

Center for the Education of Women

Diversity, Equity & Inclusion Strategic Plan

Five-Year Strategic Objectives, Measures and FY18 Actions

I. Diversity, Equity & Inclusion Strategic Plan: Overview

Selected text from President's Diversity Charge:

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

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

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

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

Rationale: Mission, Vision, Values (of School, College or Unit)

CEW has, since 1964, worked to remove obstacles that impact women and other marginalized groups at U-M. CEW has also served as a bridge for returning students and community college transfers; supported the work of the Women of Color in the Academy Project (WOCAP) and the Women of Color Task Force (WCTF); and fought for family friendly policies that have benefitted both men and women. Our understanding of the challenges faced by nontraditional students and underrepresented faculty and staff allows us to contribute greatly to diversity at U-M by providing supports and resources that are responsive to the emerging needs of these groups.

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II. Implementation Highlights and Planning Process Used

CEW Implementation Leads

Tiffany R. Marra, Ph.D. (CEW Director)

Kirsten A. Elling, Ph.D. (CEW Associate Director)

Summary of Year One Implementation

Much of CEW's work over the past 53 years has aligned closely with DEI work, including signature programs like the Women of Color in the Academy and Women of Color Task Force. Having roots in social justice work has allowed us to leverage existing work and partnerships to live into our DEI plan. Before DEI year 1, we laid a foundation for shifting our programmatic focus to be more inclusive of a broader range of nontraditional students. Our history and foundational work allowed us to seamlessly roll out new programs, partner with units, and expand our services. In this process, we intentionally targeted multiple constituencies across programming to increase the reach of our work on behalf of nontraditional students (e.g., a collaborative panel on student parent experiences that was attended by students, faculty and staff). A key achievement was the successful launch of the Council for Nontraditional Students (COUNTS), which has strengthened existing partnerships amongst the members and sparked new collaborations.

Another key to a successful Year One was expanding the number of people involved in CEW's DEI plan implementation structure, so that all key areas of the plan are represented. Our structure now includes the Director, the Associate Director, the Staff Program Manager, the Student Program Manager, and the WOCAP Project Coordinator. This spring, these staff members took part in program management and program evaluation training in order to better equip them to carry out our DEI objectives and measure progress on action items. Additionally, we have made sure to include the entire staff in updates to our DEI priorities, and solicited input on priority setting for our year 2 plan at a recent all staff meeting.

Finally, DEI Implementation Lead meetings served as a valuable space to network and discuss the work as it unfolded. Presenting to the DEI leads in January, for example, sparked new ideas and partnerships from other units (e.g., the University Library system is now working with us to make sure their spaces are inclusive of nontraditional students). Given the decentralized nature of U-M, being able to come together around DEI issues has been critical to advancing the objectives of our unit and has made it easier to partner with other units in support of their DEI goals.

Planning Process Summary for Students

- *process used to collect data:* CEW Nontraditional Focus Group Student Study, CEW Counseling and Scholarship data (systematic/ongoing),
- *sources of data, (e.g. Institutional data, forums, town halls, focus groups, interviews, surveys, committee reports):* focus groups with U-M students who identified as nontraditional, student self-report of nontraditional "markers," enrollment data from 2011 to 2017 (systemic/ongoing)
- *process used to analyze data:* qualitative/thematic analysis of focus group transcripts, frequency tables of nontraditional markers, over time enrollment patterns
- *action idea generation activities:* focus groups were designed to elicit concerns and obstacles to success for these students, as well as their ideas of ways U-M could improve climate and services to support their success

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- *summary of engagement activities:* engaging with MONTS (Michigan Organization for Nontraditional Students), developing programs targeted at meeting nontraditional student needs (led by CEW counselors and MSW interns), and sharing initial findings with relevant partners across campus (e.g., DEI planning leads, First Gen group)

Planning Process Summary for Faculty

For the Women of Color in the Academy Project (WOCAP), initial planning was conducted at two mini retreats with continuous revisions to the document conducted via email after the in-person meetings. Second year planning is in process with WOCAP Steering Committee members (listed below):

Ashwini Bhasi (WOCAP Project Coordinator)
Maria Castro (Professor, Neurosurgery)
Patricia Coleman-Burns (Assistant Professor Emerita of Nursing)
Robin Means Coleman (Professor, Communication Studies & DAAS; Associate Dean for Academic Programs & Initiatives, Rackham Graduate School)
Denise Sekaquaptewa (Professor, Psychology and Women's Studies)
Hitomi Tonomura (Professor, History)

Planning Process Summary for Staff

- *process used to collect data:* WCTF general membership meetings, WCTF Conference evaluation surveys, U-M Workplace Metrics and quarterly reports from the 2017 Career Development Passport Program.
- *sources of data:* WCTF Annual Membership Surveys (2013-2016), WCTF Career Conference Evaluations (2009-2017), Human Capital Report Staff Data from UHR (2013-2016).
- *process used to analyze data:* qualitative/thematic analysis of survey responses
- *action idea generation activities:* surveys were designed to capture the impact of the training sessions, as well as information about how to make workplace climate for staff more inclusive and equitable.
- *summary of engagement activities:* supporting staff efforts to create a viable career development plan; offering free/low-cost high-quality career and leadership development programs targeted at addressing any skill gaps; creating opportunities for WOC staff, among others, to expand their professional networks; and conducting research on the experiences of WOC staff at predominately majority institutions, specifically U-M.

Year 2 WCTF planning was conducted by the general membership as well as the following executive team members:

Planning Leads:

Janice Reuben (WCTF Project Coordinator)
Joyce French (Institute for Social Research - ICPSR)
Marlanna Landeros (Department of Public Safety and Security)
Latrece Taylor (University Human Resources)
Katherine Weathers (LSA Dean's Office)

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III. Data and Analysis: Key Findings

Key Findings from Year One

CEW learned a number of important things through our Year One work. Through COUNTS and other collaborations with units across campus we deepened our knowledge about the experiences, challenges, and issues faced by the nontraditional students they serve; strategies they use when providing services or advocating for change; and resources available across campus. We found many collaborators who are eager to create change through strategic partnerships -- allowing us all to increase our reach and accomplish more than we could if we were acting in isolation.

The success of COUNTS and other strategic collaborations, and the interest level from staff and faculty in learning more about nontraditional students has sparked many ideas for Year Two. For example, CEW will be partnering with Learning and Professional Development to develop an online module about the nontraditional student experience. This tool will allow us to reach large numbers of staff and faculty who are in contact with students -- the potential of this project to enhance service and improve the climate for nontraditional students is very exciting.

A theme that united multiple CEW action items was that of increasing a sense of community -- for WOCAP members, WCTF members, and nontraditional students. CEW approached this differently, depending on the constituency group.

- WOCAP hosted spring and fall celebration dinners to honor the successes of WOCAP members, as well as several community conversations covering issues related to women of color faculty development. Participants reported that the discussions were beneficial and provided them with insights on how to efficiently navigate the academic career path.
- WOCAP also hosted weekly writing groups (Write-Ins) throughout the year, as well as an overnight summer writing retreat. Most participants reported a significant positive impact on their academic writing productivity.
- WCTF provides space on the agenda of its regular monthly meetings for members to network and brainstorm about ways to support diversity and inclusivity in the workplace.
- In October 2016, WCTF hosted its fifth annual leadership development retreat for its members. The topics for this half-day training session are determined by the membership.
- Multiple events were held for nontraditional students, including welcome Open Houses at the beginning of each semester, and a CEW hosted Study Day at the end of each semester (events were family friendly, open to all, and well attended).

The multiple ways we sought to increase a sense of belonging and community for these three often marginalized groups on campus was a good reminder of the power of bringing people together. Those who showed up to these spaces were usually seeking connection, and the events built on this energy. The WOCAP writing groups also highlight the potential positive impact of community building on productivity -- something that is important for staff and faculty as well as they strive to succeed on this campus.

The success of these community building efforts affirms for us the value of such events particularly for nontraditional students, women of color faculty and women of color staff -- and ultimately, for

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the entire U-M community. We will build upon our momentum by continuing to offer such events, as well as looking for new ways to build community. This will include further exploration of online community building next year, as we know that nontraditional students, for example, may have a hard time fitting in-person events into their schedules

Summary of Data (from original plan)

CEW conducted 12 focus groups (3 with faculty/staff, 9 with students) with a total of 105 participants. Focus group conversations were transcribed, coded and then analyzed. For an Executive Summary of our Nontraditional Student Study, please see our [website](#).

Key Findings, Themes and Recommendations

Students were asked to define markers that made them feel nontraditional¹ on campus. The five most common self-identified markers, as described by focus groups participants, were being:

- “an older student”
- “a person of color”
- “a commuter”
- “the first person in their family to go to college”
- “having caregiver responsibilities”

While both men and women identified markers that made them feel nontraditional on campus, women remain overrepresented in the majority of these categories¹. Only 8% of focus group participants identified a single marker as making them feel nontraditional. 92% of participants identified multiple markers of nontraditional status with the median number of nontraditional markers being four. 38% of respondents identified five or more markers related to their identity or life experiences that made them feel nontraditional on campus. During focus groups, students talked in depth about how these multiple markers, or intersecting identities, worked together to complicate their experience at U-M. Students reported negative climate issues, isolation, wellness issues, and difficulty connecting with faculty and other students. During focus groups, students reported that because U-M is a largely traditional campus, nontraditional students felt like the majority of programs were structured to support students who were more “traditional” on campus. Finally, the STEM fields were identified as an environment where nontraditional students experience additional climate issues and barriers to success.

Related to these themes, focus group participants had a number of recommendations about how U-M could act to better support their success. These recommendations included raising awareness of nontraditional student issues among faculty and other students, providing ways for nontraditional students to connect with each other, providing better support for caregivers, revising how financial aid is handled (e.g., norm of traditional student package), and increased communication about resources available.

¹ Many students used age and race/ethnicity as a component in self-identifying as ‘nontraditional.’ CEW will not consider age or race/ethnicity in determining eligibility for its programming, services, or scholarships.

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Summary of Data for the Women of Color Task Force (from original plan)

Key Findings / Themes

- Women of Color (WOC) staff are under-represented in the manager-supervisor population as compared to their percentage in the general employee population (Human Capital Report Data 2013).
- WCTF members feel isolated and invisible at U-M (WCTF membership surveys).
- WOC staff sometimes do not get support from their units for professional development activities, even if the program is a U-M sponsored event. (2013-2016 WCTF membership surveys & 2015-2016 WCTF Conference evaluations).

Recommendations

- Promote a more inclusive and trusting environment by addressing feelings of being isolated and invisible. This could lead to improved recruitment, retention and development.
- Delve deeper into how professional development support is provided across campus to better assess and track for fairness/equity, especially for underrepresented staff members.
- Analyze how WOC staff benefit, or do not benefit, from unit-specific support programs of general applicability.
- Conduct further demographic analysis to differentiate information about managerial and non-managerial staff, and identify barriers that WOC staff in particular face regarding career advancement at the U-M.

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IV. Strategic Objectives, Measures of Success and Action Plans²

Introduction:

CEW is a unit devoted to increasing diversity on campus, and supporting the success and achievement of diverse student, staff and faculty constituencies at U-M. Because our entire mission focuses on diversity, the objectives highlighted in this section are limited to new initiatives, or changes to existing programs that are of particular relevance to U-M's current diversity initiative. We've summarized the highlights for each constituent group below – note that this does not reflect the entirety of our programs and services.

With regard to students, CEW will continue to build community for nontraditional students (as students self-define that term) through our partnerships across campus, and leading COUNTS. Additionally, we will be launching a Nontraditional Student Advisory Council at CEW, and transforming our physical space to be more welcoming to nontraditional Students.

Efforts to have data on nontraditional markers collected in a standardized way by the Office of the Registrar and elsewhere on campus will be critical in advancing our understanding of the numbers of nontraditional students, intersecting identities, and where they are enrolled. Accurate, rich data will be key in developing effective services. Time spent this summer analyzing student data of nontraditional markers on this campus will further inform our work to support the success of nontraditional students, both directly and indirectly (e.g., educating staff and faculty and advocating for system/policy changes at UM).

With respect to faculty, WOCAP's strategic focus is on highlighting the work of WOCAP members and other scholars who address issues facing women of color faculty, promoting career development of women of color faculty, and advocating for institutional change on behalf of women of color faculty on campus. WOCAP also has initiatives to build community among women of color faculty, among others, and to strive to increase the presence of women of color faculty in leadership positions on campus.

The first main FY18 initiative for staff is to increase professional development training sessions for staff including the creation of a presentation on the emerging needs of nontraditional students. The second main initiative is specific to understanding and addressing the needs of women of color and other under-represented staff regarding their lack of representation in the managerial and supervisory ranks. WCTF will be reviewing U-M workplace metrics regarding accessibility to job postings and job application pools; and in addition will be revising the format of annual leadership development retreat and the career conference to include research on the experiences of women of color staff in academia and the challenges they face in attaining leadership and senior administrative positions.

See below for details about how the success of these strategic objectives will be measured and tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see Section VI.

² All strategic objectives and related actions will be pursued in accordance with the law and University policy.

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IV. A. Recruitment, Retention and Development

STUDENTS (BOTH UNDERGRADUATE AND GRADUATE)

Five-Year Strategic Objective 1:

CEW will:

- be responsive to the emerging needs of nontraditional students.
- develop an assessment model for understanding the impact of financial support in student success and sense of belonging.
- contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition (e.g. Adding classes at times that are accessible to nontraditional students).
- work with partners across U-M to increase access to data about nontraditional students and their success at U-M, including creating a data model that can be used across units.

Objective 1 Measures of Success:

- Partnership is established with Registrar, Enrollment Management and Division of Student Life to coordinate annual data reporting of metrics related to nontraditional student markers.
- Data model is established and tested using qualitative and quantitative measures to understand nontraditional student populations and their emerging needs.

Objective 1 FY18 Actions:

1. Define nontraditional based on qualitative and quantitative data
2. CEW will work with Registrar, Enrollment Management, Division of Student Life, and other units on campus to define a model for monitoring student success metrics of nontraditional students.
3. The model defined in Action Item 2 will be tested with CEW student constituents,³ including:
 - a. CEW counseling participants
 - b. CEW Critical Difference Grant recipients
 - c. CEW scholarship recipients
 - d. CEW Scholar Community participants
4. CEW will continue to lead the Council for Nontraditional Students (COUNTS) in order to facilitate collaborations and resource sharing among non-academic unit leads and faculty who support nontraditional students in and out of the classroom. Nontraditional students will be included in the Council.
5. CEW will work with university leadership to collect needed data on nontraditional students (e.g., caregiver status).
6. CEW will identify challenges that nontraditional students face and work with university leadership to implement changes to improve student success (e.g. Adding classes at times that are accessible to nontraditional students).

Primary DEI Goal: Diversity

Other applicable domain: Equity

³ The programs and services listed below are open to all students

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Five-Year Strategic Objective 2:

To effectively target and reach nontraditional students with CEW's financial resources in the form of scholarships, fellowships, research grants, and critical difference grants.

Objective 2 Measures of Success:

Students who receive financial support from CEW embody one or more nontraditional marker.

Objective 2 FY18 Actions:

1. Align financial resources with the goal of supporting nontraditional students, including scholarships, Critical Difference grants, and the establishment of new fellowships.
2. Develop assessment model for understanding the impact of financial support on student success and sense of belonging

Primary DEI Goal: Inclusion

U-M Metrics:

- Enrollment data to track nontraditional markers for those who receive CEW financial support
- Monitoring of outcomes (i.e. retention, graduation, and student engagement) for students who receive CEW financial resources.
- Monitor development dollars raised for student support and alignment with nontraditional student markers.

FACULTY

Five-Year Strategic Objective 3:

Promote career development for women of color faculty.

Objective 3 Measures of Success:

- Number and characteristics of participants in career development activities
- Participant feedback via evaluation survey
- Write-In participants' accomplishments, e.g., articles, books, chapters, grant proposals submitted and published/funded (via end-of-semester survey)

Objective 3 FY18 Actions:

1. Implement Write-Ins and Writing Retreats for WOCAP members.⁴
2. Implement leadership development initiatives for WOCAP members.
3. Organize Community Conversations for WOCAP members on various topics of interest.
4. Establish mentoring program for/among WOCAP members.

⁴ WOCAP is open to all faculty, regardless of race/ethnicity or sex, with an interest in its mission of promoting the advancement of women of color in the academy.

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5. Disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP members and other faculty who could benefit from the resources.

Primary DEI Goal: Equity

Other applicable domain: Diversity and Inclusion

Five-Year Strategic Objective 4:

Build community among women of color faculty

Objective 4 Measures of Success:

- Number and characteristics of attendees at faculty focused events
- Faculty participant feedback (via brief survey)
- Data from faculty

Objective 4 FY18 Actions:

1. Host community conversations on various topics of interest for WOCAP members
2. Organize fall welcome dinner for WOCAP members to promote networking and informal connections
3. Organize spring end-of-year celebration dinner to recognize WOCAP member's year-long accomplishments
4. Host faculty promotion reception to recognize WOCAP scholars who were promoted and tenured
5. Organize groups around specific interests and issues of relevance to WOCAP Members
6. Use various social/electronic media to promote networking and connection among WOCAP members.

Primary DEI Goal: Diversity and Inclusion

STAFF

Five-Year Strategic Objective 5:

Increase usage of CEW services by staff members, including programs, counseling and WCTF⁵ membership.

Objective 5 Measures of Success:

- Number and characteristics of attendees at staff focused events
- Increase the number of active and engaged WCTF members serving on planning teams
- Increase the average attendance at WCTF monthly meetings, trainings, conference and networking events

⁵ WCTF is open to staff, of any background, with an interest in its mission of promoting the advancement of professional women of color.

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- Expand WCTF⁶ membership by 30% through outreach and recruitment efforts across the University.

Objective 5 FY18 Actions:

1. CEW will collaborate with UHR to develop and pilot an online mini course that includes information about career development resources and the emerging needs of nontraditional students.
2. Establish a communication system to inform WCTF members of internal and external career development opportunities
3. New members will be recruited during general sessions at the WCTF conference and at staff outreach activities
4. Update CEW website to include professional development opportunities, open to all, that address issues affecting women of color staff.

Five-Year Strategic Objective 6

WCTF will support the professional development of underrepresented staff, in particular women of color, at U-M by providing career planning events and networking opportunities.

Objective 6 Measures of Success:

- 65% of regular WCTF members will create or update their individual career development plan
- Number and types of staff development events
- Success of events based on participant evaluations
- Number and characteristics of participants at staff development events

Objective 6 FY18 Actions:

1. WCTF, in partnership with the Career Development Passport Program, will create a career development plan template and tracking system to follow progress of regular WCTF members who have an individual career development plan
2. Annually, a calendar will be distributed to WCTF members including all networking and professional development events
3. WCTF Facebook page will include upcoming career planning and networking events
4. Events will be publicized at least two times before an event, ideally 1-week and 2-days before the event

Five Year Strategic Objective 7

CEW will increase attendance and quality of its leadership trainings offered to staff by partnering with University Human Resources (UHR), Michigan Medicine Human Resources, WCTF and TIAA Financial Services.

Objective 7 Measures of Success:

- Number and characteristics of attendees
- Success of events based on participant evaluations
- Number of co-sponsored events with other organizations

⁶ These efforts will be open to staff, of any background, with an interest in its mission of promoting the advancement of professional women of color.

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Objective 7 FY18 Actions:

1. Schedule a meeting with training leads from UHR and UMHS-HR to determine what types of program we could co-sponsor over the next year.
2. Work with TIAA Financial Services to identify speakers for the 2018 WCTF Conference.
3. Meet with senior leaders from WCTF; Association of Black Professional Faculty, Administrators and Staff (ABPFAS); and Professional Latinos at University of Michigan Alliance (PLUMA) to plan a joint leadership development offering for members.

Five-Year Strategic Objective 8

Increase the diversity of WCTF membership by intersections/identity and job classification type.

Objective 8 Measures of Success:

- Increase in the number of job classifications represented by WCTF members
- Increase in demographics (e.g., ethnicity, SES, age) represented by WCTF members

Objective 8 FY18 Actions:

1. Outreach to U-M staff groups such as PLUMA and ABPFAS
2. Encourage WCTF members to recruit additional members to join the group
3. Recruitment for new members at the WCTF annual conference⁷

Primary DEI Goal: Diversity

Other applicable domain: Promoting an equitable and inclusive community

IV. B. Education and Scholarship

STUDENTS, FACULTY AND STAFF

Five-Year Strategic Objective 9:

To contribute to U-M's current understanding of the nontraditional student experience across campus and emerging needs of nontraditional students over time.

Objective 9 Measures of Success:

- Number of units included in the conversation
- Definition of nontraditional defined and adopted at CEW
- Data model developed that can be replicated by units

Objective 9 FY18 Actions:

1. Continue to disseminate the results of the nontraditional student data analysis to stakeholders across campus
2. Continue to meet with key stakeholders across campus who are interested in supporting and advancing nontraditional student populations
3. Develop a data model that incorporates qualitative and quantitative data that can be replicated by units

⁷ WCTF conference is open to all members of the U-M community

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Primary DEI Goal: Inclusion

FACULTY

Five-Year Strategic Objective 10:

Support new models of scholarship that transform and enhance existing scholarly practices and contribute to a better society.

Objective 10 Measures of Success:

- Number and types/nature of collaborative projects of WOCAP members
- Number and characteristics of participants in collaborative projects
- WOCAP members project output (e.g., presentations, publications, recognition)
- CEW or WOCAP (depending on the preference of the WOCAP Steering Committee) representatives included on committees related to Promotion and Tenure to ensure consideration of joint appointments; research specific to diversity, equity, and inclusion (including engaging students in this work); and new models of scholarship

Objective 10 FY18 Actions:

1. Facilitate interdisciplinary and transformative projects among WOCAP members, such as facilitating MCubed and other applications

Primary DEI Goal: Diversity & Inclusion

STAFF AND FACULTY

Five-Year Strategic Objective 11

Establish a process for CEW to serve as a resource to units that are planning faculty and staff trainings and are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.

Background: Findings from the WCTF membership survey and feedback from multiple years of WCTF Conference evaluation data reveal participants found WCTF professional development activities more inclusive of topics relevant to women of color than trainings offered by other units and departments.

Objective 11 Measure of Success:

- Increase referrals from CEW to U-M departments and units looking for presenters with expertise on diversity (i.e. WOC, LGBTQIA, etc.) issues.
- List of presenters with expertise on diversity issues readily available on CEW website

Objective 11 FY18 Actions:

1. CEW will create a list of presenters with expertise on diversity issues who conduct leadership and professional development trainings
2. Update the CEW webpage to include the presenter list

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3. Promote list to key stakeholders across campus who are seeking to address the issues and concerns around the career advancement of WOC staff and faculty

STAFF

Five-Year Strategic Objective 12

Support WOC staff in the service/maintenance job family whose goal is to advance their careers through educational attainment and/or professional development.

Background: According to 2015 U-M Human Capital report, 36.3% of minorities employed at UM hold positions in the service/maintenance job family. Of all employees in that job family, 44.3% are women. The average age is 44 years with an average of 11 years in the position.

Objective 12 Measures of Success:

- Increased participation by individuals in the service/maintenance job family in CEW programs and services that encourage enrolling in formal educational programs.

Objective 12 FY 18 Actions:

1. CEW will disseminate information regarding career and professional development resources to individuals in the service/maintenance job families.
2. CEW, in collaboration with WCTF, will conduct focus groups of those in the service/maintenance job family who have an interest in issues relating to WOC staff to ascertain ways to enhance career development support and identify barriers to upward mobility.

Primary DEI Goal: Diversity

Other applicable domain(s): Equity

IV. C. Promoting an Equitable and Inclusive Community

STUDENTS, FACULTY AND STAFF

Five-Year Strategic Objective 13

CEW will continue to employ a diverse group of staff members to serve its constituency. CEW staff will be trained and equipped with the tools and knowledge to serve its diverse constituency of students, faculty, and staff.

Objective 13 Measures of Success:

- Current level of diversity will be maintained or increased among CEW staff
- Staff trainings will occur regularly regarding how to best serve CEW's constituency

Objective 13 FY18 Actions:

1. New hires in 2017-18 will be screened for core competencies in serving the needs of faculty, staff, and nontraditional students.
2. Current staff will receive ongoing, appropriate training to enhance understanding of and sensitivity to nontraditional student experiences.

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Primary DEI Goal: Inclusion

Other applicable domain: Diversity

Five-Year Strategic Objective 14

CEW will review and strengthen its process for conflict resolution, as this is a vital strategy as we all engage deeper with issues of diversity, equity and inclusion.

Objective 14 Measures of Success:

- CEW staff know how to resolve conflict should it arise in the workplace

Objective 14 FY18 Actions:

1. Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed for compliance with U-M policies
2. Policy will be revised, as needed, in consultation with CEW staff and General Counsel's office, to align with U-M policies
3. The updated policy will be finalized and adopted by CEW staff

Primary DEI Goal: Inclusion

Other applicable domain: Equity

STUDENTS

Five-Year Strategic Objective 15

Improve and increase the sense of belonging and community for nontraditional students at U-M.

Objective 15 Measures of Success:

- Increased membership in Michigan Organization for Nontraditional Students (MONTS), a student organization sponsored by CEW.
- Usage rates of programs and services, including physical and virtual spaces, for nontraditional students
- Number and characteristics of participants in nontraditional student programs and services
- Students participating in our programs will report an increased sense of belonging on relevant program evaluations

Objective 15 FY18 Actions:

1. Support MONTS officers in building sustainability of the organization.
2. Create physical and virtual spaces for nontraditional students to connect
3. Continue to develop programs relevant to and that meet the needs of nontraditional students
4. Continue to educate faculty/staff on issues faced by nontraditional students, including collaboration with other units to provide training for working with this student constituency
5. Assure representation of nontraditional students (e.g., MONTS members) at student orientation programs
6. Development of nontraditional student advisory board

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Primary DEI Goal: Inclusion

FACULTY

Five-Year Strategic Objective 16:

Raise the visibility and recognition of women of color scholars

Objective 16 Measures of Success:

- Number and characteristics of attendees at events
- Feedback from event attendees via brief evaluation survey
- Positive media coverage (internal and external) of WOCAP events and WOCAP faculty members
- Usage of WOCAP webpage and FB page
- Open rates of WOCAP newsletters
- Number and types of awards/recognitions given to WOCAP members

Objective 16 FY18 Actions:

1. Implement faculty awards (in addition to Shirley Verrett and Rhetaugh Dumas Awards) and events for those who support issues affecting women of color in various disciplines
2. Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured
3. Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner, see Objective 5 activities for detail)
4. Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.

Primary DEI Goal: Equity

Five-Year Strategic Objective 17:

Increase the presence of women of color faculty in leadership positions on campus

Objective 17 Measures of Success:

- Increase (by count and percent) in WOCAP members assigned to leadership roles
- Increase in the response of senior leaders to WOCAP recommendations (e.g., WOCAP members appointed to committees based on WOCAP SC's recommendations)
- Increase in the number and characteristics of WOC faculty participating in leadership initiatives

Objective 17 FY18 Actions:

1. Document the number of women of color faculty and WOCAP members who have advanced to leadership positions.

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2. Organize leadership development programs specifically for WOCAP members (in collaboration with NCID and other units) and a space for ongoing discussions about women of color faculty advancing into leadership roles.
3. Strengthen linkages to senior leaders by identifying and suggesting names of WOCAP members who are potential aspiring leaders.
4. Meet with senior leaders annually (President, Provost, Vice Provost and Deans) to be kept abreast of updates on current initiatives underway to improve campus climate, including by promoting participation of WOCAP members, and to offer our assistance in these efforts.

Primary DEI Goal: Diversity

Other applicable domain: Inclusion

Five-Year Strategic Objective 18:

Advocate for institutional change on behalf of faculty women of color.

Objective 18 Measures of Success:

- Extent and nature of relationships between WOCAP and other campus partners and collaborators
- Extent/nature of WOCAP participation in search process; communications with departments for invitations to participate in their searches by meeting with candidates; feedback from departments and candidates on WOCAP's value added.

Objective 18 FY18 Actions:

1. Identify potential collaborators in and out of University community, including strengthening partnerships with Faculty of Color Network, ADVANCE, IRWG and Academic Women's Caucus, to examine needs of women of color
2. **Participate as a campus resource in faculty hiring processes** as appropriate
3. (Re)examine data collected from faculty to understand status of women of color a) as compared to white women and men of all races/ethnicities and b) change over time.
4. Meet with senior leadership (e.g., Dr. Sellers, Provost, President) to get updates about what they have done to improve campus climate, including as experienced by women of color faculty

STAFF

Five-Year Strategic Objective 19

Support the efforts of UHR Diversity Recruiter to increase the number of WOC in U-M job applicant pools.

Objective 19 Measures of Success:

- Increase awareness about open managerial and supervisory positions at U-M

Objective 19 FY18 Actions:

1. Work with the UHR Diversity Recruiter to develop a sustainable process for announcing and posting job openings on the WCTF website and for inclusion in the WCTF newsletter

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2. Revise WCTF webpage to include a link to U-M job postings

Five-Year Strategic Objective 20

Expand staff networking opportunities by partnering with ABPFAS, PLUMA, and other staff groups.

Objective 20 Measures of Success:

- Increase its collaborative programming between WCTF, ABPFAS, PLUMA, and other staff groups.

Objective 20 FY18 Actions:

1. Schedule a meeting with WCTF, ABPFAS and PLUMA officers to plan an annual networking event.

Primary DEI Goal: Equity and Inclusion

Other applicable domain: Diversity

IV. D. Service (as applicable)

CEW will continue to provide career and educational services for nontraditional students.

STUDENTS

Five-Year Strategic Objective 21

Students will continue to utilize our career and educational counseling and services to increase their likelihood of success at U-M.

Objective 21 Measures of Success:

- Ongoing and increasing demand for services
- Continued positive customer service/satisfaction ratings
- Continued positive outcome/impact data

Objective 21 FY18 Actions:

1. Continued provision of these services
2. Develop and distribute outcomes survey for students who have participated in counseling services
3. Review and revision of services based on outcomes survey and emerging needs of nontraditional students

Primary DEI Goal: Inclusion

Other applicable domain: Equity

FACULTY

Five-Year Strategic Objective 22:

Raise the visibility and recognition of women of color scholars

Objective 22 Measures of Success:

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- Number and characteristics of attendees at events
- Feedback from event attendees via brief evaluation survey
- Positive media coverage (internal and external) of WOCAP events and WOCAP faculty members
- Usage of WOCAP webpage and FB page
- Open rates of WOCAP newsletters
- Number and types of awards/recognitions given to WOCAP members

Objective 22 FY18 Actions:

1. Implement faculty awards (in addition to Shirley Verrett Award and the Rhetaugh G. Dumas Award) and events for those who support issues affecting women of color in various disciplines
2. Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured
3. Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner, see Objective 5 activities for detail)
4. Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.

Primary DEI Goal: Equity

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Five-Year Strategic Objective 23:

Create a new, mobile friendly CEW website that includes more information pertinent to WOC staff and how to obtain professional development support at U-M.

Objective 23 Measures of Success:

- Increased usability and accessibility of CEW website

Objective 23 FY18 Actions:

1. CEW, in collaboration with WCTF members, will review and revise content as it relates to U-M staff
2. CEW will redesign website for usability and accessibility across platforms and devices

Primary DEI Goal: Equity and Inclusion

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V. Goal-related Metrics – School, college or unit measures tracked over time

Diversity – retention and completion rates for nontraditional students will increase, increased diversity of staff and faculty at all levels

Equity – nontraditional students will encounter fewer barriers, and have the same opportunities for educational enrichment, and future career success as traditional students

Inclusion – climate survey results for nontraditional students, data collection practices inclusive of nontraditional student markers

WCTF and Women of Color Staff

A. Diversity:

1. Increase in the number of applications from WOC staff for U-M job postings
2. Increase the representation of WOC staff in managerial and supervisory positions by 2021

B. Equity:

1. Women of color staff will have improved access to information about professional development and leadership opportunities at the U-M.

C. Inclusion:

1. Increased recruitment and engagement of WOC staff on the WCTF who are from the Service/Maintenance job family⁸.
2. Increased recruitment and engagement of WOC staff on the WCTF who are from Michigan Medicine
3. Increased diversity of active members on the WCTF.

⁸ To reach Inclusion goals 1 and 2, WCTF members will be recruited broadly among all staff in service/maintenance job family and Michigan Medicine.

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VI. Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
Students (all levels)	CEW will be responsive to the needs of nontraditional students	Data model is established and tested using qualitative and quantitative measures to understand nontraditional student populations and their emerging needs.	Define nontraditional based on qualitative and quantitative data	CEW Director	Partnerships with DSL, EM, and Registrar's
	CEW will develop assessment model for understanding the impact of financial support in student success and sense of belonging		Work with Registrar, Enrollment Management, Division of Student Life, and other units on campus to define a model for monitoring student success metrics of nontraditional students	CEW Student Program Manager	UMAY items assessing sense of belonging; retention data from enrollment management
	CEW will contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition	Partnership is established with Registrar, Enrollment Management and Division of Student Life to coordinate annual data reporting of metrics related to nontraditional student	Data model will be tested with CEW student constituents, including CEW counseling participants, CEW Critical Difference Grant recipients, CEW scholarship recipients, CEW Scholar Community participants	CEW Director and Associate Director	Partnerships through the Council for Nontraditional Students (COUNTS)
	CEW will work with partners across UM to increase access to data about nontraditional students and their success at UM, including create a data model that be used across units		CEW will continue to lead the Council for Nontraditional Students (COUNTS) in order to facilitate collaborations and resource sharing among non-academic unit leads and	CEW Director and Associate Director	Partnerships through the Council for Nontraditional Students (COUNTS)

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
		<p>markers</p>	<p>faculty who support nontraditional students in and out of the classroom. Nontraditional students will be included in the Council</p> <p>CEW will work with university leadership to collect needed data on nontraditional students (e.g., caregiver status)</p> <p>CEW will identify challenges that nontraditional students face and work with university leadership to implement changes to improve student success (e.g. Adding classes at times that are accessible to nontraditional students)</p>		
	<p>To effectively target and reach nontraditional students with CEW's financial resources in the form of scholarships, fellowships, research grants, and critical difference grants.</p>	<p>Students who receive financial support from CEW embody one or more nontraditional markers</p>	<p>Align financial resources with the goal of supporting nontraditional students, including scholarships, Critical Difference grants, and the establishment of new fellowships.</p> <p>Develop assessment model for understanding the impact of financial support on student success and sense of</p>	<p>CEW Director and Associate Director</p>	<p>UMAY and EM data to identify nontraditional markers; retention data from enrollment management</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
			belonging		
Faculty	Promote career development of women of color faculty	<p>Number and characteristics of participants in career development activities</p> <p>Participant feedback via evaluation survey</p> <p>Write-In participants' accomplishments, e.g., articles, books, chapters, grant proposals submitted and published/funded (via end-of-semester survey)</p>	<p>Implement Write-Ins and Writing Retreats for WOCAP members.</p> <p>Implement leadership development initiatives for WOCAP members.</p> <p>Organize Community Conversations for WOCAP members on various topics of interest.</p> <p>Establish mentoring program for/among WOCAP members.</p> <p>Disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP members and other faculty who can benefit from the resources.</p>	WOCAP Coordinator and WOCAP Members	
	Build community among women of color faculty	<p>Number and characteristics of attendees at faculty focused events</p> <p>Faculty participant feedback (via brief survey)</p>	<p>Host community conversations on various topics of interest for WOCAP members</p> <p>Organize fall welcome dinner for WOCAP members to</p>	WOCAP Coordinator and WOCAP Members	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
		Data from faculty	<p>promote networking and informal connections</p> <p>Organize spring end-of-year celebration dinner to recognize WOCAP member's year-long accomplishments</p> <p>Host faculty promotion reception to recognize WOCAP scholars who were promoted and tenured</p> <p>Organize groups around specific interests and issues of relevance to WOCAP Members</p> <p>Use various social media to promote networking and connection among WOCAP members</p>		
Staff	Increase usage of CEW services by staff members, including programs, counseling and WCTF membership.	<p>Number and characteristics of attendees at staff focused events</p> <p>Increase the number of active and engaged WCTF members serving on planning teams</p>	<p>CEW will collaborate with UHR to develop and pilot an online mini course that includes information about career development resources and the emerging needs of nontraditional students.</p> <p>Establish a communication system to inform WCTF members of internal and</p>	<p>Staff Program Manager and WCTF Members</p> <p>CEW communications and marketing staff</p>	Partnership with UHR

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
		<p>Increase the average attendance at WCTF monthly meetings, trainings, conference and networking events</p> <p>Expand WCTF membership by 30% through outreach efforts across the University.</p>	<p>external career development opportunities</p> <p>New members will be recruited during general sessions at the WCTF conference and at staff outreach activities</p> <p>Update CEW website to include professional development opportunities, open to all, that address issues affecting women of color staff.</p>		
	<p>WCTF will support the professional development of underrepresented staff, in particular women of color, at U-M by providing career planning events and networking opportunities.</p>	<p>65% of regular WCTF members will create or update their individual career development plan</p> <p>Number and types of staff development events</p> <p>Success of events based on participant evaluations</p> <p>Number and characteristics of participants at staff development events</p>	<p>WCTF in partnership with the Career Development Passport Program will create a career development plan template and tracking system to follow progress of regular WCTF members who have an individual career development plan</p> <p>Annually, a calendar will be distributed to WCTF members including all networking and professional development events</p> <p>WCTF Facebook page will include upcoming career</p>	<p>Staff Program Manager and WCTF Members</p>	<p>Partnership with Career Development Passport Program</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
			<p>planning and networking events</p> <p>Events will be publicized at least two times before an event, ideally 1-week and 2-days before the event</p>		
	CEW will increase attendance and quality of its leadership trainings offered to staff by partnering with University Human Resources (UHR), Michigan Medicine Human Resources, WCTF and TIAA Financial Services.	<p>Number and characteristics of attendees</p> <p>Success of events based on participant evaluations</p> <p>Number of co-sponsored events with other organizations</p>	<p>Schedule a meeting with training leads from UHR and UMHS-HR to determine what types of program we could co-sponsor over the next year.</p> <p>Work with TIAA Financial Services to identify speakers for the 2018 WCTF Conference.</p> <p>Meet with senior leaders from WCTF; Association of Black Professional Faculty, Administrators and Staff (ABPFAS); and Professional Latinos at University of Michigan Alliance (PLUMA) to plan a joint leadership development offering for members.</p>	Staff Program Manager and CEW Director	Partnership with UHR, UMHS-HR, ABPFAS, and PLUMA
	Increase the diversity of WCTF membership by intersections/identity and job classification type.	Increase in the number of job classifications represented by WCTF members	Outreach to U-M staff groups such as PLUMA and ABPFAS.	Staff Program manager and WCTF members	Partnership with ABPFAS, and PLUMA

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
		Increase in demographics (e.g., ethnicity, SES, age) represented by WCTF members	Encourage WCTF members to recruit additional members to join the group Recruitment for new members at the Women of Color Task Force annual conference		

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VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
Students, Faculty, and Staff	To contribute to U-M's current understanding of the nontraditional student experience across campus and emerging needs over time.	<p>Number of units included in the conversation</p> <p>Definition of nontraditional defined and adopted at CEW</p> <p>Data model developed that can be replicated by units</p>	<p>Continue to disseminate the results of the nontraditional student data analysis to stakeholders across campus</p> <p>Continue to meet with key stakeholders across campus who are interested in supporting and advancing nontraditional student populations</p> <p>Develop a data model that incorporates qualitative and quantitative data that can be replicated by units</p>	CEW Director and Associate Director	Partnerships across campus with departments and units

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
Faculty	Support new models of scholarship that transform and enhance existing scholarly practices and contribute to a better society.	<p>Number and types/nature of collaborative projects of WOCAP members</p> <p>Number and characteristics of participants in collaborative projects</p> <p>WOCAP members project output (e.g., presentations, publications, recognition)</p> <p>CEW or WOCAP (depending on the preference of the WOCAP Steering Committee) representatives included on committees related to Promotion and Tenure to ensure consideration of joint appointments; research specific to diversity, equity, and inclusion (including students in this work); and new models of scholarship</p>	Facilitate interdisciplinary and transformative projects among WOCAP members, such as facilitating MCubed and other applications	WOCAP Coordinator	Placement on key committees related to promotion and tenure

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
Staff and Faculty	CEW to serve as a resource to units that are planning faculty and staff trainings and are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.	<p>Increase referrals from CEW to U-M departments and units looking for presenters with expertise on diversity (i.e. WOC, LGBTQIA, etc.) issues.</p> <p>List of presenters with expertise on diversity issues readily available on CEW website</p>	<p>CEW will create a list of presenters with expertise on diversity issues who conduct leadership and professional development trainings.</p> <p>Update the CEW webpage to include the presenter list</p> <p>Promote list to key stakeholders across campus who are seeking to address the issues and concerns around the career advancement of WOC staff and faculty</p>	Staff Program Manager and CEW Director	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group / Persons Accountable	Resources Needed
Staff	Support WOC staff in the service/maintenance job family whose goal is to advance their careers through educational attainment and/or professional development.	Increased participation by individuals in the service/maintenance job family in CEW programs and services that encourage enrolling in formal educational programs.	<p>CEW will disseminate information regarding career and professional development resources to individuals in the service/maintenance job families.</p> <p>CEW, in collaboration with WCTF, will conduct focus groups of those in the service/maintenance job family who have an interest in issues relating to WOC staff to ascertain ways to enhance career development support and identify barriers to upward mobility.</p>	Staff Program Manager and CEW Director	Partnerships with units and organizations including service/maintenance job family members

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VI. C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
Staff, Students & Faculty	Employ a diverse group of staff members with skills to serve its constituency	<p>Current level of diversity will be maintained or increased among CEW staff.</p> <p>Staff trainings will occur regularly regarding how to best serve CEW's constituency.</p>	<p>New hires in 2017-18 will be screened for core competencies in serving the needs of faculty, staff, and nontraditional students</p> <p>Current staff will receive ongoing, appropriate training to enhance understanding of and sensitivity to nontraditional student experiences.</p>	<p>CEW hiring team</p> <p>CEW Director and Associate Director</p>	
	Review and strengthen CEW's process for conflict resolution.	CEW staff know how to resolve conflict should it arise in the workplace	<p>Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed for compliance with U-M policies.</p> <p>Policy will be revised, as needed, in consultation with CEW staff and the General Counsel's office, to</p>	<p>CEW Director</p> <p>CEW staff members</p>	Office of General Counsel Review

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
			<p>align with U-M policies.</p> <p>The updated policy will be adopted and implemented by CEW staff.</p>		
Students	Improve and increase the sense of belonging and community for nontraditional students at U-M	<p>Increased membership in Michigan Organization for Nontraditional Students (MONTs), a student organization sponsored by CEW.</p> <p>Use rates of programs and services, including physical and virtual spaces, for nontraditional students</p> <p>Number and characteristics of participants in nontraditional student programs and services, including trainings for faculty and staff</p> <p>Students participating in our programs will report an increased sense of</p>	<p>Support MONTs officers in building sustainability of the organization.</p> <p>Create physical & virtual spaces for nontraditional students to connect</p> <p>Continue to develop programs relevant to and that meet the needs of nontraditional students</p> <p>Continue to educate faculty/staff on issues faced by nontraditional</p>	<p>CEW Student Program Manager</p> <p>CEW Associate Director</p> <p>CEW communications and program staff</p> <p>CEW counselors</p> <p>CEW Director</p>	Partnerships across campus

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
		<p>belonging on relevant program evaluations.</p>	<p>students, including collaboration with other units to provide training for working with this student constituency.</p> <p>Assure representation of nontraditional students (e.g., MONTS members) at orientation programs</p> <p>Development of nontraditional student advisory board.</p>		
Faculty	<p>Raise the visibility and recognition of women of color scholars</p>	<p>Number and characteristics of attendees at events</p> <p>Feedback from event attendees via brief evaluation survey</p> <p>Positive media coverage (internal and external) of WOCAP events and WOCAP faculty members</p> <p>Usage of WOCAP webpage and FB page</p>	<p>Implement faculty awards (in addition to Shirley Verrett and Rhetaugh Dumas Award) and events for those who support issues affecting women of color in various disciplines</p> <p>Host faculty promotion reception to recognize WOCAP faculty</p>	<p>WOCAP Coordinator</p> <p>WOCAP Members</p>	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
		<p>Open rates of WOCAP newsletters</p> <p>Number and types of awards/recognitions given to WOCAP members</p>	<p>members who are promoted and tenured</p> <p>Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner, see Objective 5 activities for detail)</p> <p>Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.</p>		
	<p>Increase presence of women of color faculty in leadership positions on campus</p>	<p>Increase (by count and percent) in WOCAP members assigned to leadership roles</p> <p>Increase in the response of senior leaders to WOCAP recommendations (e.g., WOCAP members appointed to committees)</p>	<p>Document the number of women of color faculty and WOCAP members who have advanced to leadership positions.</p> <p>Organize leadership development programs specifically for</p>	<p>WOCAP Coordinator</p> <p>WOCAP Members</p>	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
		<p>based on WOCAP SC's recommendations)</p> <p>Increase in the number and characteristics of WOC faculty participating in leadership initiatives</p>	<p>WOCAP members (in collaboration with NCID and other units) and a space for ongoing discussions about women of color faculty advancing into leadership roles.</p> <p>Strengthen linkages to senior leaders by identifying and suggesting names of WOCAP members who are potential aspiring leaders.</p> <p>Meet with senior leaders annually (President, Provost, Vice Provost and Deans) to be kept abreast of updates on current initiatives underway to improve campus climate, including by promoting participation of WOCAP members, and</p>		

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
	<p>Advocate for institutional change on behalf of faculty women of color</p>	<p>Extent and nature of relationships between WOCAP and other campus partners and collaborators</p> <p>Extent/nature of WOCAP participation in search process; communications with departments for invitations to participate in their searches by meeting with candidates; feedback from departments and candidates on WOCAP's value added.</p>	<p>to offer our assistance in these efforts.</p> <p>Identify potential collaborators in and out of University community, including strengthening partnerships with Faculty of Color Network, ADVANCE, IRWG and Academic Women's Caucus, to examine needs of women of color</p> <p>Participate as a campus resource in faculty hiring processes as appropriate</p> <p>(Re)examine data collected from faculty to understand status of women of color a) as compared to white women and men of all races/ethnicities and b) change over time.</p>	<p>WOCAP Coordinator</p> <p>WOCAP Members</p> <p>CEW Director</p>	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
			Meet with senior leadership (e.g., Dr. Sellers, Provost, President) to get updates about what they have done to improve campus climate, including as experienced by women of color faculty		
Staff	Support the efforts of UHR Diversity Recruiter to increase the number of WOC in U-M job applicant pools.	Increase awareness about open managerial and supervisory positions at U-M	Work with the UHR Diversity Recruiter to develop a sustainable process for announcing and posting job openings on the WCTF webpage and for inclusion in the WCTF newsletter Revise WCTF webpage to include a link to U-M job postings	Staff Program Manager	
Staff	Expand staff networking opportunities by partnering with ABPFAS, PLUMA, and other staff groups.	Increase its collaborative programming between WCTF with ABPFAS & PLUMA	Schedule a meeting with WCTF, ABPFAS and PLUMA officers to plan an annual networking event.	Staff Program Manager CEW Director	

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VI. D. Services

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
Students	Students will continue to utilize our career and educational counseling, and services, to increase their likelihood of success at U-M.	<p>Ongoing demand for services</p> <p>Continued positive customer service/satisfaction ratings</p> <p>Continued positive outcome/impact data</p>	<p>Continued provision of these services</p> <p>Develop and distribute outcomes survey for students who have participated in counseling services</p> <p>Review and revision of services based on outcomes survey and emerging needs of nontraditional students</p>	<p>CEW Associate Director</p> <p>CEW Counseling Team</p>	
Faculty	Raise the visibility and recognition of women of color scholars	<p>Number and characteristics of attendees at events</p> <p>Feedback from event attendees via brief evaluation survey</p> <p>Positive media coverage (internal and external) of WOCAP events and WOCAP faculty members</p> <p>Usage of WOCAP webpage and FB page</p>	<p>Implement faculty awards (in addition to Shirley Verrett Award) and events for those who support issues affecting women of color in various disciplines</p> <p>Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured</p>	<p>WOCAP coordinator</p> <p>WOCAP members</p> <p>CEW Director</p>	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
		<p>Open rates of WOCAP newsletters</p> <p>Number and types of awards/recognitions given to WOCAP members</p>	<p>Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner, see Objective 5 activities for detail)</p> <p>Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.</p>		

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
Staff	Create a mobile friendly CEW website that includes more information pertinent to WOC staff and how to obtain professional development at U-M	Increased usability and accessibility of CEW website	<p>CEW, in collaboration with WCTF members will review and revise content as it relates to U-M staff.</p> <p>CEW will redesign website for usability and accessibility across platforms and devices</p>	<p>Staff Program Manager</p> <p>CEW Communications staff</p>	

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VII. Plans for Supporting, Tracking and Updating the Strategic Plan

CEW is committed to the success of our Diversity, Equity & Inclusion plan, and optimistic about the continued value we can add the U-M community with regard to increasing diversity and creating a more inclusive and equitable environment for all. Kirsten Elling/Associate Director will be the key contact for the CEW plan stewardship in FY18, and will lead CEW's efforts to support, track and update our strategic plan.

Supporting:

- CEW leadership will keep staff updated on our current DEI strategic plan by protecting time at regular staff meetings to discuss objectives and progress towards those objectives, and continue to solicit input on metrics and the most efficient way to gather data.
- CEW will pilot a program evaluation plan across all programs and events that specifically measures core DEI objectives (e.g., sense of community).
- The continuation of the Council for Nontraditional Students (COUNTS) will provide essential support, wisdom, and accountability for efforts to support Nontraditional Students at U-M.

Tracking:

- CEW will have a mid-year check-in on progress towards goals, and report results back to all staff. Progress will be noted in our plan document after the mid-year check in.
- CEW will also maintain awareness of larger U-M objectives and progress, and make sure we continue to be aligned with overall diversity, equity and inclusion strategic planning.
- CEW, and other members of the Council for Nontraditional Students (COUNTS), will provide updates during regular meetings of the Council, and assist each other with data/tracking issues.

Updating:

- Given the iterative nature of this work, updates and changes will be noted after the mid-year check in. We view the plan as a live document that will be revised as we do the work and gather data.
- Onboarding of new staff will include in depth discussions of our DEI strategic plan.
- Updates will also be shared amongst the members of the Council for Nontraditional Students (COUNTS).

Staff (WCTF)

Supporting:

- CEW leadership will meet annually with WCTF executive team and general membership keep them updated on our current DEI strategic plan to discuss objectives and progress towards those objectives, and continue to solicit input on metrics and the most efficient way to gather data. Recommendations from these meetings will be reviewed and approved by the WCTF executive team and the CEW director, and will be added to the DEI strategic plan.

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- Special questions designed to capture staff and/or WCTF data and experiences will be added to the CEW program evaluation where appropriate.

Tracking:

- The WCTF coordinator will provide periodic updates to the CEW director and receive assistance on data and tracking issues from the CEW DEI Lead, Kirsten Elling as needed.
- WCTF DEI and other staff objectives will make sure to align with the overall CEW DEI strategic planning.

Updating:

- The WCTF Coordinator will meet with the CEW DEI Lead, Kirsten Elling annually to communicate any changes to the staff sections of the plan. WCTF executive team (officers) and the CEW director will meet on an annual basis to review the plan.
- WCTF Project Evaluation: CEW will implement and follow a comprehensive, multi-layered assessment and evaluation plan of the WCTF Project every three years. The key to the development of this assessment process is to collect meaningful and quality data that will best show the impact of this initiative. The evaluation will be conducted by an external entity (i.e. SSW, NCID, ADVANCE) and its focus will be to determine the extent to which the goals of the WCTF are being achieved. The overarching questions on program impact are:
 1. How does WCTF contribute to creating a cohort of women of color staff prepared to step into managerial or leadership positions?
 2. How does WCTF support women of color staff once they are in leadership positions?

Center for the Education of Women

Appendix A

Women of Color in the Academy Project (WOCAP)

About WOCAP

The Women of Color in the Academy Project (WOCAP) is a campus-wide faculty network at U-M, committed to highlighting the work of women of color scholars, promoting their development and advocating for institutional change on their behalf.

Vision Statement

Achieving a university where all women of color faculty experience success, leadership, visibility and representation at all levels of governance. The campus-wide WOCAP faculty steering committee would like to extend an invitation to all instructional track faculty who are, or identify with issues that affect women of color, and would like to work together to call attention to structural barriers and promote solutions to enhance the success of women in color in academia.

Center for the Education of Women

Appendix B

Women of Color Task Force (WCTF)

History: In 1979, Jennie Partee of the Affirmative Action Office and Beulah Sanders of the School of Education created the Minority Women’s Task Force, a staff organization that would provide career development opportunities for minority women employed at the university. With additional support from the University of Michigan Affirmative Action Office (HRAA), the Human Resource Development Office, the School of Education and the University of Michigan Hospital Office of Organizational Effectiveness (Medical Center), Ms. Partee and Ms. Sanders developed a series of workshops designed to build professional skills that would empower and support African American women in their career advancement efforts at the University of Michigan. The format consisted of small groups of women coming together to discuss employment concerns and career development opportunities within the University. Over the course of the next four years, the membership grew and focused on enhancing the workshop training modules. These efforts culminated in a day-long career development conference on February 25, 1983 that featured eleven professional development workshops and more than two hundred conference participants.

The Minority Women’s Task Force experienced a major shift in its recruitment focus in the mid-1980s as it actively targeted Latina, Asian and Native American women for membership. During the 1985 summer retreat, the members voted to change the name of the organization to the Women of Color Task Force (*WCTF*). The WCTF membership is comprised of staff from all three campuses, and is open to any staff member, regardless of race, ethnicity, or sex, who shares an interest in its mission. In 2002, the Women of Color Task Force became an administrative unit of the Center for the Education of Women (CEW).

The Women of Color Task Force was the recipient of two university service awards in May 2009. The group received an inaugural 2008 University of Michigan Distinguished Diversity Leaders Team Award and the 2009 VOICES of the Staff Champion Award. WCTF was recognized for its continuing commitment to provide career development opportunities for all university personnel and its support of the University’s efforts in recruiting and retaining a diverse and highly skilled workforce.

In 2017, the Women of Color Task Force Conference will celebrate its 35th anniversary.

WCTF Benefits: In addition to providing opportunities for training and professional development, the WCTF provides a community of support and kinship to those who are involved. Although this may be a benefit that is hard to measure or quantify, it is the type of support that can help those WOC staff who may face daily struggles in their respective units, to persist, knowing that this unique community understands and supports them.