implement plans, carry out strategies and create long-term support mechanisms.

Responsible Units: **The Office of Diversity, Equity & Inclusion, the Division of Student Life and the Office of Enrollment Management**

Staff Talent Acquisition Services

Initial Plan

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.

Progress to Date

This was a productive year for Staff Talent Acquisition Services, highlighted by a series of collaborative initiatives that included Bi-annual Talent Acquisition (TA) Knowledge Network Events; a TA Bootcamp/Foundations of Leadership Hiring the Best training program that offered deep-dive courses to 460 individuals; and a DEI Leads Special Session focused on inclusive recruiting, bias mitigation and exemplary practices.

In addition to collaborative, enterprise-wide initiatives and full-cycle campuswide job opening support provided on a daily basis, Staff Talent Acquisition Services made notable progress on a number of priorities. All recruiting and hiring is based on a skills-focused, inclusive approach with a focus on mitigating bias. For an overview, view our video. Year 1 achievements included:

- Partnering with the Center for Academic Innovation to provide Behavioral Interview Training using virtual reality to 126 individuals in FY24.
- Enhancing Analytics and TA-related Dashboards (available on demand) by adding and repackaging unit-facing data such as workforce analytics trends and hiring over time.
- Responding to 21 requests for Unit-Specific Training and Process Needs that included targeted training, process improvement and change management strategy/implementation.
- Enhancing the Job Candidate Experience with a more applicant-friendly webpage for careers.umich.edu to help assure success in the hiring process and provide useful “day in the life” background on Staff Talent Acquisition Services and the university.
- Completing an Onboarding Project Pilot with 50 new hires and 28 managers.

Within Michigan Medicine, the focus was on implementing five key priorities:

- Expanding talent acquisition services and support by growing the footprint of Michigan Medicine TA and providing support to approximately 50 percent of the organization.
- Ensuring that best practices in hiring and bias mitigation are being consistently employed by continuing to provide specialized bias mitigation training by MMTA subject matter experts and by launching month-long training for all individuals involved in hiring decisions for UMMG Medical Assistants.
- Analyzing labor pool diversity data for open roles to target outreach effectively and developing new dashboards with HRIS to assess progress toward staffing/recruiting benchmarks.
- Providing oversight and compliance accountability for DEI efforts in hiring for both clinical and non-clinical roles.
- Continuing the Staff Talent Acquisition Services partnership with AROC and Diversity Workforce groups.

Responsible Units: **University Human Resources and Michigan Medicine Human Resources**

UNIT PLAN SPOTLIGHTS

- GOAL: PEOPLE -

This goal reflects our plans to promote an ever-more diverse student, faculty and staff community on campus, and to equip individuals with the support and opportunities necessary for their success.

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.

Creation of a CAI Career Pathways Resources Guide

CAI has developed a comprehensive Career Pathways Progression Guide that provides a clear roadmap for employees at all levels: highlighting career trajectories within the organization, outlining skills and competencies required for advancement, and offering actionable steps for professional development.

As CAI continues to grow, creating clear career pathways across teams has become a vital step in the organizational and staff development portfolio of work that the Center leads. The goal throughout this process has been to develop clearly defined individual role criteria and responsibilities as well as organizational and domain competencies in support of career-related reports and conversations among supervisors. This resource was made available to all CAI staff in April and has been foundational to shaping career development and performance conversations since that time. Staff are able to speak with more specificity about their own career interests and how those do or do not align with existing

CAI roles. They can also engage supervisors in more intentional conversations about their own job performance and how it aligns with desired growth and organizational needs.

Responsible Unit: **Center for Academic Innovation (CAI)**

LSA Undergraduate Student Transfer Efforts

In January 2024, the LSA Transfer Team was awarded the U-M Distinguished Diversity Team Award in recognition of Transfer Bridges program, a robust effort to increase the number of transfer students who apply, enroll and graduate, with a focus on making LSA more accessible to community college transfer students.

In particular, the program focuses on transfer students supported by the State's Michigan Reconnect program, which includes students from underrepresented minority, low socioeconomic status, First Gen, veteran, and other non-traditional backgrounds. The goal is to create a transfer-receptive culture through in-person recruiting at all in-state community colleges; 1:1 pre-transfer advising and virtual information sessions; on-campus programming for admitted and enrolled transfer students; and consultations with LSA academic departments. The Transfer Student Center serves as a virtual and physical resource for new and continuing transfer students. In addition, a Transfer Bridges to the Humanities grant from the Mellon Foundation is providing engaged learning opportunities in the humanities for students at three community colleges before and after they transfer.

Progress was evident in 2024. Applications from students transferring from Michigan community colleges increased 7%, the number of these students admitted increased by 12.9%, and the number who matriculated increased by 16%. Among the applicants from Michigan community college students who identify as Black, Hispanic or Native American, new transfer applications increased by 5.3 %, admissions increased by 17.6 %, matriculants grew by 15.5 %.

Responsible Unit: **College of Literature, Science & Arts**

Career Grants and Graduation Grant Pilot

In response to unmet needs among its constituents, CEW+ has introduced two new grant programs: one aimed at helping to fund professional development opportunities for career-minded students, and the other intended to eliminate barriers to education by providing emergency funds during a student's final semester prior to graduation.

For nontraditional students, many career development opportunities are cost-prohibitive. The Career Development Grant program was developed in response to numerous requests from CEW+ scholarship recipients for funding to attend conferences or help pay for other career-advancing expenses unrelated to emergency funding. Students who meet eligibility criteria can apply for one grant annually. In its first year, the program awarded a total of \$34,607 to 32 students for: 20 conferences, 3 study abroad programs, 2 membership fees in professional organizations, 2 short-term specialized trainings, 4 workshops and other events, and 1 licensing exam fee.

Many CEW+ constituents hail from underserved communities at disproportionate risk of poverty. Outstanding student account balances can prevent them from registering for classes, which may affect their ability to graduate on time or continue their education. In Fall 2023, CEW+ launched a pilot of its Graduation Grant program, which continued in

Winter and Spring terms of 2024. In all, 26 students received a total of \$95,000, averaging \$3,653 per award. Over 90% of recipients belonged to 2+ minority communities; a third were first-generation students; more than 30 identified as LGBTQIA2S+; people of color comprised nearly 80% of recipients; and just under 67% were international students.

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

Inclusive Onboarding and Peer Mentoring

The Duderstadt Center has developed and deployed an employee onboarding process to ensure that all new full-time staff are welcomed into the organization and given the tools and resources they need to succeed, and that onboarding experiences are consistent and equitable across all teams and supervisors. This new process has been institutionalized into the standard operating procedure of the DMC.

Launched in March 2024, the revamped onboarding process includes a program that matches new employees with volunteer Peer Mentors for informal meetings and “help” sessions during the first six months of employment. The mentors support integration into the organization—and in some cases to the U-M and Washtenaw County—and are selected from outside the new employee’s work group whenever possible to promote connectivity across teams. In developing the process, DMC staff conducted confidential interviews with recently-onboarded employees and sent out an anonymous survey to all full-time staff. One theme that emerged was the key role of interpersonal connections in onboarding and successful workplace integration. This initiative serves to rectify previous inconsistencies in the onboarding process by ensuring that every employee is connected to at least one co-worker. The new process also promotes equity and inclusivity by ensuring that all hires receive the same treatment and the same information.

Responsible Unit: **Duderstadt Center (DMC)**

Profiles for Success Program - 30th Anniversary Celebration Symposium

Throughout 2024, the University of Michigan School of Dentistry is celebrating the 30th anniversary of its Profile For Success Program (PFS), a nationally renowned initiative focused on diversifying the dental profession by supporting students from disadvantaged backgrounds, many of whom may be historically underrepresented minorities (HURMs), and those who are first-generation college graduates.

Each summer, Associate Dean Dr. Todd Ester and the school’s DEI team welcome eager undergraduates from around the country for an intensive six-week introduction to the challenges and rewards of dental education. Launched in 1994 with a federal Health Careers Opportunity Program (HCOP) Grant, PFS addresses the lack of diversity in dentistry head-on. As it has since the beginning, the program prepares students from disadvantaged backgrounds for the Dental Admission Test (DAT) through robust tutoring. Equally important, it demystifies the profession through hands-on dental school experiences, such as observing patient treatments in clinics and taking impressions of teeth in order to make mouthguards. These opportunities are enhanced by the personal mentorship of faculty, dental students and practicing dentists who volunteer their time and provide insight and encouragement. This strategic initiative dovetails with growing national

movements for DEI championed by the American Dental Association (ADA), the American Dental Education Association (ADEA), the Michigan Dental Association (MDA) and others.

Responsible Unit: **School of Dentistry**

CONNECT to Shift the Demography of the Social Sciences

As part of its commitment to shifting the demography of researchers by expanding and broadly diversifying the cadre of social scientists “who get to say what we know,” ISR developed a multi-faceted program that links interdisciplinary training for pre- and post-doctoral scholars whose goal is to study health through a social science lens.

Despite major efforts by NIH, there continue to be substantial social inequities among grant recipients. ISR is committed to broadly diversifying the next generation of social scientists nationwide and beyond. Using the NIH Diversity Supplement mechanism, the Institute created a recruitment and proposal development program to connect scholars with one of its numerous and renowned social science projects. Set to launch in Fall 2024, this program will leverage ISR’s world-renowned researchers to bring scholars here to train for their next career stage. Once admitted, all pre- and post-doctoral trainees will participate in a weekly professional development curriculum to ensure their integration into the ISR network. This final version of the program is the result of substantial focus group data collection, meetings with NIH and pilot testing of recruitment, proposal development and curriculum activities since October 2023.

Responsible Unit: **Institute for Social Research (ISR)**

Impacting Learning Through Math Coaching and Interactive Health Science Learning Sessions

Based on the increasing need for early academic and career support to address inequities among students who matriculate into the health sciences, the Office for Health, Equity and Inclusion (OHEI) launched a pilot program for middle school students who were either partially proficient or not proficient in mathematics.

Middle school mathematics courses are gateways to college and careers in the health sciences. Students who lag in math proficiency are less likely to be college-ready in high school, narrowing their educational and career opportunities. Michigan Medicine worked to address that problem by providing sixth-grade students at Scarlett and Ypsilanti Community Middle Schools with weekly, culturally relevant mathematics coaching and monthly health science learning experiences. A total of 11 U-M graduate and undergraduate students worked with 28 sixth-grade students in weekly coaching sessions. In addition, more than 15 faculty, house officers, staff, and graduate students engaged with the middle school students across 11 specialty areas, including dermatology, dentistry, emergency medicine, pediatric and plastic surgery, neurology, otolaryngology, pediatric orthopedics and pharmacology. At the end of the program, 95% of students self-reported they learned helpful math strategies to support their success, and 85% of all students self-reported the coaching sessions helped them to make more real-life connections to math.

Responsible Unit: **Michigan Medicine**

Marsal Students and Detroit Youth Learning Together at Marygrove

The Marygrove Learning Community (MLC): A Detroit P-20 Partnership is pioneering a new approach to transformative education and economic development in neighborhoods, serving as a national model for investing in children and teachers as a way to use education in support of healthy, community-driven development.

The P-20 - a preschool through undergraduate education program -educational campus is a neighborhood-based, prenatal-to-career public education setting offering a range of educational opportunities for children, youth and adults. The campus also includes the first of its kind Michigan Education Teaching School, an educator preparation and residency program. The Teaching School combines robust pre-service training with a three-year residency to ensure that graduates can provide optimal project- and place-based education. At full capacity, the school will serve roughly 1,000 Detroit children. Every Marygrove program and partner shares two fundamental goals: educating children and educating the professionals who serve them, including teachers, school leaders, social workers, nurses, dentists and physicians. The MLC also serves as a site for Educator Preparation Program placements, giving graduates the opportunity to teach in a school committed to social justice. Marsal colleagues are learning from and with our colleagues across the Marygrove Learning Community about what it takes to do collective work, how to build trust and respect among community partners, and how to work through differences in discourse, policy, and practice, all dimensions of constructing diverse, inclusive, just, and equitable education spaces. Founding partners include the U-M Marsal School of Education, Detroit Public Schools Community District, the Kresge Foundation, and the Marygrove Conservancy.

Responsible Unit: Marsal School of Education

Launch of the Raise Scholars Program

The Raise Scholars program, a prestigious pre-college initiative, aims to empower prospective University of Michigan students from partner high schools. Currently, it supports Chandler Park Academy High School, Jalen Rose Leadership Academy, Southfield High School for the Arts & Technology, and University High School Academy, with plans to expand to Detroit Public School Community District schools, including Renaissance High School and the School @Marygrove, in the 2024-25 school year. Highlighting the importance of cross-campus collaborations, the program provides impactful experiences to guide students through the Michigan application process.

The initiative focuses on recruiting high-achieving students who meet the Early Action Deadline, offering activities such as campus visits, interactive sessions with the U-M Financial Aid Outreach team, writing workshops by the Sweetland Center for Writing, and application review sessions with the Office of Undergraduate Admissions in Detroit. Specifically, dedicated campus visits for admitted students foster personal networks and a strong sense of community among U-M student leaders, faculty, and alumni.

The program has shown impressive results, with multiple students from the inaugural cohort committing to U-M Ann Arbor and U-M Dearborn. Faculty engagement through events like Faculty Connections has significantly influenced students' commitment decisions. The Raise Scholars program exemplifies the dedication of the Center for

Educational Outreach (CEO) to creating pathways for talented students to thrive at the University of Michigan, with ongoing expansion and impactful efforts planned for the future.

Responsible Unit: **Center for Educational Outreach (CEO)**

Creating a New Recruiting Normal

Recent data confirms that the redesign of its hiring and recruiting process during DEI 1.0 has enabled OUD to attract deep and diverse applicant pools and to mitigate bias throughout each step of the hiring process, resulting in a more diverse workforce.

Data indicates that OUD currently attracts more diverse pools of applicants than what U-M's "applicant summary report" indicates is available in the market. Analysis of aggregate data indicates that the office accounts for and appropriately addresses any potential implicit bias in key decision points. As one example, 32% of current-year hires are people of color, compared to an average 18% during DEI 1.0 (FY17-FY21). The availability data shows that the minimum percentage for applicants of color is 16% versus the actual percentage for applicants of color is 32%. OUD is optimizing outreach efforts and post-search data evaluation indicates that approximately 25% of candidates at each stage of a search process self-identified as candidates of color.

Also, access to new technology has enabled OUD to be more intentional regarding its recruitment activities. Adding anti-bias steps to the process has not only helped in hiring broadly diverse talent but, during the last year, has reduced the unit's average time to fill a position from 72 to 65 days. Also, with changes implemented into the evaluation process as well as additional training opportunities, hiring managers have become more aware of their own implicit biases and are able to challenge or check those biases with the OUD People & Culture Talent Acquisition Team (bias checker). Along with DEI training, these process changes have increased OUD's ability to attract applicants from broadly diverse backgrounds.

Responsible Unit: **Office of University Development (OUD)**

DEI Educational Outreach at UMSI

DEI Educational Outreach expanded to include K-14 students, broadening its impact across various educational levels. The recent launch of Day@UMSI provided community college students an immersive on-campus experience where they connect with alumni, attend live classes, and explore the admissions process in depth.

Since 2017, the Community College Summer Institute (CCSI) has hosted 231 Fellows, with 28% matriculating into the School of Information and 18% into other University of Michigan programs. The 2023 cohort saw 50% of its participants admitted to UMSI, marking a record high. Additionally, CCSI 2024 witnessed a 63% increase in applications and a 29% rise in attendance.

Michigan school counselors, with an average caseload of 598—over twice the recommended 250:1 ratio—face challenges in supporting students' college and career exploration.

For three years UMSI has provided professional development for K-12 school counselors to foster partnerships, and enhance post-secondary exploration for students. These efforts aim to support students, in particular historically marginalized students by making educational opportunities in information science more accessible.

Responsible Unit: **School of Information (UMSI)**

LSA Collegiate Fellows 2.0 Hiring Programs

In partnership with NCID, the College launched two hiring initiatives to recruit scholars with significant DEI competencies to LSA over the course of DEI 2.0.

The LSA Collegiate Fellows 2.0 hiring program will recruit 20 faculty either as postdoctoral scholars with concurrent offers of tenure-track positions to follow the fellowship period, or directly into tenure-track positions. The new LSA Senior Collegiate Fellows hiring program seeks to recruit 12 tenured faculty recently appointed to the associate professor rank who have demonstrated commitments, engagements and career-stage appropriate leadership relating to DEI. The shared goal of these programs is to recruit, support, and retain exceptional faculty who are committed to building a broadly diverse intellectual community. During AY2024, the College hosted four sessions on the hiring programs for unit leaders, and hired 8 faculty members as LSA Collegiate Fellows and 2 faculty members as LSA Senior Collegiate Fellows.

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

Taubman Africa Alliance

The Africa Alliance is a collaborative platform that brings together urban scholars, practitioners, and educators with a focus on the African continent, both as a geographical and epistemic location. By studying buildings, cities, and landscapes in Africa, the Alliance explores the continent's unique urbanization processes and their connections to global urban challenges. Africa serves as a critical lens to address pressing issues of social, economic, and environmental transformation in today's cities.

This Fall, the College welcomes four scholars from Africa—representing South Africa, Ghana, and Nigeria—for five-month appointments. These visiting scholars, drawn from both established and emerging faculty in the African Diaspora, will co-present lectures, exhibitions, and workshops throughout Taubman College. Their diverse pedagogical approaches are expected to enrich and diversify the existing curriculum in architecture and urban planning. By staggering their visits across the academic year, the College maximizes opportunities for each scholar to engage fully with the community, showcase their work, and participate in events such as lectures, symposia, and exhibitions. These engagements aim to foster long-term connections, paving the way for potential collaborations, student exchanges, and faculty partnerships between Taubman and African institutions.

Website: <https://africa-alliance.org/>

Responsible Unit: **Taubman College of Architecture & Urban Planning (TC)**

GOAL: PROCESS



This goal reflects our focus on developing policies, procedures and practices that work to create an inclusive and equitable environment, one in which all community members are welcomed and supported.

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 the Experiences of LGBTQIA2S+ Communities (New Central Action Item added for Year 2)

The University is creating a task force to develop a clear, collective understanding of the challenges and opportunities faced by LGBTQIA2S+ students, staff, faculty and alumni. This builds upon foundational work by the LSA Working Group report on Supporting LSA's LGBTQIA2S+ Community and Spectrum Center's Council for the Advancement of Standards Report.

As an institution, U-M has continually set the standard for other colleges and universities through policy advances, including the 1993 decision to add sexual orientation to our nondiscrimination policy and the launch of gender-inclusive housing in 2013. In addition, the Ann Arbor campus is home to the Spectrum Center, the first campus-based gender and sexuality resource center. Founded in 1971, the center serves as a model for over 300 gender and sexuality resource centers nationwide.

To continue its legacy as a leader in equity, inclusion, justice and belonging, the University will launch a task force to develop a clear, collective understanding of the challenges and opportunities faced by LGBTQIA2S+ students, staff, faculty and alumni. The Queer and Trans (QT) Task Force will identify areas for improvement and implement strategic actions to enhance LGBTQIA2S+ experiences, ultimately fostering a more diverse, equitable and inclusive environment across all U-M campuses. By setting a high standard for LGBTQIA2S+ inclusivity and support, we aspire to serve as a model for other institutions nationwide and become a beacon of progress and equality in higher education.

In the first year of DEI 2.0, U-M created a core leadership team and hired a graduate student project manager. During Year Two, we will launch the full task force and begin an inventory of policies, practices, resources, programs and initiatives related to LGBTQIA2S+ individuals at U-M. We will also identify points of pride and growth edges, and will launch student focus groups. Plans for Year Three call for creating faculty, staff and alumna focus groups and developing a multi-campus survey. The survey will be conducted in Year Four, followed by the roll-out of recommendations and the launch of implementation teams in the fifth year.

Responsible Units: Student Life and the Office of Diversity, Equity, and Inclusion (ODEI)

DEI Education and Training Resources

Initial Plan

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.

Progress to Date

In addition to increasing its capacity for training and consulting, Organizational Learning (OL) made significant progress through targeted programs focused on topics such as preventing workplace retaliation, disrupting bias, engaging in anti-racism dialogue, and building psychological safety in the workplace.

Organizational Learning (OL) expanded its course offerings to include programs focused on a range of key issues:

- A total of 1,413 people experienced the self-paced program "Building a Culture that Thrives: Preventing Retaliation" and 114 individuals participated in the Culture Change Foundations: Improving Workplace Climate session (Quarters 1-3).
- To help disrupt bias in campus settings, OL contracted with Be Equitable to provide two pilot versions of the virtual skill-building program for leaders, "Disrupting Everyday Bias", along with a Train-the-Trainer (TTT) session for three Organizational Learning DEI trainers and one external trainer.
- To encourage anti-racism dialogue, OL contracted with noted speaker Doyin Richards to present his "Anti-Racism Fight Club" workshop and listening session for DEI Leads and Facilitator Engagement Program members. Doyin additionally met with leaders and other key stakeholders to examine the current campus climate and identify ways his work might support OL's ongoing efforts on campus.
- To promote psychological safety in the workplace, OL conducted "Leadership & Culture: Strategies to Prevent Workplace Issues & Retaliation", a two-part program for leaders with 423 attendees in FY24.
- An Ad Hoc Advisory Committee began the work of addressing cross-campus needs

around DEI education, professional development and consultation, and submitted a proposal for next steps to the Office of Diversity, Equity & Inclusion (ODEI).

- The Facilitator Engagement Program (FEP) established clear membership requirements and received program “recommitments” from 25 members in accordance with the new guidelines. Outcomes include: All members are required to facilitate four training sessions annually; onboarding of new members and offboarding members is now clearly defined; 14 members trained over the past year; FY25 funding was secured to pay for any member who trains beyond the required 4 sessions.
- A Senior Training Specialist was hired to facilitate Be Equitable: Disrupting Everyday Bias and support training for individual unit DEI 2.0 plans.
- OL posted a new term-limited position for a Culture & DEI Consultant to help unit leaders and DEI Leads create a workplace culture that is inclusive, equitable and exemplifies our core organizational values.

Responsible Unit: **Organizational Learning**

DEI in Carbon Neutrality and Sustainability Efforts

Initial Plan

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.

Progress to Date

In Fall 2023, oversight responsibility for the Office of Campus Sustainability (OCS) shifted from Facilities and Operations to the Associate Vice President for Campus Sustainability, and a new Vice Provost for Campus Sustainability and Climate Action was selected, opening the way for more collaborative, high-impact projects that promote sustainability and environmental justice.

Beginning in September 2024 with the installation of Shalanda H. Baker as the new Vice Provost for Campus Sustainability and Climate Action (VPSCA), AVP Shana Weber began working closely with Michigan Medicine VPSCA Tony Denton, the Office of Student Life, and the Athletics Department to provide the campus with a comprehensive and collaborative leadership approach to sustainability, environmental justice, climate action and other opportunities.

Work is currently underway on a range of projects:

- Site selections began in August 2024 for a 25 megawatt onsite solar generation installation—built by Radial Power—to serve the Ann Arbor, Flint and Dearborn campuses (15-20 AA, 2.5-5 Flint, 2.5-5 Dearborn)
- Radial Power agreed to provide living-learning lab opportunities for the university community, while donating 10 percent of installation proceeds to solar projects in surrounding communities to support energy equity
- Upcoming geo-exchange installations at Palmer Field and Regent’s Plaza will include an educational feature that enables these systems to be “visible and experiential,” supporting our vision to be a source of inspiration for the broader community and region
- A study is underway to set scope III emissions goals, which will include a focus on impacting environmental justice in supply chains

U-M strives to demonstrate a sensitivity to environmental justice when citing the significant off-site renewable energy projects needed to reduce its scope II emissions. Additionally, campus demonstrations of a sustainable and just energy transition will encourage others to adopt similar solutions. In Year 2 and beyond, as campus-wide sustainability and climate action frameworks are developed, the university will continue its commitment to making justice integral to problem solving, and serving as a source of inspiration for the community and the region.

Responsible Units: **Business & Finance, the Office of the Provost, and Michigan Medicine**

Enhancing Digital Accessibility on Campus

Initial Plan

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.

Progress to Date

By establishing an ever-growing network of project leaders (Liaisons), supported by project sponsors, the new Digital Accessibility Liaison (DAL) Network is empowering individuals to effectively lead digital accessibility efforts within their units and to serve as the first point of contact, with access available as needed from central support staff for complex issues.

Among its major achievements in Year 1, Information and Technology Services (ITS):

Launched a curriculum-based training program

Published ten new asynchronous training modules on the Canvas Digital Accessibility Basic Training Hub, which has been visited by 600 users

Developed Introduction to Digital Accessibility, an in-depth foundational Canvas course used by over 100 enrolled learners

Created a synchronous introductory training program, offered on a recurring basis and thus far attended by more than 390 participants

With a focus on foundational work in the areas of digital accessibility tools and services, ITS completed a review of its accessibility support tools and assistive technologies in order to inform future development. ITS is also investigating a more robust tool to support accessible course content in Canvas, U-M's learning management system. In addition, ITS developed an internal database to monitor the accessibility status of IT applications and services across the university in order to direct strategic efforts and document progress towards compliance. In April 2024, the U.S. Department of Justice updated the federal regulations on digital accessibility that apply to public universities, and ITS has led the work to interpret this change, plan solutions and advocate for resources, all of which will inform our efforts in Year 2.

Responsible Unit: Information and Technology Services (ITS)

Enhancing Physical Accessibility on Campus

Initial Plan

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.

Progress to Date

Since the formation of its working group—which includes both a core team and a larger group of cross-campus subject matter experts and stakeholders—the Enhancing Physical Accessibility Working Group issued a request to perform a comprehensive ADA Transition Plan Survey for all university-owned buildings and grounds on the Ann Arbor campuses and has already launched several promising programs designed to assess current accessibility gaps and needs, leading ultimately to a transition plan.

Already, the working group can point to several “early win” projects, among them:

Non-Accessible Entry Signage – An initiative is underway to provide signage at non-accessible entrances (1,194 in all) on general fund buildings across the Ann Arbor Campus to indicate where the nearest accessible entry is located, per ADA Section 216 of the Access Board Regulations (see a photo of older sign example). New signage will use the new



dynamic accessible symbols adopted in October 2023. The expected completion for this work is September 2025.

Adult Changing Stations - On June 1, 2024, the U-M Building Code Committee adopted code requiring adult changing stations in new buildings that contain spaces for assembly, mercantile exchanges, business for education beyond 12th grade, educational K-12 occupancies, and renovations. These single-occupant accessible restrooms must be available within 2,000 feet of travel and must not require users to traverse more than two floors.

Hatcher Library Ramp Project - A project design has been funded to replace the Hatcher Library east ramp in order to provide an accessible entry on the North side of Hatcher off the Diag. Currently, the only accessible entry is located on the South side of the building. Approval for construction funding is currently

Responsible Unit: **Office of the Executive Vice President and Chief Financial Officer, Office of the Provost and Executive Vice President for Academic Affairs, Office of the Executive Vice President for Medical Affairs, Michigan Medicine**

Enhancing Secular, Spiritual, Religious, and Interfaith Diversity on Campus (SSR&I)

Initial Plan

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.

Progress Update

Year 1 centered on hiring a full-time SSR&I Lead within the Division of Student Life, hosting retreats for stakeholders guided by findings from the 2022 INSPIRES Campus Climate Index Report, and making preparations for the development of a cross-campus committee to be launched in the Fall of 2024.

In October 2023, U-M launched the Secular, Spiritual, Religious, and Interfaith (SSR&I) initiative, aimed at fostering collaboration across different units within the institution and strengthening partnerships. Year 1 of DEI 2.0 saw significant progress in building the foundation to support that mission. One major step was the hiring of Kelly Dunlop to serve as the inaugural SSR&I Lead who will play a crucial role in fostering partnerships, outreach activities, and educational initiatives that help increase religious literacy and build awareness of religious and cultural bias and discrimination, such as antisemitism and Islamophobia. The SSR&I Lead position is also central to our institutional partnership with the Association for Religious Counselors (ARC), which supports religious and spiritual leaders in the Ann Arbor area who serve the U-M community.

Given the empirical evidence that supports the role of higher education in helping students navigate their religious, spiritual or secular growth, the planning team is consulting with experts, including those leading the INSPIRES Campus Climate Index Project, an

assessment tool that measures, evaluates, and represents an institution's efforts toward, and commitment to, establishing a welcoming climate for students of different worldview identities. A small group convened in June to strategize around key elements of the INSPIRES Index. An engagement of a broader group of stakeholders will occur in the fall.

Overall, strategic actions during Year 1 laid a strong foundation for the SSR&I initiative, carving out a path for a balanced and inclusive environment that respects the university's array of faith-based and secular viewpoints.

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

Enhancing Supplier and Investment Diversity

Initial Plan

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.

Progress Update

Procurement Services devised supplier engagement strategies to grow the MConnect database, which enables U-M units to locate small and/or diverse businesses, and will launch newly developed Socially Responsible Procurement Guidelines that will be distributed throughout campus in Fall 2024; while the Treasurer's Office partnered with ten banks to develop and refine a series of impactful and nationally replicable subprograms focused on housing affordability, neighborhood revitalization and a financial literacy program that leverages expertise of the Ross School of Business and the Marsal Family School of Education.

The Treasurer's Office made significant progress in developing its Community Impact Banking pilot program as a national model of how organizations can positively impact their communities in creative ways and as a means to invest for social return as opposed to purely financial outcomes. The pilot is expected to launch in early Fall 2025, with the

subsequent year devoted to collecting feedback and further refining the program.

During Year 1, Procurement Services (PS) worked to expand supplier diversity by creating engagement strategies aligned with the unit's core values, leveraging current data and identifying resources for departments to enhance the opportunity to engage with diverse and small businesses. Focusing on engagement, the unit continued its relationships with the Michigan Minority Supplier Development Council (MMSDC) and Great Lakes Women's Business Council (GLWBC). A presentation to Ypsilanti Chamber of Commerce members resulted in new registrants for the MConnect platform. Available to all U-M users, MConnect now contains documented information from over 860 suppliers, 632 of whom self-identify as small and/or diverse businesses.

The unit also developed Socially Responsible Procurement Guidelines to help ensure that all U-M procurement follows responsible criteria for sustainable, diverse, and community-oriented products and services.

Between FY 2021 and 2024, the number of diverse and small businesses invited to request for proposals (RFx) events increased by over 2,229 firms. In FY24 alone, U-M's spending with these suppliers reached \$337M, with significant portions allocated to small businesses (\$263M), women-owned businesses (\$49.5M), and minority-owned businesses (\$18.5M).

Year 2 plans call for enhancing the infrastructure of our Social Impact programs, building community partnerships, refining the process for tracking and reporting performance metrics, and transitioning from MConnect to M-Marketsite to support the identification of suppliers with federally recognized diversity certifications.

Responsible Unit: **Business & Finance**

Expanding Affordable Housing

Initial Plan

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.

Progress Update

With the goal of ensuring equitable access to affordable housing for those who need it, the university is currently exploring strategies to significantly increase on-campus options for both undergraduate and graduate students and is also giving serious consideration to the longer-term goal of adding workforce housing on or near campus.

Workforce Housing

In support of Campus Planning 2050 initiatives and with the assistance of ISR, the Office of U-M's CFO conducted a survey to inform decisions about future housing strategies for the

campus community. The key goals were to:

Understand and quantify the need for affordable housing among U-M faculty and staff (including Michigan Medicine) who work on the Ann Arbor campus

Study the process and factors that shape individual decisions on housing location

Identify the perceived advantages and disadvantages of living in Ann Arbor

Responses from approximately 2100 faculty and staff are now being analyzed. Once key findings have been shared with leaders from Student Life and the Office of Business and Finance, the workgroup will identify short- and long-term goals.

Michigan Housing

In support of Campus Plan 2050—and in keeping with its commitment to house every first-year student who prefers to live on campus—Student Life is exploring ways to increase affordable, on-campus options. Currently, Fall 2026 openings are planned for 5 new residence halls on Central Campus housing 2,300 undergraduate students and a new 822-seat dining facility.

To support returning students unable to live on campus, Michigan Housing and the Division of Student Life are:

- Keeping student applications on file in the event spaces become available prior to Fall term
- Working closely with campus partners such as the Dean of Students Office's Beyond the Diag program to ensure that housing fairs are held shortly after the next year's returning resident housing assignments are shared
- Offering a website that features off-campus housing options for student (<https://offcampushousing.umich.edu>).

Responsible Unit: **Business & Finance and Student Life**

Expanding Support for Child and Family Care

Initial Plan

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.

Progress Update

In the near future, a DEI 2.0 working group will be launched to continue the efforts of a university-wide committee established in 2022 and focused on the dual goal of expanding options for child and family care and increasing access to flexible and affordable childcare on campus.

During 2022, in response to the Future of Work charge, a subcommittee of representatives from across the university was established to address issues and develop possible solutions related to child and family care. Thanks in large part to the efforts of this group, the new Michigan Medicine child care center is now well underway, with initial Memoranda of Understanding (MOU) signed by U-M and an external supplier who will be managing the site. The center is projected to open in Fall 2025.

During 2022 and 2023, the working group also contributed to drafts of child and family care proposals that have been reviewed and approved by UHR leadership but are currently awaiting further U-M leadership approval and the release of designated funding. A DEI 2.0 working group to contribute to next steps will be established once funding has been approved.

Responsible Unit: **University Human Resources**

Staff Salary Equity Study

Initial Plan

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.

Progress Update

Compensation and Classification collaborated with the Chief Human Resources Officer (CHRO) to define the parameters of the project, key objectives, potential stakeholders, methodology, and scope options.

Primary tasks during this ongoing phase of the salary equity study include:

- Identifying potential stakeholders such as Human Resource (HR) professionals, senior leadership and others
- Defining the pay equity study as an analysis comparing pay for similar work regardless of race, sex or ethnicity
- Educating the CHRO and Chief Financial Officer (CFO) on potential risks, concerns, and key drivers of pay

- Developing potential methodologies that identify the variables (e.g., population and scope) potential costing and funding sources, establishing a timeline with key milestones, and striving towards leadership support.

In Year 2 and beyond, the Compensation and Classification Team will continue to work on various key action items in support of this phase by:

- Obtaining vendor/consultant requests for information and analyzing the details provided
- Developing options for project organization
- Obtaining necessary approvals from leadership
- Conducting an assessment of U-M's current career framework

External consultant interviews have informed Compensation and Classification about best practices employed by peer institutions. A study approach document was developed and will be shared with leaders in 2025.

Responsible Unit: **University Human Resources / Staff HR / Compensation & Classification^R**

UNIT PLAN SPOTLIGHTS

- GOAL: PROCESS -

This goal reflects our focus on developing policies, procedures and practices that work to create an inclusive and equitable environment, one in which all community members are welcomed and supported.

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.

A More Equitable Compensation Framework in Business & Finance

In Year One of DEI 2.0, Business and Finance (B&F) developed and implemented a comprehensive compensation framework intended to establish an improved and transparent salary structure for all non-bargained-for staff classifications.

The framework clearly defines a compensation philosophy, job classifications, salary grades and a salary structure for all units in B&F. In addition, it will serve as a guide for compensation decisions, will promote pay consistency, and will help ensure market competitiveness across Business & Finance. B&F will analyze and assess the impact of this initiative on an ongoing basis.

Responsible Unit: **Business & Finance (B&F)**

GOAL: PROCESS

Culture of Accessibility

Work is now underway for Michigan Engineering's Culture of Accessibility initiative, which will ultimately result in culture-shifting pilot programs designed to increase both digital and physical accessibility.

A working group launched by the project team has completed four action items:

- Mapping the current state of Electronic and Information Technology (EIT) accessibility
- Conducting an initial gap/needs assessment
- Developing a strategy to bring more assets into alignment with the EIT Standard Practice Guide (SPG) 601.20
- Creating a coordinated, all-college plan to meet requirements set forth in the EIT SPG

As a next step, recommendations were made to leadership to provide training, hire staff, provide specialized faculty support in digital accessibility and invest in software, hardware and services that support best practices. Training is now in development and the college is hiring and onboarding a disability navigator position, similar to the positions within LSA. In addition, two new workshops were presented to over 100 members of the Michigan Engineering community: introduction to neurodiversity and neurodivergence; and neurodiversity and digital accessibility.

Responsible Unit: **College of Engineering**

Beautiful Minds Conference: Neurodiversity, Equity & Inclusion

The shared vision for the Beautiful Minds Conference (BMC) is to identify barriers that exist in education, employment and participation for individuals who navigate the non-apparent challenges of neurodiversity and, ultimately, to ensure that all neurodivergent community members have full and optimal access to employment, academic, career/professional, social and physical resources during their U-M experience.

Data from the DEI 1.0 Evaluation indicated that, although a number of U-M initiatives focus on physical disability, none specifically address neurodiversity. Historically unacknowledged, this disability affects an estimated 20% of the population, and research shows that 30 to 35 percent of those individuals are underemployed or unemployed.

Consisting of individuals from the College of Engineering, the College of Literature, Science, and the Arts, the School for Environment and Sustainability, Michigan Medicine, Rackham Graduate School, and the Institute for Social Research, the BMC group seeks to change the narrative by changing how the University approaches neurodiversity. The first Beautiful Minds Conference, held in April 2024, was supported and funded by 25 U-M units, and planning for a second conference is underway. The Neurodiversity Project has attracted widespread interest from the U-M community, including support from ISR-DEI to build out programming, education, research and awareness.

Responsible Unit: **Multi-unit sponsored event**

Lived Experiences Series

To showcase a form of diversity that is rarely highlighted by colleges and universities, OGC conducted a “Lived Experiences” event focusing on active duty military/veterans within the UM community.

During the event, U-M student and staff panelists shared their experiences within the military and discussed how those experiences continue to resonate in their lives at U-M today. The event was significant for showcasing a form of diversity—military/veteran status—that is not often highlighted. By learning more about the lives of active duty military/veterans within our community, attendees gained a better, deeper understanding of their experiences, their needs and the similarities and differences between and among those community members and themselves. In addition to creating a broader understanding of “diversity,” as set forth in the University’s DEI charge, this event provided attendees with a deeper understanding of the impact of military service on our students, staff and faculty.

Responsible Unit: **Office of the General Counsel (OGC)**

Enhanced Tracking of DEI in Annual Staff Reviews

By revamping the DEI-related section of its annual staff performance review form, the Office of the Provost is now able to collect insights from staff on how DEI is embedded into their daily work routines and how it impacts their professional development.

The purpose of this effort is to demonstrate the broad impact and outcomes of embedding DEI principles in the workplace. In the case of the Office of the Provost, DEI is never regarded as an add-on or a temporary element but, rather, is an essential part of the workplace culture. This initiative establishes a clear expectation for consistently integrating DEI principles into daily work routines. It broadens the understanding of diversity, equity and inclusion and the wide range of tasks it may encompass, while also enhancing accountability for engaging in DEI-related activities, regardless of job title or role.

Responsible Unit: **Office of the Provost**

An Honoring and Recommitment Ceremony Hosted by the NAGPRA Office

The goal of this initiative is to strengthen current connections and build new relationships with partners and stakeholders who have committed to doing the Native American Graves Protection and Repatriation Act (NAGPRA) work together—moving forward in kinship.

In Year One, the University of Michigan’s Native American Graves Protection and Repatriation Act (NAGPRA) Office hosted an honoring and recommitment ceremony that brought together its Native Nation partners and other stakeholders. The event included an Anishinaabek ceremony in which the U-M recommitted to continuing NAGPRA compliance work with integrity, and as relatives with its partners as everyone works to meet the requirements of Federal law. Guests included tribal representatives, state and agency partners, U-M faculty and staff, students and community members. Attendees heard from tribal and U-M officials, participated in the ceremony, and shared a traditional

Anishinaabek-style meal. In the words of a NAGPRA spokesperson, “The true impact of this event cannot be fully appreciated at this time, but it will become more apparent as actions and prayers continue to strengthen our relationships, and the return of Ancestors and Items under NAGPRA leads to more collaborative opportunities for the University and its Native Nations partners in the future.”

Responsible Unit: **Office of the Vice President for Research (OVPR)**

Expanding Campus Capacity for Conflict Resolution

U-M has long welcomed dissent, advocacy, and the free expression of ideas, but given the university’s deep history of campus activism and more than 50,000 students, SL’s Adaptable Conflict Resolution Collective recognizes the need to expand campus-wide competency and capacity for supporting students in conflict.

During the first year of DEI 2.0, Student Life’s Office of Student Conflict Resolution (OSCR) partnered with U-M schools and colleges to pilot a new conflict resolution program that provides faculty and staff with the tools to support communities in challenging times. Through the Adaptable Conflict Resolution Collective, academic partners across five schools/colleges honed their conflict resolution skills during four training sessions and a mid-pilot feedback session. During trainings, participants learned restorative justice principles and OSCR services while practicing key conflict resolution techniques. Participants integrated practices within their respective schools’ policies, leading to a cultural shift from problem-solving to addressing harm. Under this model, Student Life is elevating the campus’s understanding of conflict resolution and enhancing peer support networks, solidifying a campus environment that supports proactive conflict management and student empowerment.

Responsible Unit: **Student Life (SL)**

A DEI Training Program for MSW Students

A new DEI Training Program developed by the School of Social Work aims to provide MSW students with opportunities to apply their knowledge and skills in promoting diversity, equity and inclusion within a variety of settings using micro, mezzo and macro practice skills.

This initiative aims to prepare students for a wide range of roles in social work, where they can actively contribute to creating more inclusive and equitable communities. Currently, a total of eight full-time students are engaged in the program, with each participant receiving a stipend of up to \$6k per semester (renewable for up to \$24k). The DEI Training Program is intended to help prepare future social workers for a wide variety of public and private work settings including mental health, behavioral health, physical health, community-based health agencies, child welfare, K-12 schools, social service agencies, higher education and public service organizations.

Responsible Unit: **School of Social Work (SSW)**

U-M Library Launches Employee Resource Groups (ERGs)

In April 2024, the U-M Library launched its first Employee Resource Groups (ERGs),

internal communities intended to create spaces of psychological safety and belonging and to provide identity-affirming spaces for individuals with shared identities, experiences and narratives.

Access to identity-affirming spaces creates a supportive community while providing meaningful opportunities to shape the culture of the University Library, making it more inclusive and equitable. While ERGs focus on celebrating identity and building community to create belonging for people with shared interests, each of the ERGs are open to all who wish to participate, with the reminder that the focus of each group will be to center the voices and experiences of the group members'/participants' shared social identities. As of Fall 2024, UL had launched 12 ERGs:

- Asian, Asian American, and Pacific Islander Employee Network/Resource Group
- Black Library Advocacy Coalition (B.L.A.C.)
- Disability Employee Network/Resource Group
- Gender Diverse Employee Network/Resource Group
- Latinx and Hispanic Heritage Employee Network/Resource Group
- LGBTQIA+ Identity Employee Network/Resource Group
- Middle Eastern & North African Employee Network/Resource Group
- Mixed Race and Interracial Families Community Employee Network/Resource Group
- Parenting Employee Network/Resource Group
- People Leaders Network/Resource Group (People who supervise or manage individuals or teams)
- Retirement (ERG for older persons and imminent retirees)
- Women of Color Employee Network/Resource Group

Responsible Unit: **University Library (UL)**

Investing in Relationships and Partnerships with the Region's Black, Indigenous and People of Color (BIPOC) Communities

UMMA launched its 2023-24 season by hosting the theme semester "Arts and Resistance," a campus-wide project that offered the public numerous opportunities to engage with the arts and learn how they help define cultural movements that impact society.

The theme semester was co-organized by a cross-campus coalition that includes the Arts Initiative, U-M Museum of Art and LSA, with participation from a wide variety of campus units and nine schools and colleges as well as the Arts Initiative at the UM-Flint and UM-Dearborn campuses. The purpose of this initiative is to invest in intentional and reciprocal partnerships that co-create projects, beginning with the region's BIPOC communities. The 100+ public events that took place in Fall 2024 included more than 20 visiting artists. UMMA also continued Future Cache: Andrea Carlson, an exhibit commemorating the Cheboiganing (Burt Lake) Band of Ottawa and Chippewa Indians who were violently forced from their land in northern Michigan in 1900. Another example exhibit is the Angkor Complex: Cultural Heritage and Post-Genocide Memory in Cambodia, which opened in February of 2024. It was a U-M Faculty curated exhibition by Professor of Art History Nachiket Chanchani. This exhibition brought together more than 80 works of art spanning a millennium to present how the visual culture of Cambodia and its diaspora has changed

in the face of upheavals.

Additionally, in Year One, 6,114 students and Staff from U-M used UMMA with their courses or for DEI training and learning.

Responsible Unit: **University of Michigan Museum of Art (UMMA)**

GOAL: PRODUCTS



This goal reflects our efforts to ensure that diversity, equity and inclusion are foundational aspects of our educational programs, teaching methodology, service and scholarly research.

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

Initial Plan

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.

Progress Update

The Office of the Provost achieved its main Year 1 goals with (1) the appointment of an inaugural Vice Provost for Undergraduate Education, (2) the successful launch of Early Momentum, an evidence-based strategy for student academic success, and (3) the solidification of plans to build an academic success network that brings aspects of the national academic student success movement to Michigan.

Following a formal search, Angela D. Dillard was appointed the inaugural Vice Provost for Undergraduate Education. Chief among her responsibilities is leading cross-campus initiatives that facilitate student academic success within a DEI framework centered on the needs of first-generation students, students from historically marginalized backgrounds, and those from under-resourced high schools, both urban and rural, in particular.

Marking another major achievement, schools and colleges that admit first-year, first-time students are now piloting an initiative called Early Momentum. This nationwide program encourages students to complete a full course load for Fall, Winter and, in some cases, Spring/Summer terms. Throughout the 2024-25 academic year, the Office of the Vice Provost will work collaboratively to strengthen academic advising and provide academic and social supports.

One major challenge is to collectively address the educational and financial gaps that too often impede first-generation students; students who are Pell-eligible; those from under-resourced high schools, urban and rural; and some students of color. Going forward, the focus will be on collaborative equity-based pedagogies in classrooms and labs, the adoption of validation models for advising that emphasize students' individual strengths and assets, institutional changes that foster equitable outcomes and well-being as students pursue their goals, and partnerships with the Center for Academic Innovation.

Work is also underway on an Academic Student Success network, a group of units and organizations that will bring aspects of the national academic student success movement to the U-M. The goal is to create a collaborative, holistic approach to supporting students in their first year on campus. Ideally, the network will bring together schools and colleges with the Office of Enrollment Management and units within Student Life to focus on the needs of historically minoritized students. The network will also seek meaningful points of intersection with the DEI 2.0 plan and with the work of the Well-Being Collective, particularly around academic policies that simultaneously promote wellness, equity, and academic success.

Responsible Unit: **The Office of the Provost**

Inclusive History Project (IHP)

Initial Plan

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.

Progress Update

Beginning in Fall 2023 and continuing for five years, the IHP is conducting rigorous research to honestly and critically re-examine and document the university's past relating to diversity, equity and inclusion and to consider what reparative actions that history demands.

Since the release of A Design for the Inclusive History Project in July 2023, the IHP has focused our work in three key areas: expanding our team; engaging with campus

communities through events, communications and outreach; and launching the rigorous and wide-ranging historical research at the heart of the IHP mission.

This year, the project successfully recruited three campus directors of research, hired two key staff members, and added a manager of engagement to guide and support our ambitious research, engagement, and reparative agendas. We also formed four central IHP advisory committees that include faculty, staff, students and community members. To broaden engagement and connect with stakeholders now and in the future, we hosted two events to provide updates on the project, held scores of small on-campus meetings and established new communication platforms that include <http://inclusivehistory.umich.edu> and an IHP newsletter.

Our main focus this year was research. Under the leadership of IHP research directors, and with the partnership of U-M's campus archives, we:

- Launched five large-scale research project sites focused on a range of critical topics, including the founding of various DEI-focused centers on the UM-Flint campus; the origins of the Dearborn campus; and the 1817 land transfer by the Ojibwe, Odawa, and Bodewadmi nations that was central to the university's origins in Detroit and subsequent relocation to Ann Arbor.
- Rolled out the IHP Teaching Fund and the IHP Research & Engagement Fund. Through these funding programs, a total of 25 grants were awarded to students, staff and faculty, and their projects are expanding the scope and range of research, teaching, engagement, and creative practice related to the IHP on all three campuses.
- Added 15 IHP-focused courses to the curriculum for the 2024-25 academic year, including courses supported by the IHP Teaching Fund and others taught by principal investigators of our research projects that will directly involve undergraduate and graduate students in our efforts.

Responsible Unit: **Inclusive History Project Team**



UNIT PLAN SPOTLIGHTS

- GOAL: PRODUCTS -

This goal reflects our efforts to ensure that diversity, equity and inclusion are foundational aspects of our educational programs, teaching methodology, service and scholarly research.

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.

Post-Promotion Advancement and Career Exploration (PACE) Pilot Coaching Program

Designed for recently appointed associate professors, the PACE program offers confidential coaching sessions and intensive self-directed learning to improve professional performance and personal well-being.

The transition to senior faculty status following promotion to the rank of “associate professor with tenure” generates both challenges and opportunities. To provide support during this transition, the Office of the Provost and the ADVANCE Program launched a pilot coaching program in Fall 2023 for U-M faculty newly promoted to associate professor with tenure. The Post-Promotion Advancement and Career Exploration program, known as PACE, includes up to eight coaching sessions for newly tenured faculty whose primary appointments are in schools/colleges that do not provide coaching resources. Following a successful launch and subsequent evaluations and conversations with coaches and faculty, targeted changes are being made to the coming year’s PACE cohort. The ADVANCE program will continue its rigorous evaluation of faculty feedback, make recommendations for ongoing improvements, and provide insight into other resources that could benefit newly tenured associate professors.

Responsible Unit: **ADVANCE**

Supporting Health in Native American Communities

The College of Pharmacy is working to address health disparities in Native American communities by recruiting and training tribal members to be pharmacists and pharmacy technicians.

The College of Pharmacy (COP) is fortunate to have two programs to recruit tribal members. With funding from the McKesson Foundation, the College launched Pharmacy Community College Connect (PC3), a newer initiative that just completed its second year. PC3 recruits students from tribal and community colleges to pursue careers in pharmacy. During Year One COP established a partnership with Keweenaw Bay Community College and welcomed two Native American students to the program. COP also enlisted Michigan Medicine Oncology Pharmacist Dr. Emily Mackler and Lieutenant Commander Nicholas

Cushman, a COP alum and member of the Indian Health Service, for advice and support in working with Michigan tribes. In addition to employing an on-premises pharmacist for two tribes, COP has partnered with Hannahville School to encourage high school students to consider careers in pharmacy, particularly the three-month pharmacy technician training program, which has a greater than 90% likelihood of employment. With funding from the Provost's Office, the College has also secured free access to pharmacy technician online training, and to partners providing shadowing opportunities, for the high school students.

Responsible Unit: **College of Pharmacy (COP)**

Strengthening and Integrating Equity-focused Teaching Center Wide

With the goal of integrating inclusive/equity-focused teaching across all of its programs and services, CRLT has developed learning experiences focused specifically on DEI and has also embedded elements of inclusive/equity-focused teaching into existing programs. Instructors who interact with CRLT are introduced to these ideas and can consider how to implement them into teaching practices, course design, and curricula.

In Year 1, equity-focused teaching workshops included two signature programs: A total of 172 instructors attended the 2024 Equity-focused Teaching at Michigan May Series (ET@M), which offered 10 workshops on "hot topics," recurring questions and current challenges. In addition, the LEO Lecturer Equity-Focused Teaching program offered intensive training sessions for 16 lecturers on how to embed equity into their courses. To date, Equity-focused Teaching has been embedded in a myriad of CRLT programs including: New Faculty Orientation (200+ participants), Graduate Student Instructor Teaching Orientation (1300+), Engineering Graduate Student Instructor Teaching Orientation (1000+), CRLT Engineering Teaching Circles, and the Foundational Course Initiative's Course Design Institute (5 courses) as well as numerous customized workshops and departmental retreats.

Responsible Unit: **Center for Research on Learning and Teaching (CRLT)**

Integrating Anti-racism into Teaching & Learning

During the 2023-24 academic year, Ford School faculty continued to actively engage in discourse and pedagogy on structural inequalities. They addressed issues pivotal to race, racism and racial justice through 12 courses focused on racial justice in various contexts including policing, urban and public policy, technology, employment, history, reparations, and economic inequality.

By integrating anti-racism into teaching and learning and by centering discussions on race, racism, and racial justice, this initiative aims to:

- Promote equity and justice within the policy realm
- Prepare students to become advocates for positive change and anti-racist policies and practices
- Give future leaders a deep understanding of racial dynamics and their implications for policy solutions

- Encourage the exploration of diverse perspectives and experiences
- Advance scholarship and practice in the field of racial justice
- Translate theoretical knowledge into practical action
- Develop more nuanced and informed decision-making processes
- Empower students, faculty, and partners to engage in efforts to dismantle systemic racism and promote equity in policy and practice

Responsible Unit: **Ford School of Public Policy**

Refugee Agricultural Partnership Program

With grant funding from the U.S. Department of Health and Human Services, MBGNA and Jewish Family Services—Washtenaw County’s refugee resettlement and social services agency—continue to operate the successful Refugee Agricultural Partnership Program.

This innovative program uses land as a tool for facilitating community integration, mental and emotional health and well-being, culturally appropriate food access, and overall cultural retention. The goal is to increase the sense of individual autonomy in a new community for participants and their families. Currently in its second of three grant-funded years, this partnership has been extremely successful as evidenced by high levels of participation for both individual refugees and their family members, and by a consistently strong level of interest in micro-enterprises, food production, and projects, including a possible cookbook of refugees’ recipes.

Responsible Unit: **Matthaei Botanical Gardens & Nichols Arboretum (MBGNA)**

Marsal Curriculum Audits and Mapping/Tracking

The School of Education saw progress on every front as it continued to assess DEI-related content across multiple academic programs that included Education Studies (ES), the Center for the Study of Higher and Postsecondary Education (CSHPE), and Learning, Equity, and Problem Solving for the Public Good (LEAPS).

In ES, an initial audit of equity and justice across the graduate curriculum identified 17 courses with an emphasis on those principles. In addition, ES faculty added three new “pathways to specializations” focused on equity and justice for Master’s degree students and discussed ways to integrate equity and justice into course syllabi.

CSHPE faculty conducted an initial conversation about program curricula during their May 2024 retreat and revised two required introductory courses for the Master’s program to ensure an emphasis on diversity, inclusion, justice, and equity (dije).

LEAPS, a new undergraduate program, is building courses around antiracism and indigenous epistemologies and is implementing a required course entitled “Race and Social Justice Institute,” modeled after the ES graduate version. This course will guide students in their engagement with dije activities across campus and community (both Ann Arbor and Detroit), with facilitated reflection and conversation about their experiences.

Responsible Unit: **Marsal Family School of Education (MFSE)**

Amplifying DEI for Generations in The Look to Michigan Campaign

Despite shifting public sentiment regarding DEI nationally, DEI remains a core commitment in the upcoming, multi-year comprehensive Look to Michigan fundraising campaign, which will extend beyond DEI 2.0.

During the Look to Michigan Campaign, U-M will fundraise for DEI across campaign priorities –Life-changing Education, Human Health & Well-being, Democracy & Civic Engagement, and Sustainability & Climate Action—as well as campaign priorities specific to schools, colleges, campuses and units. By launching an ambitious and targeted campaign that prioritizes DEI, the Office of University Development will amplify U-M’s collective impact across all three campuses and Michigan Medicine for generations.

The campaign priorities were shaped by a diverse group of partners across U-M. The OUD Campaign Strategy and Initiatives team, in partnership with the Campaign Planning Group, developed an inclusive process to develop bold ideas and priorities. In order to more holistically represent the wide range of donors we have at the university, we established a new Campaign Leadership Council, a network of approximately 100-150 advocates and volunteers representing different geographic regions, school/college/campus/unit support, and types of giving, which will serve as the public face of the campaign. Additionally, OUD reimagined ways to recognize our lead donors in a highly customized stewardship program throughout the campaign to honor and make visible the transformational impact of their philanthropy.

As part of the DEI 2.0 planning process, all units with a chief development officer included DEI fundraising priorities in their DEI 2.0 plans, which will aid us in driving philanthropic support for those DEI priorities. Additionally, in May 2024, OUD launched the DEI Case Statement Review Committee composed of 49 development colleagues to ensure that campaign goals resonate with donors of all backgrounds.

Responsible Unit: **Office of University Development (OUD)**

MSI Partnerships Initiative

A new, transformative program is being launched to establish equitable, sustainable, and mutually beneficial research collaborations with Minority-Serving Institutions (MSIs).

The new program will enhance faculty research capabilities while reinforcing the Office of the Vice President for Research’s leadership role in fostering equity and excellence through strategic partnerships. In addition to creating strong relationships between the university and Minority-Serving Institutions, this pioneering initiative will enhance faculty research capabilities.

Responsible Unit: **Office of the Vice President for Research**

Equitable Opportunity Conference

The inaugural Equitable Opportunity Conference hosted by Ross attracted equity-centered scholars and practitioners from prominent business schools nationwide, along with leaders dedicated to equity-focused change.

This event solidified the School’s commitment to equity-focused research and thought leadership, a key pillar of its strategic plan which calls for the Ross School to amplify its

focus on providing research-informed insights on the most critical issues of our time, including equitable opportunities and economic inclusion. In all, the conference brought together over 90 scholars and practitioners to discuss ideas, research, and strategies for enhancing equity and opportunities in business and society. In addition, emerging scholars had the opportunity to interact and learn from experienced researchers, enhance their methodology and practice, and explore options and venues for publishing their work. The feedback was overwhelmingly positive, ensuring that this will be an ongoing initiative.

Responsible Unit: **Ross School of Business**

Michigan Maternity Care Scholars Program (MiMat)

The U-M School of Nursing has launched the Michigan Maternity Care Traineeship Program (MiMatCare), an innovative program designed to increase diversity in the nurse-midwifery workforce while also providing financial, academic, clinical, personal, and career-related support to midwifery graduate students.

Funded by a four-year grant from the Health Resources and Services Administration (HRSA), MiMatCare will award annual tuition support to aid students in UMSN's nurse-midwifery program who live or work in medically underserved communities, have significant need for financial support, and are committed to serving those communities as nurse-midwives. Through collaborations with community organizations Birth Detroit and the Metro Detroit Midwives of Color and a broad spectrum of health system partners in underserved areas throughout southern and central Michigan, MiMatCare students will also have access to clinical, academic, and professional mentorship support services to promote their successful completion of the nurse-midwifery masters or doctor of nursing practice program. Additional opportunities are available to optimize the clinical training experience in the health system partner sites, birth centers, and federally qualified health centers to ensure scholars' successful transition to practice after graduation.

Responsible Unit: **School of Nursing (UMSN)**

Expanding Access to 'How Do We Begin' Across the U-M Community

The CRLT Players secured funds from ODEI and NCID's Anti-Racism Collaborative to create a film version of their virtual session 'How Do We Begin: A Historical Reckoning with Anti-Black Racism' and additional funding from the Inclusive History Project to offer a pilot training program in anti-racist leadership practice.

The CRLT Players' video performance *How Do We Begin* illuminates U-M's complicated relationship with elitism and racial inequity, highlighting ways that U.S. higher education has perpetuated anti-Blackness while simultaneously benefiting from their association with inclusive values. Over the past two years, the Players have presented 13 virtual synchronous sessions for campus groups and have raised over \$140,000 in support from ODEI, the National Center for Institutional Diversity's Anti-Racism Collaborative and the Inclusive History Project. Plans are underway to film the production in Winter 2025.

Aligned with the DEI 2.0 action item "Enhancing Black Student Representation and Experiences," the Players will also pilot a daylong leadership development retreat at the Trotter Center in Fall 2025 to spur unit-level action for racial justice at U-M.

Responsible Unit: **Center for Research on Learning and Teaching (CRLT)**

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/>



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