

Diversity, Equity and Inclusion Strategic Plan

Five-Year Strategic Objectives, Measures and FY20 Actions

I. Diversity Equity and 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.

Goals: Diversity, Equity and Inclusion:

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 benefited 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.

II. Implementation Highlights and Planning Process Used

CEW+ Implementation Leads

Kirsten A. Elling, Ph.D. (CEW+ Associate Director)
Janice S. Reuben (Staff Program Manager and WCTF Coordinator)

Summary of Implementation Through Year Three

CEW+'s work over the past 55 years has aligned closely with U-M's current DEI focus, including signature programs like the Women of Color in the Academy Project and Women of Color Task Force. Having roots in social justice work has allowed us to leverage existing work and partnerships to make significant progress on our DEI plan each year. Before DEI Year One, 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. The momentum we have built will help us actualize our vision of being a key resource (financial, data, and expertise) for units supporting and engaging in particular nontraditional students and women of color.

In Year Two CEW+ continued to be strategic with respect to our engagement and assessment activities, with many events designed to engage our core constituencies. For example, programs for nontraditional students designed to engage and build community were offered throughout the year and included Study Days, workshops, and a Women's Basketball event for student parents and their families (in partnership with Athletics). WOCAP hosted programs designed to build community, support career development, and highlight the work of faculty interested in issues affecting women of color, including fall and spring faculty dinners, write-ins throughout the year, the annual Shirley Verrett Award program, and summer writing retreats. WCTF continued its commitment to staff career development and building community, delivering another sold out career conference in March 2018, as well as numerous networking and professional development programs throughout the year.

In June 2018, CEW+ launched our updated website. This was the culmination of a robust rebranding process that included members of all constituencies to ensure our materials and website clearly communicate our mission, vision, and commitment to inclusion. In Year 2 we established a student advisory board to provide insight into the nontraditional student perspective; their suggestions were incorporated into the rebrand and development of the [website](#). The student advisory board has proved to be invaluable in generating new ideas and improving our programs and services for students, and will continue in Year 4.

With respect to our own staff and internal climate, we used the overall U-M climate survey as an opportunity to further engage the staff on climate issues in Year Two. Because we are a small unit, our data from the larger survey was not very nuanced, leaving lingering questions about how our office climate is experienced by staff across identity groups such as age, race, and body size. Our DEI leads collaborated with our Director to create an anonymous follow-up survey designed to gather additional information about climate issues and micro-aggressions experienced in the office. The themes from this survey were shared across the office with the goal of increasing awareness of how our actions impact others.

Our momentum has continued through Year Three, catalyzing creative and strategic partnerships across campus. A prime example is our partnership with Organizational Learning (OL) around the COUNTS Toolkit (an online module for staff) to empower student-facing staff with information and tools to enhance how they serve nontraditional students. We are also discussing a potential partnership with CRLT, to explore whether the COUNTS Toolkit or a similar model might be useful for faculty. In spearheading the design of the module, CEW+ engaged members of the Council for Nontraditional Students (COUNTS), leveraging the vast expertise of this group in prioritizing and creating content for the toolkit. This project also included student interns and employees from the School of Social Work, Public Policy, DAAS, Public Health, and LSA who made valuable contributions to the project. These partnerships have resulted in a compelling initiative that is being finalized for a Fall 2019 rollout across campus. The Toolkit will reach beyond U-M, as it will be presented at a national conference in Fall 2019.

Another key partnership in Year Three was the formation of “The Coalition,” which is an alliance of several campus groups who are actively addressing the unique challenges of faculty and staff from marginalized communities. The Coalition was convened to promote our shared goal of increasing equity and promotion of staff and faculty through activism, professional development, and awareness building.

Our collaborative efforts to utilize University-wide data to enhance understanding of nontraditional students continued in Year Three. In partnership with Enrollment Management and the Office of Budget and Planning, the CEW+ Data team developed a model to define identities that are less traditional at U-M, and explored trends in student success based on those identities. Institutional findings were shared with U-M colleagues through presentations at COUNTS, Higher Education Applied Research (HEAR), MI-Association for Institutional Research, U-M’s Student Life Symposium, SACUA’s Committee for an Inclusive University, and individual departments. Discussions about institutional-level findings have led to partnerships with other units to apply this model at the unit level. Response to this work has been positive with staff and faculty being very open to learning more about their students and eager to support student success and the inclusion of nontraditional students.

Our Advocacy Symposium in October 2018 **showcased the successful launch of CEW+ Inspire, an initiative which focuses on building coping and resilience skills while simultaneously honoring the value of diverse perspectives, scholarship, and advocacy that enhance the culture and climate at U-M.** This initiative included four workshops throughout the year, serving the U-M community and highlighting the impactful work of U-M faculty who apply their research to practice.

DEI Implementation Lead meetings, COUNTS meetings, WCTF meetings, and WOCAP events continue to provide a valuable space to network, collaborate, and monitor emerging needs. 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 our collective DEI goals and desire to support diverse constituencies at U-M.

Planning Process Summary for Students

- *process used to collect data:* CEW+ Nontraditional Focus Group Student Study, CEW+ Counseling and Scholarship data (systematic/ongoing), partnership with UMAC survey, customer satisfaction surveys from counseling participants (systematic/ongoing), **COUNTS Toolkit pilot feedback survey**
- *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 2018 (systemic/ongoing), focus groups with staff serving nontraditional students, interviews with 12 nontraditional students who shared their experiences on campus
- *process used to analyze data:* qualitative/thematic analysis of focus group transcripts, frequency tables of nontraditional markers, over time enrollment patterns, comparisons of GPA for nontraditional students with larger U-M population at five different terms (including graduation)
- *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; **staff focus groups informed development of the COUNTS Toolkit; student interviews for COUNTS Toolkit yielded ideas and gave voice to the nontraditional student experience**
- *summary of engagement activities:* ongoing conversations with CEW+ Student Advisory Board, developing programs targeted at meeting nontraditional student needs (CEW+ counselors and program managers, MSW interns), supporting community building for our constituent groups, and sharing findings with relevant partners across campus (e.g., DEI planning leads, First Gen group, COUNTS, HEAR, Student Life)

Planning Process Summary for WOCAP

The initial DEI planning meeting included the WOCAP Steering Committee, Project Coordinator and CEW+ Director, and was conducted during two half-day retreats with revisions conducted over email. The third year review and fourth year planning includes the Steering Committee members and the new Project Coordinator as outlined below:

Gloryvee Fonseca-Bolorin, WOCAP Project Coordinator
Maria Castro, Professor, R C Schneider Collegiate Professor, Professor of Neurosurgery and Professor of Cell and Developmental Biology
Patricia Coleman-Burns, Assistant Professor Emerita of Nursing
Youngju Ryu, Associate Professor of Modern Korean Literature
Denise Sekaquaptewa, Associate Chair of Psychology and Professor of Psychology and Women’s Studies
Hitomi Tonomura, Professor of History and Women’s Studies

Planning Process Summary for Staff

Year 4 planning for the Women of Color Task Force project was conducted by the entire WCTF general membership as well as the following executive team members:

WCTF Planning Leads:

Rachel Dawson, Michigan Medicine Precision Health
Shante Galloway, School of Dentistry
Mary Jo Gray, School of Dentistry
Janice Reuben, CEW+ (WCTF Project Coordinator)

Doreen Tinajero, LSA Center for Social Solutions
Katherine Weathers, LSA Dean's Office Advancement
Grace Wu, Taubman Institute

- *process used to collect data:* WCTF general membership meetings, 2018 & 2019 WCTF Conference evaluation surveys, VOICES of the Staff Fostering Learning, Coaching & Mentoring Team discussions, and UHR Leadership Learning Coalition
- *sources of data:* 2018 & 2019 WCTF Conference evaluation surveys, F2018-W2019 CEW+ & WCTF workshop evaluations, WCTF Annual Membership Survey 2018-19 and 2017 DEI Staff Climate Report
- *process used to analyze data:* qualitative/thematic analysis of survey responses
- *action idea generation activities:* Qualtrics and Google surveys were designed to capture the impact of training sessions, as well as information about how to make workplace climate for staff more inclusive and equitable.
- *summary of engagement activities:* creating opportunities for staff to expand their professional networks; supporting staff efforts to identify career goals and create an individual development plan (IDP); offering free or affordable, high quality career and leadership development programs targeted at addressing any skill gaps; and conducting research on the experiences of WOC staff at large institutions similar to and including U-M.

III. Data and Analysis: Key Findings

Key Findings from Year Three

CEW+ built on our Year Two momentum by continuing to collaborate, evaluate, and offer responsive services. As mentioned previously, our collaborations with strategic campus partners have enabled us to make progress on important data gathering and analysis efforts. When developing new programs or resources, we are careful to gather feedback and engage in pilot testing. **For example, we began development of the COUNTS Toolkit (an online module targeting all student-facing staff) by leading focus group discussions among campus partners to understand common challenges faced by nontraditional students across identity groups (i.e. veterans, first generation, from a single parent household, etc.) to inform and prioritize content. We then utilized the themes from these focus groups to develop an interview protocol and interviewed 12 nontraditional students about their experiences on campus. Once our content was ready, we conducted pilot testing with 55 staff, faculty, and students from across campus who reviewed the COUNTS Toolkit and provided feedback.** There were a number of key takeaways from the feedback, which have been useful in finalizing the toolkit and planning for the rollout. We were heartened by the feedback from staff that they are eager to learn about the needs of students and that they were able to connect their experiences with the content, especially when hearing student perspectives through videos. Nontraditional students who participated in this project as interviewees or reviewers expressed feeling heard and appreciated the opportunity to share their perspective.

Since FY18 we have embedded key DEI objectives into our evaluation of all programs. Using a backward design approach to programming ensured our goals are considered as programs are developed, leading to more focused programming. For example, ‘building community’ is a theme across constituencies (including NT students, women of color faculty, and women of color staff) and so we develop programs with this goal in mind and ask participants to rate their level of agreement with the statement, “Attending this event increased my sense of belonging at U-M.” For a fall program that specifically targeted this objective for faculty (Fall Welcome Dinner), 92.8% of respondents agreed or strongly agreed that attending the event increased their sense of belonging at U-M. Across all programs directly or indirectly targeting community building objectives, 79.2% of respondents agreed or strongly agreed that the program increased their sense of belonging. **With our new CEW+ Inspire initiative, we intentionally assessed core aspects of the program such as mindfulness and self-care, and found that 85% of respondents were likely or very likely to use the self-care strategies from workshops and found the mindfulness activity to be useful. 92% of respondents somewhat agreed, agreed, or strongly agreed that the mindfulness component helped them relax.**

Programming of note:

- **Launch of CEW+ Inspire, which included an award program with a keynote and lightning talks by CEW+ Inspire awardees, and four follow up programs throughout the year that were led by the faculty Inspire Awardees**
- **37th annual WCTF Career Development Conference (Amplifying Voices: Moving from Diversity to Inclusion) was attended by 649 staff, faculty, students and community members. A highlight of the 2019 WCTF conference was the keynote panel on strategies for creating inclusive workplaces. The keynote panel was moderated by Taryn Petryk, DEI Director for the Ross School of Business, and featured Associate Vice President for Human Resources Laurita Thomas, Assistant Vice Provost for Academic Affairs Dilip Das, and special guest Cynthia Bowman, Global Chief Diversity Officer for Bank of America.**
- **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.**
- **This year, WCTF convened the Coalition, which is an alliance of several campus groups who are actively addressing the unique challenges of faculty and staff from marginalized communities. The Coalition was formed to promote our shared goals of increasing equity and promotion of staff and faculty through activism, professional development, awareness building, sharing information, leveraging resources, and collaborating on joint events. There are plans underway to expand these collaborative efforts to the U-M Dearborn and U-M Flint campuses.**
- **The Coalition hosted a networking event for staff and faculty during DEI Summit Week at the Hatcher Library Gallery. Each organization made a brief presentation and Dr. Patricia Coleman-Burns (WOCAP Steering Committee Member & WCTF Member) gave a historical recap of DEI activism by staff, students and faculty on campus.**

- WCTF partnered with several campus groups (LCAP – LSA Core Administrative Professionals, NCAP – North Campus Administrative Professionals and WiL- LSA Women in Leadership Initiative) to offer leadership development trainings during the year.
- WOCAP hosted annual Fall and Spring dinners to connect new and returning faculty (tenure-track and non-tenure-track), postdocs and research fellows to celebrate their professional and personal accomplishments. **In preparation for WOCAP’s upcoming 25th anniversary, a special faculty administrator panel was included in the Spring dinner to spotlight members who are in leadership positions and provide an opportunity for junior and senior faculty to interact and share experiences and tips. While this was a different format from previous dinners, the panel was successful in reengaging our tenured/senior faculty and key allies and advocates.**
- On-going writing support activities were provided for WOCAP members throughout the academic year, including weekly writing groups (Write-Ins) and an overnight summer writing retreat. In addition, WOCAP continued their collaboration with ADVANCE to provide multiple Write-Ins for the entire summer for all faculty at UM. Overall, participant evaluations suggest that most participants reported a positive impact on their academic writing productivity.
- Events were held for students including nontraditional students throughout the year, including end of semester Study Days at CEW+, **a community celebration to honor 2019 CEW+ graduates**, and numerous events for specific groups of NT students (e.g., U-M basketball event for student parents and their families).

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 group participants, were being:

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

¹ Nontraditional markers for the Ann Arbor campus were identified based on a review of LARC enrollment data on student demographics for the past 7 years as well as self-reported comments in CEW+ focus group conducted in 2017.

While both men and women identified markers that made them feel nontraditional on campus, women remain overrepresented in the majority of these categories². 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.

Building on this foundational work, CEW+ has continued to work with Enrollment Management and the Office of Budget and Planning to define “nontraditional” on the Ann Arbor campus, knowing it would likely differ from the national definition of nontraditional. Through this analysis we identified populations of students enrolling that represent less than 20% of the incoming student body. 7-years of first term enrollment data from Fall 2011 to Fall 2018 was analyzed, representing 60,494 total incoming students. The following groups emerged as nontraditional populations on the Ann Arbor campus:

- Veterans
- Part-time students
- Students from single parent households
- URM
- First Generation
- Athletes
- Students from lower SES households (<75k)
- Students aged 20 and above as freshmen
- Transfer students
- International students
- Non-Fall admits

During Year Three, CEW+ developed a model to assess patterns in student success (e.g., cumulative GPA at different terms) to help inform programs and services across campus. Group GPA at specific terms (1, 2, 4, 6, graduation) are visualized where there is a significant difference when comparing identity group GPA to the larger student population (ex: GPA of

² 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.

first gen students in comparison to all non-first gen students). For this project we refer to different identity groups (e.g., first gen, low income) as nontraditional “markers,” and have been looking at students with single markers (one NT identity) as well as exploring intersectionality of markers by analyzing data for students with dual, triple, and quadruple markers (multiple NT identities). We have done these analyses U-M wide and are now beginning to confidentially partner with academic units so they can use analyses to assess how their curriculum or milestones may be enhanced to better support students.

Summary of Data for the Women of Color Task Force

Key Findings / Themes

- Per the 2018 Human Capital Report Data, four key executive areas (Office of the President, Business & Finance, DPSS and Information Technology) have disproportionately low numbers of women in comparison to the rest of campus. Three key executive areas (Communications, Development, and General Counsel) have disproportionately low numbers of URM in comparison to the rest of campus.
- Based on responses from the WCTF membership surveys, WOC staff members may feel isolated and invisible at U-M.
- According to the 2018 and 2019 WCTF Conference evaluations, the WOC staff sometimes do not get support from their units for professional development activities, even if the program is a U-M sponsored event.
- Based on the 2017 U-M Staff Climate survey and in partnership with ODEI, programming and services offered by CEW+ will be enhanced based on the reported perceptions of culture and climate by women of color staff and faculty.

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.
- **UHR should conduct a campus-wide salary equity review, especially with regard to the intersection of gender and ethnicity, and UHR should partner with CEW+, ADVANCE, and other organizations to assess the results of the review.**
- 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 face regarding career advancement into supervisory and managerial roles at the U-M, including trends in how women of color are perceived during performance evaluations.

IV. Strategic Objectives, Measures of Success and Action Plans³

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. During our Year Three review and Year Four planning process we identified a number of objectives and action items that are complete, ongoing each year, and fully integrated into our mission and operations. We have noted these “core to the work” updates in the constituent summary paragraphs below. Additionally, an internal CEW+ objective to employ a diverse group of staff members who are trained and equipped with the tools and knowledge to serve its diverse constituency of students, faculty, and staff is considered fully incorporated and part of our core operational processes. Because our entire mission focuses on diversity, the objectives highlighted in this section are focused on new initiatives, or changes to existing programs that are of particular relevance to U-M’s current diversity initiative. We have summarized the highlights for each constituent group below – note that this does not reflect the entirety of our programs and services.

A number of student focused objectives are now incorporated as core to the work, including leading COUNTS, engaging our Nontraditional Student Advisory Board and working to build community. CEW+ will also leverage our newly renovated physical space to serve as a home for nontraditional students when they are on campus. **A new objective for this year is to create wraparound services using an academic coaching model that will enhance how we support emergency funding, scholarship and fellowship recipients. The action item for Year Four will involve benchmarking and piloting programming in Winter 2020.**

CEW+’s partnership with Enrollment Management and the Office of Budget and Planning will continue, with plans to collaborate further on data analysis and collection that aims to better illuminate the NT experience at Michigan and monitor the success of NT students. These efforts will be critical in advancing our understanding of the numbers of nontraditional students, implications of intersecting identities, services needed, and where they are enrolled. Ultimately, this institutional research will continue to 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 U-M).

With respect to faculty, WOCAP’s strategic focus continues to be on supporting tenure-track, non-tenure-track faculty, postdoctoral fellows, and research fellows at U-M whose scholarship and advocacy addresses the challenges faced uniquely by women of color in the academy.

For FY20 we will continue to share our knowledge and resources regarding the needs of nontraditional students, most notably through the **Fall 2019 rollout of the COUNTS Toolkit, an online module that was developed in partnership with Organizational Learning and COUNTS members, for staff regarding how to best serve NT students. Another focus for staff will be engaging WCTF members in mentoring and sponsorship initiatives, which will include matching staff with mentors or sponsors, as well as offering mentoring opportunities for undergraduates to support their career trajectories.** Additionally, WCTF

³ All strategic objectives and related actions will be pursued in accordance with the law and University policy.

will continue to monitor the representation of women of color and other under-represented staff in the U-M managerial and supervisory ranks. **New programming will include workshop topics on gender and identity in the workplace and university organizational structures (e.g. overview of U-M and Michigan Medicine, how positions are funded, and general fund classifications) as well as monthly writing groups for staff with presentations on effective report and grant writing, and drafting graduate school and scholarship application statements. These new programs will be open to all staff.**

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.

IV. A. Recruitment, Retention and Development

STUDENTS (BOTH UNDERGRADUATE AND GRADUATE)

Five-Year Strategic Objective 1:

CEW+ will:

- **develop a model to understand CEW+'s financial impact by unit with a focus on support to students, staff, and faculty. The goal is for this model to lead to more nuanced models of reporting CEW+'s impact to units and departments.**
- contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition.

Objective 1 Measures of Success:

- **A sustainable model for tracking and reporting CEW+ financial support to students, staff and faculty across units and departments is established and leads to unit specific reports.**

Objective 1 FY20 Actions:

1. **The financial impact model will be tested with the following funding programs:**
 - a. **emergency funds**
 - b. **scholarships**
 - c. **fellowships**
 - d. **WOCAP professional development funds**
 - e. **WCTF professional development funds**
 - f. **Riecker Grants**
 - g. **Frances and Sydney Lewis sponsorships**
2. **CEW+ will identify challenges that nontraditional students face and work with university leadership to implement changes to improve student success.**

Primary DE&I Goal: Diversity
Other applicable domain: Equity

FACULTY

Five-Year Strategic Objective 2: Promote career development for WOCAP members

Objective 2 Measures of Success:

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

Objective 2 FY20 Actions:

1. Continue to implement Write-Ins and Writing Retreats for WOCAP members.⁴
2. Continue to implement leadership development initiatives for WOCAP members.
3. Continue to organize Community Conversations for WOCAP members on various topics of interest.
4. Continue to disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP members.

Primary DE&I Goal: Equity
Other applicable domains: Diversity and Inclusion

Five-Year Strategic Objective 3: Build community among WOCAP members

Objective 3 Measures of Success:

- Number and characteristics of attendees at faculty focused events
- Participant feedback from evaluation survey

Objective 3 FY20 Actions:

1. **Reintroduce Community Conversations as a component of the 25th anniversary of WOCAP.**
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 members' year-long accomplishments.
4. **Plan activities to organize groups around specific interests and issues of relevance to WOCAP Members as a component of 25th anniversary of WOCAP.**

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.

- 5. Use various social/electronic media to promote networking and connection among WOCAP members.**

Primary DE&I Goals: Diversity and Inclusion

STAFF

Five-Year Strategic Objective 4:

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

Objective 4 Measures of Success:

- Number and demographics 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, annual career conference and networking events
- Expand WCTF⁶ membership by 25% through outreach and recruitment efforts across the University.

Objective 4 FY20 Actions:

1. CEW+ will continue to collaborate with UHR to develop and pilot an online mini course that includes information about the emerging needs of nontraditional students.
2. **Update CEW+ website as needed to include information about the Coalition and related events.**

Five-Year Strategic Objective 5

WCTF will support the professional development of WCTF members by providing career development events and networking opportunities.

Objective 5 Measures of Success:

- 50% 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 demographics of participants at staff development events

Objective 5 FY20 Actions:

1. **WCTF Facebook and Twitter pages will include upcoming career planning and networking events.**
2. **WCTF, in consultation with Organizational Learning, will create opportunities for WCTF members and other staff to work on their individual**

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

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.

development plans by piloting writing sessions during the year as part of the regular meeting schedule.

Five Year Strategic Objective 6

CEW+ and WCTF will increase attendance and quality of its leadership trainings offered to staff by partnering with University Human Resources (UHR), Michigan Medicine Human Resources, and CEW+'s corporate engagement partners.

Objective 6 Measures of Success:

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

Objective 6 FY20 Actions:

- 1. Schedule a meeting with training leads from UHR and Michigan Medicine HR to determine what types of programs that we could co-sponsor over the next year.**
- 2. Work with corporate partners to identify speakers for the 2020 WCTF Conference and other leadership training programs.**

Five-Year Strategic Objective 7

Increase the diversity of WCTF membership by intersections of identity and job classification type with a special focus on staff in Plant Operations and Maintenance. All staff are welcome to become members.

Objective 7 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 7 FY20 Actions:

- 1. Incorporate technology (BlueJeans Video-conferencing) to increase participation in the WCTF membership meetings.**
- 2. CEW+ will continue to disseminate information regarding career and professional development resources to individuals in the service/maintenance job families.**
- 3. 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. ⁷**

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an equitable and inclusive community

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

IV. B. Education and Scholarship

STUDENTS, FACULTY AND STAFF

Five-Year Strategic Objective 8:

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

Objective 8 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 8 FY20 Actions:

1. Develop a data model that incorporates qualitative and quantitative data that can be replicated by units.
2. **Roll out COUNTS Toolkit to U-M Community.**

Primary DE&I Goal: Inclusion

Five-Year Strategic Objective 9

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

Objective 9 Measure of Success:

1. All CEW+ staff will complete mandatory training by July 31, 2019.
2. New hires will complete mandatory training within their first month at CEW+.

Objective 9 FY20 Actions:

1. **Support unit-level participation in mandatory sexual harassment and misconduct prevention training.**

STAFF AND FACULTY**Five-Year Strategic Objective 10**

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

Objective 10 Measure of Success:

- Increase in referrals from CEW+ to U-M departments and units looking for presenters with expertise on the unique challenges faced by WOC and nontraditional student issues.
- List of presenters with expertise on diversity issues readily available on CEW+ website

Objective 10 FY20 Actions:

1. **CEW+ Program Management Team will expand its workshop presentations that are designed to support and enhance inclusive work environments for staff.**
2. CEW+ will maintain a list of presenters with expertise on diversity issues who conduct leadership and professional development trainings.
3. CEW+, WOCAP and WCTF will 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.
4. WOCAP and WCTF will collaborate to offer joint professional development sessions for staff and faculty including writing groups and leadership trainings (U-M Organizational Structure, Negotiation, and Managing Departmental Budgets).

IV. C. Promoting an Equitable and Inclusive Community**STUDENTS, FACULTY AND STAFF****Five-Year Strategic Objective 11**

CEW+ will diversify the CEW+ donor base.

Objective 11 Measures of Success:

- Corporate engagement committee meets and develops action items.
- CEW+ donor base has an increase in diversity with respect to age, race, gender and professional field.

Objective 11 FY20 Actions:

- Corporate engagement committee meets annually to recruit mid-career executives with diverse life experiences to provide counsel to CEW+ regarding outreach to local corporations.

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 12

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

Objective 12 Measures of Success:

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

Objective 12 FY19 Actions:

- 1. Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed annually 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. Staff will have access to training/professional development opportunities to deepen their conflict resolution skills.**
- 4. Include mindfulness practice in CEW+ meetings and incorporate inclusive meetings strategies.**

Primary DE&I Goal: Inclusion

Other applicable domain: Equity

STUDENTS

Five-Year Strategic Objective 13

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

Objective 13 Measures of Success:

- **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 report an increased sense of belonging on relevant program evaluations**

Objective 13 FY20 Actions:

- 1. Continue to educate faculty and staff on issues faced by nontraditional students, including collaboration with other units to provide training for working with this student constituency.**

Primary DE&I Goal: Inclusion

FACULTY

Five-Year Strategic Objective 14:

Raise the visibility and recognition of WOCAP members

Objective 14 Measures of Success:

- **Positive media coverage (internal and external) of WOCAP events and work of WOCAP members**
- **Reposts on FB or Twitter highlighting WOCAP members' scholarship or advocacy**
- **Number and types of awards/recognitions given to WOCAP members**

Objective 14 FY20 Actions:

1. Continue managing faculty awards (e.g. Shirley Verrett and Rhetaugh Dumas Awards) that honor those who are working to increase diversity across disciplines.
2. Continue to organize events to celebrate the accomplishments of WOCAP members.
3. **Highlight accomplishments of WOCAP members through various media and communication channels, including social media and the CEW+ website.**

Primary DE&I Goal: Equity

Five-Year Strategic Objective 15:

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

Objective 15 Measures of Success:

- **Reconnect and strengthen relationships between WOCAP and other campus partners and collaborators in order to provide leadership training opportunities for WOCAP members**
- **Provide opportunities for junior and mid-career faculty to connect and engage with senior faculty holding leadership positions at U-M**

Objective 15 FY20 Actions:

1. **Co-organize leadership development trainings and workshops (in collaboration with key allies).**
2. **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 and to offer the assistance of WOCAP members in these efforts.**

Primary DE&I Goal: Diversity

Other applicable domain: Inclusion

Five-Year Strategic Objective 16:

Advocate for institutional change on behalf of WOCAP members

Objective 16 Measures of Success:

- **Reconnect and strengthen relationships between WOCAP and other campus partners and collaborators**

Objective 16 FY20 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.**
- 2. Utilize ODEI data to examine perceptions of campus climate by race and gender including changes over time.**
- 3. Meet with senior leadership (e.g., Vice Provost for Equity, Inclusion and Chief Diversity Officer; Provost; President) to discuss improvements made to campus climate based on perceptions of climate reported in ODEI Climate survey, with specific focus on race and gender.**

STAFF**Five-Year Strategic Objective 17**

Expand staff networking opportunities through the administration of the Coalition and its programming.

Objective 17 Measures of Success:

- **Increased collaborative programming between the member organizations of the Coalition as well as other staff affinity groups.**
- **Recruit additional organizations to be part of the Coalition.**

Objective 17 FY20 Actions:

- 1. Organize quarterly Coalition meetings.**
- 2. Plan an annual fall networking event in collaboration with the Coalition members as part of the U-M’s DEI Summit events.**
- 3. Plan an annual summer networking in collaboration with the Coalition members**

Primary DE&I Goals: 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 18**

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

Objective 18 Measures of Success:

- **Ongoing and increasing demand for services**

- Continued positive customer service/satisfaction ratings
- Continued positive outcome/impact data

Objective 18 FY20 Actions:

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

Primary DE&I Goal: Inclusion

Other applicable domain: Equity

Strategic Objective 19

Create wraparound services using an academic coaching model that will enhance how we support emergency funding, scholarship, and fellowship recipients.

Objective 19 Measures of Success:

- **Best practices are identified at U-M (across all campuses) and at comparable institutions.**
- **Best practices that align best with CEW+ services and student needs are identified and a subset of those practices are piloted in Winter 2020.**

Objective 19 FY20 Actions:

1. **Hire a consultant to benchmark and report on best practices for academic coaching to meet the needs of nontraditional students.**
2. **Identify best practices that align most closely with CEW+ services and constituent need.**
3. **Pilot a subset of best practices in Winter 2020.**

Primary DE&I Goal: Equity

Strategic Objective 20

Encourage self-care and wellness among CEW+ staff to promote job satisfaction, office engagement and sustainability.

Objective 20 Measures of Success:

- **Staff are more engaged in wellness activities available to them.**
- **Supervisors receiving feedback from employees about increased job satisfaction or engagement.**

Objective 20 FY20 Actions:

1. **Include mindfulness practice in CEW+ meetings and programming.**
2. **Offer flexible work hours or opportunities to work from home.**
3. **Encourage supervisors to discuss health and wellness resources on campus with the team members.**
4. **Host MHealthy classes and other wellness activities at the center.**

5. **Setting a FY20 goal of not adding new work but instead refining and enhancing our existing projects.**

Primary DE&I Goal: Inclusion

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

In line with U-M Unit DEI Metrics Tracking, CEW+ will track the following with respect to demographic composition of staff:

- Headcount
- Race/Ethnicity
- Sex
- Age (Generation cohort)

Starting in FY20, CEW+ will institute a biennial climate study in partnership with ADVANCE and/or an external consultant.

WCTF and Women of Color Staff

A. Diversity:

1. Support the increase in the number of applications from WOC staff members for U-M job postings by hosting at least one resume and cover letter workshop for all staff during the fall and winter semesters.
2. Support the leadership development of staff with a special focus on the challenges faced by WOC staff to advance into leadership positions.

B. Equity:

1. Women of color staff will have improved access to information about professional development and leadership opportunities at the U-M via email and WCTF's social media outlets.

C. Inclusion:

1. Increased recruitment and engagement of staff from the Service/Maintenance job family and Michigan Medicine to become WCTF members⁸.
2. Increased diversity by job classification and unit of active members on the WCTF.

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/Person Accountable	Resources Needed
1.Students (all levels)		A sustainable model for tracking and reporting CEW+ financial support to students, staff and faculty across units and departments is established and leads to unit specific reports.	The financial impact model will be tested with the following funding programs: a. emergency funds b. scholarships c. fellowships d. WOCAP professional development funds e. WCTF professional development funds f. Riecker grants g. Frances and Sydney Lewis sponsorships	CEW+ Director	Partnerships with DSL, EM, and Registrar’s Office.
	CEW+ will develop a model to understand CEW+’s financial impact by unit with a focus on support to students, staff, and faculty. The goal is for this model to lead to more nuanced models of reporting CEW+ impact to units and departments.			CEW+ Student Program Manager CEW+ Business Manager	UMAY items assessing sense of belonging; retention data from enrollment management.
	CEW+ will contribute to the retention and graduation		CEW+ will identify challenges that nontraditional	CEW+ Director, Associate Director, and	Partnerships through the Council for

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

	rates of nontraditional students by working with key partners to remove barriers that lead to attrition.		students face and work with university leadership to implement changes to improve student success	Student Program Manager	Non-traditional Students (COUNTS)
Faculty	2. Promote career development of WOCAP members.	<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>Continue to implement Write-Ins and Writing Retreats for WOCAP members.</p> <p>Continue to implement leadership development initiatives for WOCAP members.</p> <p>Continue to organize Community Conversations for WOCAP members on various topics of interest.</p> <p>Continue to disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP members.</p>	<p>WOCAP Coordinator and WOCAP Members</p> <p>CEW+ Director</p>	<p>Increased financial resources to address faculty requests for additional leadership training and support.</p> <p>Staff or graduate student time for administrative support</p>

	<p>3. Build community among WOCAP members.</p>	<p>Number and characteristics of attendees at faculty focused events</p> <p>Participant feedback from evaluation survey</p>	<p>Reintroduce community conversations as a component of the 25th anniversary of WOCAP</p> <p>Organize fall welcome dinner for WOCAP members to promote networking and informal connections</p> <p>Organize spring end-of-year celebration dinner to recognize WOCAP members' year-long accomplishments</p> <p>Plan activities to organize groups around specific interests and issues of relevance to WOCAP Members as a component of the 25th anniversary of WOCAP</p> <p>Use various social media</p>	<p>WOCAP Coordinator and WOCAP Members</p> <p>CEW+ Director</p>	<p>Staff or graduate student time for administrative support</p>
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			to promote networking and connection among WOCAP members		
Staff	4. Increase usage of CEW+ services by staff members, including programs, counseling and WCTF membership.	<p>Number and demographics of attendees at staff-focused events</p> <p>Increase the number of active and engaged WCTF members serving on planning teams</p> <p>Increase the average attendance at WCTF monthly meetings, trainings, conference and networking events</p> <p>Expand WCTF membership by 25% through outreach efforts across the University</p>	<p>CEW+ will continue to collaborate with UHR to develop and pilot an online mini course that includes information about the emerging needs of nontraditional students.</p> <p>Update CEW+ website as needed to include information about the Coalition and related events</p>	<p>CEW+ Staff Program Manager and WCTF Members</p> <p>CEW+ communications and marketing staff</p>	<p>Partnership with UHR</p>
	5. WCTF will support the professional	50% of regular WCTF	WCTF Facebook and Twitter pages	Staff Program Manager and WCTF	Staff or graduate student

	<p>development of WCTF members by providing career development events and networking opportunities.</p>	<p>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 demographics of participants at staff development events</p>	<p>will include upcoming career planning and networking events</p> <p>WCTF, in consultation with Organizational Learning, will create opportunities for WCTF members and other staff to work on their individual development plans by piloting writing sessions during the year as part of the regular meeting schedule.</p>	<p>Members</p>	<p>time for administrative support</p>
	<p>6. CEW+ and WCTF will increase attendance and quality of its leadership trainings offered to staff by partnering with University Human Resources (UHR), Michigan Medicine</p>	<p>Number and demographics 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 Michigan Medicine HR to determine what types of programs we could co-sponsor over the next year.</p> <p>Work with corporate partners to identify</p>	<p>Staff Program Manager and CEW+ Director</p>	<p>Partnership with UHR, Michigan Medicine HR, and U-M staff affinity groups.</p> <p>Staff or graduate student time for administrative support</p>

	<p>Human Resources, and CEW+'s corporate engagement partners.</p>		<p>speakers for the 2020 WCTF Conference and other leadership training programs.</p>		
	<p>7. Increase the diversity of WCTF membership by intersections of identity and job classification type with a special focus on staff in Plant Operations and Maintenance. All staff are welcome to become members.</p>	<p>Increase in the number of job classifications represented by WCTF members</p> <p>Increase in demographics (e.g., ethnicity, SES, age) represented by WCTF members</p>	<p>Incorporate technology (BlueJeans Video-conferencing) to increase participation in the WCTF membership meetings.</p> <p>CEW+ will continue to 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</p>	<p>Staff Program manager and WCTF members</p>	<p>Access to the BlueJeans university license</p>

			to ascertain ways to enhance career development support and identify barriers to upward mobility.		
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VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group or Person(s) Accountable	Resources Needed
Students, Faculty, and Staff	8. To contribute to U-M’s current understanding of the nontraditional student experience across campus and emerging needs over time.	Number of units included in the conversation Definition of nontraditional defined and adopted at CEW+ Data model developed that can be replicated by units	Develop a data model that incorporates qualitative and quantitative data that can be replicated by units Roll out COUNTS Toolkit to the U-M Community	CEW+ Director and Associate Director CEW+ Program Management Team	Partnerships across campus with departments and units
Staff and Faculty	9. Educate our community on sexual harassment and misconduct prevention in an effort to promote a	All CEW+ staff will complete mandatory training by July 31, 2019 New hires will	Support unit-level participation in mandatory sexual harassment and misconduct prevention training.	CEW+ Director and Assistant Director CEW+ Business Manager	

	safe and supportive environment for all members to work, learn and thrive.	complete mandatory training within their first month at CEW+		CEW+ Staff	
Staff and Faculty	10. Establish a process for CEW+ to serve as a resource to units that are planning staff trainings and are seeking to address the issues and concerns around the career advancement of WOC staff.	<p>Increase in referrals from CEW+ to U-M departments and units looking for presenters with expertise on the unique challenges faced by WOC and nontraditional students.</p> <p>List of presenters with expertise on diversity issues readily available on CEW+ website</p>	<p>CEW+ Program Management Team will expand its workshop presentations that are designed to support and enhance inclusive work environments for staff.</p> <p>CEW+ will maintain 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>CEW+, WOCAP, and WCTF will promote list to key stakeholders across campus</p>	<p>CEW+ Staff Program Manager</p> <p>CEW+ WOCAP Manager</p> <p>CEW+ Director</p>	

			<p>who are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.</p> <p>WOCAP and WCTF will collaborate to offer joint professional development sessions for staff and faculty including writing groups and leadership trainings (U-M Organizational Structure, Negotiation, and Managing Departmental Budgets)</p>		
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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	11. CEW+ will diversify the CEW+ donor base.	<p>Corporate engagement committee meets and develops action items</p> <p>CEW+ donor base has an</p>	<p>Corporate engagement committee meets annually to recruit mid-career executives with diverse life experiences to</p>	<p>CEW+ Director</p> <p>CEW+ Development Director</p> <p>CEW+ Development</p>	<p>Salary for new Development staff hires and funds to cover the cost of donor prospecting efforts.</p>

		increase in diversity with respect to age, race, ethnicity, gender and professional field	provide counsel to CEW+ regarding outreach to local corporations.	Generalist CEW+ Staff Program Manager	
	<p>12. CEW+ will review and strengthen its process for conflict resolution. This is a vital strategy as we all engage deeper with issues of diversity, equity and inclusion.</p>	<p>CEW+ staff know how to resolve conflict should it arise in the workplace</p>	<p>Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed annually for compliance with U-M policies</p> <p>Policy will be revised, as needed, in consultation with CEW+ staff and General Counsel’s office, to align with U-M policies</p> <p>Staff will have access to training/professional development opportunities to deepen their conflict resolution skills.</p> <p>Include mindfulness practice in CEW+ meetings and incorporate inclusive meetings strategies.</p>	<p>CEW+ Director</p> <p>CEW+ Staff</p> <p>DEI Leads</p>	<p>Connect with DPSS, UHR and other units to identify presenters to train staff on conflict management strategies.</p>



Students	13. Improve and increase the sense of belonging and community for nontraditional students at U-M.	<p>Usage 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 report an increased sense of belonging on relevant program evaluations.</p>	Continue to educate faculty and staff on issues faced by nontraditional students, including collaboration with other units to provide training for working with this student constituency	<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
Faculty	14. Raise the visibility and recognition of WOCAP Members	<p>Positive media coverage (internal and external) of WOCAP events and work of WOCAP faculty members</p> <p>Reposts on FB or Twitter</p>	Continue managing faculty awards (e.g. Shirley Verrett and Rhetaugh Dumas Awards) that honor those who are working to increase diversity across disciplines	<p>WOCAP Coordinator</p> <p>WOCAP Members</p> <p>CEW+ Director</p>	Additional financial and administrative support for the added faculty DEI initiatives.



		<p>highlighting WOCAP members' scholarship or advocacy</p> <p>Number and types of awards/recognitions given to WOCAP members</p>	<p>Continue to organize events to celebrate the accomplishments of WOCAP members</p> <p>Highlight accomplishments of WOCAP members through various media and communication channels, including social media, and the CEW+ website.</p>		
	<p>15. Increase the presence of women of color faculty in leadership positions on campus.</p>	<p>Reconnect and strengthen relationships between WOCAP and other campus partners and collaborators in order to provide leadership training opportunities for WOCAP members</p> <p>Provide opportunities for junior and mid-career faculty to connect & engage with senior faculty holding leadership</p>	<p>Co-organize leadership development training or sponsored workshops (in collaboration with key allies)</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 and to offer the assistance of WOCAP members in these efforts.</p>	<p>WOCAP Coordinator</p> <p>CEW+ Director</p>	<p>Partnership with Provost Office, Deans, Directors and Department heads.</p>

		positions at U-M			
	16. Advocate for institutional change on behalf of faculty women of color	Reconnect and strengthen relationships between WOCAP and other campus partners and collaborators.	<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</p> <p>Utilize ODEI data to examine perceptions of campus climate by race and gender including changes over time</p> <p>Meet with senior leadership (e.g., Vice Provost for Diversity, Equity and Chief Diversity Officer; Provost; President) to discuss improvements made to campus climate based on the perceptions reported in the ODEI Climate survey, with a specific focus on race and gender.</p>	<p>WOCAP Coordinator</p> <p>WOCAP Members</p> <p>CEW+ Director</p>	Campus partnerships

Staff	17. Expand staff networking opportunities through the administration of the Coalition and its programming.	<p>Increased collaborative programming between the member organizations of the Coalition as well as other staff affinity groups</p> <p>Recruit additional organizations to be part of the Coalition.</p>	<p>Organize the quarterly Coalition meetings</p> <p>Plan an annual fall networking event in collaboration with the Coalition members as part of the U-M DEI Summit events</p> <p>Plan an annual summer networking event in collaboration with the Coalition members</p>	<p>CEW+ Staff Program Manager</p> <p>CEW+ Director</p>	Staff or graduate student time to provide administrative support.

VI. D. Services

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
Students	18. 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 and impact data</p>	<p>Develop and distribute outcomes survey for students who have participated in counseling services</p> <p>Review and revision of services based</p>	<p>CEW+ Associate Director</p> <p>CEW+ Counseling Team</p> <p>CEW+ Student Program Manager</p>	Staff or graduate student time to analyze qualitative data

			on outcomes survey and emerging needs of nontraditional students		
	<p>19. Create wraparound services using an academic coaching model that will enhance how we support non-traditional students, emergency funding, scholarship and fellowship recipients.</p>	<p>Best practices are identified at U-M (across all campuses) and at comparable institutions</p> <p>Best practices that align best with CEW+ services and student needs are identified; and a subset of those practices are piloted in Winter 2020.</p>	<p>Hire consultant to benchmark and report on best practices for academic coaching to meet the needs of non-traditional students</p> <p>Identify best practices that align most closely with CEW+ services and constituent needs</p> <p>Pilot a subset of best practices in Winter 2020.</p>	<p>CEW+ Program Management Team</p> <p>CEW+ Counseling Team</p> <p>CEW+ Core Support Services Team</p> <p>CEW+ Development Team</p> <p>CEW+ Supervisory Team</p>	
Staff	<p>20. Encourage self-care and wellness among CEW+ staff to promote job satisfaction, office engagement and sustainability.</p>	<p>Staff are more engaged in wellness activities available to them.</p> <p>Supervisors receive feedback from employees about increased job</p>	<p>Include mindfulness practice in CEW+ meetings and programming.</p> <p>Offer flexible work hours or opportunities</p>	CEW+ Staff	<p>May need an upgrade in some office software to accommodate staff working from home.</p>

		<p>satisfaction or engagement.</p>	<p>to work from home.</p> <p>Encourage supervisors to discuss health and wellness resources on campus with team members.</p> <p>Host MHealthy classes and other wellness activities at the center.</p> <p>Set a FY20 goal of not adding new work but instead refining and enhancing our existing projects.</p>		
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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. Janice Reuben (Staff Program Manager) will be the key contact for the CEW+ plan stewardship in FY20, 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 continue to utilize 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, expertise, and accountability for efforts to support Nontraditional Students at U-M.

Tracking:

- CEW+ will assign objectives to be tracked by specific individuals throughout the year, to reduce reporting effort at the end of the year. As an organization, CEW+ will have a mid-year check-in where individuals responsible for objectives will report on organizational progress towards goals. 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.
- Where possible, specific DEI Action Items will be included in individual staff FY20 goal setting, and progress will be tracked as part of performance check ins.

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.
- All staff will be included in a DEI planning process meeting to discuss goals accomplished and changes to the plan for the upcoming year.
- Updates will also be shared amongst the members of the Council for Nontraditional Students (COUNTS).

Staff (WCTF)**Supporting:**

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

reviewed and approved by both the WCTF executive team and the CEW+ director, and then will be added to the DEI strategic plan.

- We will continue to capture staff and/or WCTF data and experiences via the CEW+ program evaluation where appropriate.

Tracking:

- The WCTF coordinator will provide periodic updates to the CEW+ Director and coordinate regarding data and tracking issues as needed.
- WCTF DEI and other staff objectives will align with the overall CEW+ DEI strategic planning.

Updating:

- The WCTF Coordinator will communicate any changes to the staff sections of the plan to the CEW+ Director. 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 five 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:
 - a. How does WCTF contribute to creating a cohort of women of color staff prepared to step into managerial or leadership positions?
 - b. How does WCTF support its members once they are in leadership positions?

Faculty (WOCAP)**Supporting:**

- **The WOCAP Coordinator will meet with the DEI Lead regularly to communicate any changes to the WOCAP sections of the plan. In addition, WOCAP Steering Committee members, the Coordinator and the CEW+ director will meet on an annual basis to review the plan.**

Tracking:

- **The WOCAP Coordinator will provide periodic updates to the CEW+ Director and coordinate regarding data and tracking issues with DEI Lead.**

Updating:

- **WOCAP 25th anniversary Evaluation: The WOCAP Coordinator, with assistance from the WOCAP Faculty Steering Committee, will create a multi-method evaluation of WOCAP (e.g. review what activities and events were most beneficial, which ones need to be on-going, which ones need to be complete with collaborations**

or co-sponsorship). The assessment will focus on how to effectively offer support to our community given the new membership and needs of our diverse community.

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 that supports scholarship and advocacy work focused on understanding the experiences of women of color in the academy and addressing the challenges and issues faced uniquely by women of color in the academy. To advance this work, WOCAP provides professional development and a supportive and inclusive community that includes writing retreats, weekly writing sessions, bi-annual dinners, and other networking and professional development opportunities.

Vision Statement

Achieving a university where all women of color faculty experience success, leadership, visibility and representation at all levels of governance. With this vision in mind, the Steering Committee extends an invitation to join the WOCAP community to all U-M tenure-track, non-tenure-track faculty, postdoctoral fellows, and research fellows who support or are actively engaged in scholarship or advocacy work focused on the experiences of women of color in higher education. Together, we can call attention to structural barriers and promote solutions to enhance the success of women of color faculty at U-M.

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 2019, the Women of Color Task Force (WCTF) Project turned 40. The WCTF Annual Career Conference will celebrate its 38th anniversary in 2020.

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 and for all U-M staff. Although this may be a benefit that is hard to measure or quantify, it is the type of support that can assist WCTF members and other U-M staff who may face daily struggles in their respective units, to persist, knowing that this unique community understands and supports them.