

Diversity, Equity and Inclusion Strategic Plan

Five-Year Strategic Objectives, Measures and FY21 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.

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 affect women and other marginalized groups at U-M. CEW+ has also served as a bridge for returning students and community college transfers through the Council for Nontraditional Students (COUNTS); 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 evolving needs of these groups.

Mission Statement: CEW+ empowers women and underserved individuals in the University of Michigan and surrounding communities by serving as an advocate and providing resources to help them reach their academic, financial, and professional potential. This unit has historically been responsive to supporting the needs of marginalized communities seeking a sense of belongingness during their tenure on campus.

II. Implementation Highlights and Planning Process Used

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. Now 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 nontraditional students and women of color.

CEW+ Implementation Leads:

Janice S. Reuben, Staff Program Manager / WCTF Coordinator
Marchelle Moore, Administrative Assistant Associate

Year 5 Planning

Feedback from the campus DEI Implementation Lead meetings, COUNTS meetings, MLK Symposium 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.

Goals Review Process: The unit DEI leads assigned CEW+ staff to three teams to review the 20 DEI goals as part of an extended staff meeting. Over the course of a two-week period, each team was responsible for: reviewing 5-7 goals and their associated action items; updating the goals based on CEW+ and institutional priorities; and outlining new action steps where appropriate. The final document was reviewed by the CEW+ Leadership team for final approval.

Planning Process Summary for Students

Process used to collect data: Nontraditional Student Focus Groups, CEW+ Counseling and Scholarship data (systematic/ongoing), UMAC student survey, satisfaction surveys from counseling participants (systematic/ongoing), COUNTS Toolkit pilot feedback and CEW+ program evaluations.

Sources of data (e.g. Institutional data, forums, town halls, focus groups, interviews, surveys, committee reports): focus groups, interviews, and surveys that included U-M students who self-identified as nontraditional, international, rural, and marginalized groups in STEM, enrollment data from 2011 to 2020 (systemic/ongoing), focus groups with staff serving nontraditional students.

Process used to analyze data: qualitative/thematic analysis of focus group and interview transcripts; t-tests to identify differing patterns between nontraditional students and the larger U-M population by analyzing nontraditional markers, enrollment patterns, and GPA 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; feedback from students and staff who complete the online COUNTS Toolkit module; podcast interviews with diverse students, staff, and faculty; student advisory board and COUNTS meetings

Summary of engagement activities: ongoing conversations with CEW+ Student Advisory Board, Elevate Sponsored Student Organization, Michigan Caregivers and Student Parents student organization and CEW+ Scholar Community; 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, Office of New Student Programs, First Gen group, COUNTS, Higher Education Applied Research, SACUA, and Student Life).

Planning Process Summary for WOCAP

Planning for the WOCAP 25th anniversary celebration slated for May 2020 was halted due to the pandemic. Additional DEI planning meetings for Year 5 included a preliminary review of which activities were sustainable as well as planning for the shifting of the 25th anniversary events to the coming academic year. The WOCAP Steering Committee, Project Coordinator and CEW+ Director met several times during May and June 2020 to discuss how to move forward on the project. The fourth-year review was conducted by the following persons:

- 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
- Hitomi Tonomura, Professor of History and Women’s Studies

Planning Process Summary for Staff

Year 5 planning for staff has been informed by WCTF members, VOICES of the Staff, CEW+ program evaluations, participant feedback regarding the COUNTS Toolkit; and feedback from U-M leadership.

WCTF priorities for Year 5 are based on a general membership survey (83 respondents) that was reviewed and discussed with the entire membership. Based on recommendations from the larger group, priorities were defined by the WCTF executive team that will guide programming for the coming year. The WCTF Planning leads for Year 5 are:

- 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
- Janis Williamson, University Health Service
- Grace Wu, Taubman Institute

Process used to collect data: 2019-2020 WCTF general membership meeting minutes, 2019 and 2020 WCTF Conference evaluations, CEW+ program evaluations, COUNTS Toolkit evaluation, counseling participant evaluations, and VOICES of the Staff Fostering Learning, Coaching & Mentoring Team discussions.

Sources of data (e.g. Institutional data, forums, town halls, focus groups, interviews, surveys, committee reports): 2020 WCTF Conference evaluations; Annual WCTF Membership Survey; Feedback data from WCTF town halls and CEW+ workshops; COUNTS Toolkit feedback; U-M Human Capital Report; counseling participant feedback; VOICES of the Staff micro mentoring sessions; feedback from U-M leadership.

Process used to analyze data: Thematic analyses across various data sources to identify patterns in staff concerns and needs, areas for increased support and awareness about non-traditional students, and disparities across U-M for staff based on identity markers.

Action idea generation activities: WCTF meeting discussions; Qualtrics and Google surveys designed to capture the impact of training sessions and collect data on workplace climate and culture; discussions with senior leaders; program planning sessions among CEW+ staff based on multiple sources of information.

Summary of engagement activities: Capacity-building workshops, creating opportunities for staff to expand their professional network (Coalition events); promoting awareness regarding the needs of non-traditional students through the COUNTS Toolkit; hosting of town halls; increased promotion of CEW+ counseling for staff; supporting staff efforts to identify career goals and create an individual development plan (monthly training workshops); offering free or affordable, high quality career and leadership development programs targeted at addressing any skill gaps; social outings (after hours); participation in the 2019 Michigan ACE State Conference; and a review of research on the experiences of WOC staff at peer institutions in the Midwest.

Year 5 Programming of Note (FY2021)

Students Services & Programming

Here are select new programming and initiatives for the 2020-2021 academic year:

CEW+ Podcast Series: Strength in the Midst of Change: The goals of this project are to: 1) gather stories to help normalize our shared but unique experiences; 2) highlight the individual's resilience and amplify the voices of diverse members of the U-M community; 3) allow people to be heard in this time of increased isolation; and 4) share stories with our scholars and affiliate groups on the CEW+ website and social media pages so that our community can learn from each other.

2020 Scholarship Ceremony in September 2020 to celebrate 50 years of awarding scholarships.

Academic Innovation and U-M Institutional Learning Analytics' Magnify Tool will be integrating the nontraditional student identity markers identified by CEW+ through its focus group research and review of enrollment data and LARC database.

Potential Made Possible Scholarship Fund: In honor of the 50th anniversary of awarding scholarships, donors to CEW+ created the Potential Made Possible (gender neutral) scholarship fund to celebrate the legacy of our community.

Student Parent and Caregiver Support Initiative: Working with students, staff, and faculty to develop a network of support for students who are parents or have caregiver responsibility including creation of three interconnected groups (Student Parent Advisory Group, Student Parent Task Force, and Faculty & Staff Allies).

Faculty Development

Several events associated with the 25th anniversary celebration of WOCAP including a screening of Through My Lens, presentations highlighting the outstanding research on women of color faculty and proposed partnership with UMMA to create temporary art displays based on faculty scholarship and a public viewing and panel discussion that featured faculty in the film will be rescheduled as virtual events for FY2021. WOCAP steering committee members are reviewing and updated current DEI goals for Year 5 during the summer as the members recalibrate the focus of this project. The steering committee anticipates that the WOCAP goals will be finalized and approved by October 5, 2020.

Staff Capacity-Building Initiatives

For FY2021, staff will be engaged in academic coaching training to address the needs of students who are caregivers in addition to supportive programs being offered by counselors to help staff through this period of transition. All WCTF meetings, workshops and activities, including the annual career conference, will be conducted on virtual platforms.

- Academic coaching will leverage the expertise and strengths of staff to provide coaching support to address the needs of student caregivers. Staff will receive professional development training that aligns with their career goals.
- Counseling staff are developing training series to assist staff as they face transitions and additional changes in the workplace as a result of the pandemic.
- WCTF community building initiatives planned for the year include physical distancing and/or virtual networking events: mock interview sessions, virtual movie and game nights, career development workshops and writing groups. The Women of Color Task Force will launch its virtual book club in July 2020 featuring discussions of selected readings with an academic DEI focus and/or authored by women of color scholars. Planning has already begun to identify a keynote speaker for the 39th annual career conference to be held virtually over the course of two days on March 4-5, 2021.
- The Coalition will host its 3rd annual DEI Summit networking event in the fall semester including a session on building strong collaborations with allies and influencers.

Year 4 Highlights (FY2020)

The planning process for the 2019-2020 academic year took place during April - June 2019. A discussion regarding DEI goals was held at the all-staff retreat on May 21, 2019 and was led by the CEW+ director and the two DEI Unit Leads. In preparation for this meeting, each of the CEW+ working groups identified priority goals for their service areas and then the entire staff voted on priority goals for the upcoming program year. In August, due to a major staffing change, a new DEI Co-Lead was identified: Marchelle Moore.

A. CEW+ Programming of Note (by Constituent Group)*DEI Community Events*

- In addition to sessions on submitting scholarship applications and managing procrastination, CEW+ Counseling and Program staff also delivered career development workshops upon request to multiple units on campus, including Plant Services (August 2019), Shared Services Center (August 2019), the LCAP and NCAP Administrative conference (June 2020) and the LSA LGRAD conference (June 2020).
- CEW+ employees staffed information tables at 15 outreach fairs during FY2020, including the Rackham Information Fair (8/30/19), WLRC Connecting the Dots conference (10/11/19), and LSA Transfer Student Welcome event (1/7/20).
- DEI Summit Month Networking event (10/3/19) hosted by WCTF featured a networking reception and presentations by U-M executives and Coalition member groups: ABPFAS, APIDA, PLUMA, Indigo, Islamophobia Working Group, WCTF and WOCAP.
- 3rd Annual Advocacy Symposium: Redefining Leadership (10/29/19): This all-day symposium offered nine workshops focused on incorporating mindfulness practices in nontraditional forms of leadership strategies. Author and Grand Valley State faculty member Shannon Cohen and author-activist Stephanie Land kicked off the event by giving the 2019 Mullin Welch Lecture. They discussed how nontraditional leadership strategies can enhance advocacy work with a focus on self-care, resilience, and systemic change.
- Four staff and faculty were recognized as the CEW+ Carol Hollenshead Inspire Awardees at the October 2019 advocacy symposium. The Inspire awardees conducted 90-minute workshops during the 2020 Winter/Spring semester. (Presentation dates: 2/27/20; 3/20/20; 5/7/20; 6/25/20)
- The 38th Annual WCTF Career Conference (3/6/20), which offered a keynote panel featuring nationally renowned economist Dr. Julianne Malveaux and scholar-author Dr. Joy DeGruy. This discussion was facilitated by School of Nursing faculty emerita/ WOCAP member Dr. Pat Coleman-Burns. The keynote lecture was attended by more than 850 people. Other conference activities, including 28 workshops, engaged more than 700 registrants, presenters and exhibitors over the course of the day.
- Podcast Series: Strength in the Midst of a Pandemic (May 2020): This new interview project is dedicated to sharing how members of our campus community are coping by sharing their experiences related to COVID-19. The podcast was reviewed and accepted by Apple for inclusion in iTunes and has been renamed Strength in the Midst of Change.

Student Programming & Support

- Throughout the year, CEW counselors provided education and career counseling to students. This was heightened during the campus closure as students faced housing and food insecurity, reductions in available work, and increased stress.
- CEW+ Scholars Summer Soiree (8/8/19) and CEW+ Scholarship Ceremony (9/22/19) celebrates and reaffirms the accomplishments of the scholarship recipients and also provides a networking opportunity to connect them with past scholars and the donor family.
- Weekly Mindfulness Sits conducted by CEW+ counseling staff (ongoing from September 2019).
- CEW+ Open House (1/31/20) designed to share resources, services, and networks most applicable to nontraditional students and their families, but open to all.
- Student Family Basketball outing (1/5/20) was a free community-building event open to all students, but designed to accommodate the needs of nontraditional students, especially those with caregiver responsibilities. Tickets were provided to the Women's basketball game against MSU and brunch served in the beautiful, private Crisler Center Club with views of the court.
- The 2020 student academic coaching pilot was successfully launched with 11 participants during the winter semester (2020). Using Blue Jeans and teleconferencing for appointments, each of the 5 staff coaches met with their assigned students and completed at least five 45-60-minute sessions, even after the state-wide work-from-home order was issued by the governor's office.
- Student Emergency Fund Cross-Campus Partnerships: Leveraging existing relationships with CoE, LSA, UMMS, SoN, Rackham, SMTD, SSW, SPH, Student Life, and the Office of Financial Aid, when campus closed, CEW+ developed intentional partnerships to ensure that student needs related to the pandemic were met through one contact with a staff member (prior average was four), regardless of whether the initial point of contact was with CEW+ or a partnering unit. This partnership model will continue past the pandemic.
- Developed an OFA partnership to provide emergency funds to students that did not qualify for CARES funding through OFA but had food insecurity. 65 students were supported through this work totaling \$17,858.
- Through a partnership with SMTD over 120 emergency fund applications were processed resulting in 88 students receiving emergency funding (SMTD and CEW+ cost-shared) totaling over \$40,000.
- The *CEW+ Online Learning Resource Guide* was created from responses to the student needs assessment survey that was sent out by our research/program evaluation team. This tool was designed to provide recommendations and guidance for current students and recent graduates as they navigate a new normal.

Faculty and Staff Development:

- Throughout the year, CEW+ counselors provided education and career counseling to staff and faculty. This was heightened during the campus closure as staff faced decisions about furlough and reductions in force—providing one on one support as staff made critical decisions and transitions.
- WCTF monthly career development workshops (ongoing) included sessions on procrastination, leadership presence, report writing and U-M patent policies, and preparing for the annual performance review.

- Launch of Online Nontraditional Student Toolkit for Staff (10/29/19): CEW+, Council for Nontraditional Students (COUNTS) and UHR Organizational Learning launched an online training module targeting student-facing staff which highlighted the strengths of nontraditional students (NTS); shared resources and information about wayfinding and financial aid; and provided additional ways staff can address challenges faced by NTS. More than 200 staff, faculty and students representing 25 campus units have completed the module training as of May 2020.
- WOCAP continued to partner with ADVANCE to host summer write-in sessions at Palmer Commons and a 1-day Writing Retreat (8/30/19). This group also hosted several well-attended faculty events during the fall semester including weekly write-ins at CEW+ and an all-day fall writing retreat on 12/6/19.
- The WOCAP annual fall dinner (11/18/19) was attended by 53 tenure-track and non-tenure track faculty, postdocs, and research fellows. At this event, the group established new project work teams to provide more opportunities for increased engagement by faculty members.
- A joint WCTF and WOCAP fall leadership development workshop and community conversation (10/28/19) as a precursor to CEW+'s Advocacy Symposium. The training was conducted by CEW+ symposium keynote, Shannon Cohen, who led the community conversation on how to incorporate daily workplace wellness and mindfulness strategies into your personal leadership styles.
- CEW+ organized and hosted the Sarah Goddard Power and Rhetaugh Dumas Award Ceremony (2/12/20), which recognizes faculty and units that are addressing challenges and supporting the advancement of women and marginalized students, staff, and faculty.
- WCTF hosted virtual town hall meetings in May to assist staff as they made decisions about furlough and reduction in efforts (one led by CEW+'s Jamie Zawistowski and Dentistry's Shante Galloway; one lead by Richard Holcomb and Linda Dabrowski, UHR).
- WCTF lead the Juneteenth Town Hall on Social Reform (6/19/20) offering three different breakout sessions that featured U-M staff leading conversations on the topics of health equity during a pandemic, police reform and anti-racism allyship.

B. CEW+ Staffing Changes

During the 2020 fiscal year, the center's staff consisted of fifteen regular employees assigned to five different work groups - Counseling, Core Support Services, Development, Marketing & Communications, Leadership, and Program Management. The CEW+ team was also supported by three MSW interns and four temporary employees. CEW+ also hosted two Twink Frey Visiting Social Activists: Dessa Cosma, founding director of nonprofit organization, Detroit Disability Power (voter accessibility at polling places in the state of Michigan) and Amber Arellano, MPP (integration of proven best practices from leading education states to Michigan's educational systems), both of whom presented at the 2019 Advocacy Symposium.

CEW+ had a few staff transitions, including the Associate Director. The Associate Director position is currently filled by Doreen Murasky as Interim Associate Director. Background expertise, work styles and race of staff has increased through the rehiring process, all of which has enhanced our ability to meet our goals. Across hiring we have sought candidates who are adaptable to change, enjoy learning, and have demonstrated the ability to work collaboratively—core values at CEW+. There is at least one woman of color on each of the 5 work groups. New hires for FY20 included a

program evaluation specialist, person with an engineering background, and several work study students from across campus who assist on varied projects. CEW+ experienced several staffing shortages throughout the year due to extended leave for medical reasons and reduced work schedules for staff due to the COVID-19 pandemic.

C. Standard Operational Procedures

Staff Onboarding: CEW+ developed an expanded onboarding process for new hires to provide more comprehensive information about the organization that can be processed over time. At orientation, employees are given a copy of a newly developed slide presentation that introduces them to the mission, organizational structure and values of the unit. The orientation process also includes a review of CEW+'s conflict resolution policy and completion of the U-M online sexual harassment policy training.

Tracking DEI Goals: Unit Leadership and DEI leads developed a Google spreadsheet for staff to input activities and accomplishments directly related to the objectives and action items referenced in this plan. This made tracking progress easier, encouraged reflection throughout the year and served as content for the formal report submission. As appropriate to different roles, the objectives and action items referenced in this plan were embedded in individual work plans, and supervisors conducted multiple check-ins with their direct reports at least three times during the year to review progress. A Google tracking sheet along with an event sponsorship agreement document were developed to make it easier to report on the distribution of endowed funds to campus units.

Pandemic Response: The CEW+ Leadership Team began planning for the transition to remote work in early February 2020 in anticipation of an extended university closure due to the COVID-19 pandemic. Leadership assessed the needs of each employee to work from home. This provided a template to be adapted by each team member when they identified their priority work to continue during the statewide stay-at-home order. CEW+ closed its doors to the general public on Thursday, March 8, and staff fully transitioned to working remotely on Monday, March 16, 2020.

Programs and Special Events: Major program procedural changes included shifting deadlines for applications (scholarships, Inspire Award), recognizing disruptions caused by COVID; and reducing requirements that may have delayed a person's application (like number of recommendations required). All remaining training workshops scheduled were presented virtually but some special events were cancelled. The WOCAP steering committee decided to postpone its 25th anniversary celebration and events until the coming academic year, in hopes of hosting in-person events in the 2021 Winter semester.

Counseling Services: The counseling services made a smooth transition from direct in-person appointments to online and teleconference sessions. Counselors were given U-M laptops installed with Titanium, the counseling tracking software. Leadership team implemented a new tracking sheet so that student needs related to emergency funds could be tracked and reported to U-M leadership. Titanium was modified to include a field to note financial and in-kind partnerships with other U-M

units. CEW+ counselors and members of the Core Support Services (CSS) team were provided temporary cell phones so that they could work remotely without having to share personal information (phone numbers) with constituents.

Donor Cultivation: A major ongoing fundraising goal is to diversify CEW+'s donor base, particularly by age, ethnicity and constituent group. The Development team met with OUD regarding a special project to expand the coding in the DART system to track donors more efficiently by creating more affiliation tags. Additional strategies employed were to lower the threshold for gift amounts that are recognized as well as contacting former donors as far back as FY13. A solicitation advertisement was included for the first time in the 2020 WCTF conference program booklet to promote charitable giving to WCTF and to build a foundation for establishing an endowment fund for this project.

Summary of Implementation Through Years Two & Three

In Year Two (2017-18), CEW+ continued to be strategic with respect to our engagement and assessment activities, with many events designed to engage our core constituencies. First, the DEI leads collaborated with our Director to create an anonymous follow-up survey designed to gather additional information about climate issues and microaggressions 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. Next, programs for nontraditional students designed to engage and build community were offered throughout the year and included Study Days, workshops, and a U-M 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.

CEW+ launched its updated website (June 2018) and rebranded promotional materials in order to clearly communicate our mission, vision, and commitment to inclusion - the result of a robust rebranding effort. 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 (cew.umich.edu). 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 5.

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 microaggressions 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 strategic partnerships and collaborations across campus. A prime example is our partnership with Organizational Learning (OL) and the Council for Nontraditional Students (COUNTS), leveraging the vast expertise of both these groups in prioritizing and creating content for the Online Nontraditional Students Toolkit. In spearheading the design of the module, CEW+ engaged members of the Council for Nontraditional Students (COUNTS), again leveraging the vast expertise of this group to prioritize and create 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. Additionally, U-M's School of Social Work students serving as interns at CEW+ contributed to the project. The pilot was tested by 55 students, staff, faculty and administrators across the campus. Nontraditional students who participated in this project as interviewees or reviewers expressed feeling heard and appreciated the opportunity to share their perspective.

Through another key 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 via presentations at COUNTS, Student Life, Higher Education Applied Research (HEAR), MI-Association for Institutional Research, SACUA's Committee for an Inclusive University, and to individual departments. Discussions about institutional level findings have led to partnerships with other units that are focused on how data can inform programming that targets those points when students with backgrounds that are less traditional at U-M are at risk. These points are likely critical points for all students (ex: first rotation in the hospital for students in nursing), ensuring that revisions to curriculum or programming will assist all students. . The 2018 Advocacy Symposium showcased the successful *launch of the CEW+ Carol Hollenshead Inspire Awards program*, 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.

The Coalition was formed by a WCTF outreach effort to engage staff who are interested in improving experiences of staff of color. "The Coalition" is an alliance of several campus groups who are actively addressing the unique challenges of faculty and staff from marginalized communities.

Program Evaluation: 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. In 2019, CEW+ hired a program evaluation specialist to work with the CEW+ director to develop a comprehensive strategic evaluation plan and to supervise work-study students and MSW interns working on research projects.

III. Data and Analysis: Key Findings

Key Findings from Year Four

Student Programming

Three separate needs assessment research projects (completed Spring 2020) to identify challenges experienced by international students, students from rural communities, and those students with marginalized identities in STEM fields were conducted by CEW+'s MSW interns. Incorporating a mixed methodological approach, the researchers conducted literature reviews, Qualtrics surveys of undergraduate and graduate students, and eleven focus group discussions. Findings indicated that both groups of students reported similar challenges of navigating a large campus with decentralized resources, experiencing feelings of isolation socially and in the classroom, and needing safe academic space to facilitate dialogue about how their social identities impacted their academic engagement. International students specifically identified requiring more support for finding safe and affordable housing and the strategies for their career search.

Academic Coaching: CEW+ launched an academic coaching program drawing on a strength-based framework. The program was piloted with 11 students with caregiver responsibilities from across campus and representing all degree levels. When campus closed, the program continued virtually with continued engagement from all participants—despite schools and childcare centers being closed and increased demands on participants' time. Initial data shows positive trends in students' sense of belonging, ability to navigate multiple roles, and stress levels.

CEW+ Program Evaluation Summary Report (September 2019 – February 2020): Significant data on DEI and climate issues were captured based on responses to program evaluations from the CEW+ workshops, WOCAP community-building events, and WCTF training sessions. (Findings from the WCTF annual career conference are captured in Appendix B of this report.) For the 21 in-person public events held during this period, 466 people completed program evaluations which included questions about sense of belongingness and community as well as skills acquired (capacity-building) after participating in a CEW+ event. A few selected findings from the data analysis include the following:

- 95% - Felt comfortable being themselves while attending a CEW+ event or program.
- 87% - Indicated that the event provided an opportunity to connect with others
- 84% - Were better able to identify resources to meet the needs of marginalized groups.
- 77% - Reported an increase in their connection to the U-M.
- 76% - Learned skills they could immediately apply in the workplace.
- 76% - Reported an increase in their connection to CEW+.
- 73% - Felt empowered to advocate for themselves in a work situation.

Survey of Coalition members (May 2020): On May 4, 2020, a pre-survey was included with the registration link for the WCTF-hosted town hall on the U-M staff furlough policies. The registration form was sent to the memberships of the Coalition affinity groups (ABPFAS, API/DA, Indigo, IWG, PLUMA, WCTF & WOCAP). Here are select findings from the 155 people who completed the survey. Across all affinity groups the top 3 concerns identified were: their own employment stability, financial issues and work-life balance. When asked to indicate the type of programs or services that would be helpful to them at this time, 78% of the respondents indicated that learning about strategies to manage their time would be the most helpful. However, when broken down by affinity group, over 41% of ABPFAS affiliates identified career counseling and health & wellness as the most

important services needed. This number was even higher for WCTF members since more than half (53 %) of them reported needing support in those same two areas.

Emergency Fund Student Needs during the pandemic:

Below is a summary of the types of need that were addressed through emergency funds from March to July 2020 providing over \$225,000 of support to students:

| Emergency Fund Needs | Total | Percent |
|--|--------------|----------------|
| Books and supplies | 8 | 1% |
| Computer | 38 | 7% |
| Tuition | 3 | 1% |
| Hold credit/repay loans | 1 | 0% |
| Rent/security deposits | 222 | 39% |
| Food | 133 | 23% |
| Utilities/phone bills | 85 | 15% |
| Insurance | 8 | 1% |
| Transportation (e.g. gas, car payments, repairs, etc.) | 38 | 7% |
| Child care/needs | 5 | 1% |
| Medical/vision emergency | 27 | 5% |
| Dental emergency | 5 | 1% |
| Family emergency | 1 | 0% |

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Summary of Data Year 1 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 first gen students in comparison to

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.

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.

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 involved 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.

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

For FY20 we continued 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 was 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 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 also 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.

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

IV. A. Recruitment, Retention and Development

STUDENTS (BOTH UNDERGRADUATE AND GRADUATE)

Five-Year Strategic Objective 1:

CEW+ will:

- Identify gaps in data across the organization that allow us to track the cross-campus impact of CEW+ co-sponsorships, scholarships, fellowships, and other financial support.
- Incorporate processes across the office to gather data about campus impact on students, staff, and faculty.
- Develop reports that can be shared with Deans, Directors, and U-M Leadership regarding CEW+'s impact across campus.
- 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 the impact of CEW+'s financial support to students, staff and faculty across units and departments is established and leads to unit specific reports.

Objective 1 FY21 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 students with caregiver responsibilities face and work with university leadership to implement changes to improve student success.
3. Refine the Academic Coaching Program to reach an increased number of students with caregiver responsibilities by partnering with Rackham Graduate School.

Primary DE&I Goal: Diversity

Other applicable domain: Equity

FACULTY**Five-Year Strategic Objective 2: (pending final approval)**

Promote career development activities for WOCAP members.⁴

Objective 2 Measures of Success:

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

Objective 2 FY21 Actions:

1. Assess WOCAP need for full-day Write-Ins/Writing Retreats.
2. Convene a writing support subcommittee by the end of August 2020.
3. Confirm a virtual full-day writing retreat in the Fall semester or in either the Winter, or Spring/ Summer with U-M partners by the end of September 2020.
4. Assess prior leadership development activities and new initiatives requested by WOCAP members.
5. Convene Leadership workshop subcommittee to plan and implement one leadership development workshop in collaboration with U-M partners per academic year.
6. Create a marketing plan (including a WOCAP announcement template) to communicate activities and events to members.

Primary DE&I Goal: Equity

Other applicable domains: Diversity and Inclusion

⁴ WOCAP is open to faculty of any background, with an interest in its mission of promoting the advancement of faculty women of color.

Five-Year Strategic Objective 3

Build community among WOCAP members.⁵

Objective 3 Measures of Success:

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

Objective 3 FY21 Actions:

1. Re-introduce town hall style-community conversations into biannual dinners mid-Fall and mid-Winter to share WOCAP updates and solicit engagement in subcommittees.
2. Engage WOCAP subcommittee in late summer to plan fall welcome dinner/community conversation based on Fall 2019 community feedback, viewing of "Through My Lens" film curated in 1992 (postponed 25th anniversary activity proposed for Winter 2020).
3. Late August, consult with CEW+ communication team regarding updating the WOCAP webpage to highlight revised project goals, new subcommittee participation and new research project
4. Organize spring end-of-year celebration dinner to recognize WOCAP members' year-long accomplishments.

Primary DE&I Goals: Diversity and Inclusion

STAFF**Five-Year Strategic Objective 4:**

Increase usage of CEW+ counseling services, programs and advocacy initiatives by staff members, including WCTF⁶ members.

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 attendance by 25% at WCTF virtual events including monthly meetings, training workshops, the annual career conference and other networking events.
- Expand WCTF⁷ membership by 25% through outreach and recruitment efforts across the University.

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

⁶ WCTF is open to staff, of any background, with an interest in its mission of promoting the advancement of professional women of color.

⁷ 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.

Objective 4 FY21 Actions:

1. Engage with members of the Coalition, VOICES of the Staff and other groups to help CEW+ promote programs in advance.
2. 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.
3. Update CEW+ website as needed to include information about the Coalition and related events.

Five-Year Strategic Objective 5

CEW+ and WCTF⁸ will increase attendance at its leadership development trainings offered to staff by partnering with the Coalition, University Human Resources, and Michigan Medicine Human Resources.

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 FY21 Actions:

1. Coordinate with program partners to collaborate in developing leadership programming for staff at all levels.
2. Post leadership development events and workshops on the WCTF Facebook page and on CEW+ Facebook and Twitter pages.
3. 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.

Five-Year Strategic Objective 6

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 6 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 6 FY21 Actions:

1. Incorporate videoconferencing technology (Zoom and Google Meet) 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.

⁸ WCTF is open to staff, of any background, with an interest in its mission of promoting the advancement of professional women of color.

Five-Year Strategic Objective 7

Strategically expand the frequency of targeted CEW+ communications to stay consistently on the radar of U-M students, faculty, staff and alumni.

Objective 7 Measures of Success:

- Increase in the open rate on electronic communication messages
- Increase in demographics (e.g., gender, age, ethnicity, SES) of participants at CEW+ events.

Objective 7 FY21 Actions:

1. Continue to incorporate video conference technology in program and service delivery
2. Submit CEW+ event information to units on campus.
3. Continue the regular and consistent development of engaging content showcasing the voices of underrepresented and marginalized communities.

Primary DE&I Goals: Diversity and Inclusion

Other applicable domain: Promoting an equitable and inclusive 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 FY21 Actions:

1. Develop a data model that incorporates qualitative and quantitative data that can be replicated by units.
2. Create a strategic plan to develop new content for the online COUNTS Toolkit as well as promote the course to the U-M Community.
3. Explore new avenues, including virtual platforms, to highlight the strengths and skills that nontraditional students bring to the Ann Arbor campus.

Primary DE&I Goal: Inclusion

Five-Year Strategic Objective 9

Educate our community on sexual and gender-based 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 review the university policy as part of the annual review process.
2. New hires will complete mandatory training within their first month at CEW+.

Objective 9 FY21 Actions:

1. Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention (“umbrella policy”).
2. Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.
3. Participate in the Cultural Education Advisory Group to define long-term strategies to reduce sexual and gender-based misconduct.

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, via programming open to all, the issues and concerns around the career advancement, redeployment, and transition 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.
- Programs developed specifically for staff to manage transitions in the workplace.

Objective 10 FY21 Actions:

1. CEW+ Program Management Team will expand its workshop presentations that are designed to support and enhance inclusive work environments, transitions in the workforce, and professional development for staff.
2. WOCAP⁹ and WCTF¹⁰ will collaborate to offer joint professional development sessions for staff and faculty including writing groups and leadership trainings (i.e. U-M Organizational Structure, Negotiation, and Managing Departmental Budgets).

IV. C. Promoting an Equitable and Inclusive Community**STUDENTS, FACULTY AND STAFF**

⁹ WOCAP is open to faculty of any background, with an interest in its mission of promoting the advancement of faculty women of color.

¹⁰ WCTF is open to staff of any background, with an interest in its mission of promoting the advancement of professional women of color.

Five-Year Strategic Objective 11

CEW+ will diversify the CEW+ donor base.

Objective 11 Measures of Success:

- CEW+ donor base has an increase in diversity with respect to age, race, gender and professional field.
- Increase in the types and amounts of gifts received by CEW+.

Objective 11 FY21 Actions:

1. Identify donor motivations for giving to CEW+ and create targeted communications for prospective donors based on data collected.
2. Move to more industry specific or individual interactions for more candid conversations with specific corporate representatives.

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 12

CEW+ staff will more deeply engage with issues of diversity, equity, inclusion and anti-racism work. In support of these efforts, CEW+ staff will have access and support to engage with training for conflict resolution and working across differences.

Objective 12 Measures of Success:

- CEW+ staff will be equipped to resolve conflict should it arise in the workplace.

Objective 12 FY21 Actions:

1. CEW+ Leadership Team will work with DEI Leads to develop an internal strategy to engage in introspection and deeper discussions around DEI.
2. Policy will be revised, as needed, in consultation with CEW+ staff and the General Counsel's office, to align with U-M policies.
3. Staff will have access and be encouraged to engage in introspective activities to set professional development goals.
4. Training will be provided to deepen conflict resolution skills across the office with a focus on working effectively across differences.
5. Engage in ongoing assessment to identify opportunities for greater inclusion in virtual and in-person meetings, and incorporate more inclusive meeting 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 FY21 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.
2. Contribute to an improved sense of belonging among nontraditional students through increased awareness of and participation in CEW+ direct services, including counseling, academic coaching, focus groups and study day events.
3. Broaden CEW+ programming to utilize staff expertise to support nontraditional student populations.

Primary DE&I Goal: Inclusion

FACULTY**Five-Year Strategic Objective 14 (pending final approval)**

Raise the visibility and recognition of WOCAP members.¹¹

Objective 14 Measures of Success:

- Regular and consistent media coverage (internal and external) of WOCAP events and work of its members.
- Reposts on FB or CEW+ Twitter account highlighting WOCAP members' scholarship or advocacy efforts.
- Number and types of awards/recognitions given to WOCAP members.
- Launch of a WOCAP research project that highlights the experiences of WOCAP members during the COVID-19 pandemic.

Objective 14 FY21 Actions:

1. Continue managing faculty recognition awards (e.g. Shirley Verrett and Rhetaugh Dumas Awards) that honor those who are working to increase diversity across disciplines.
2. Create a strategy to collect information on WOCAP member accomplishments prior to the Fall and Spring dinners.
3. Identify WOCAP members to serve on the planning committee to organize the 10-year anniversary of the Shirley Verrett award (i.e. SMTD, Past awardees and SC).

¹¹ WOCAP is open to faculty of any background, with an interest in its mission of promoting the advancement of faculty women of color.

4. WOCAP SC will meet with selected CEW+ staff to discuss goals of a new research project that highlights the voices and experiences of WOCAP members during the COVID-19 pandemic.
5. Work with CEW+ Communication team to update the WOCAP website to reflect revised project goals, new subcommittee participation, and faculty research projects.

Primary DE&I Goal: Equity

Five-Year Strategic Objective 15 (pending final approval)

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

Objective 15 Measures of Success:

- Co-organize leadership development training or sponsored workshops in collaboration with key allies
- WOCAP¹² Steering Committee will meet with senior leaders regularly (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.

Objective 15 FY21 Actions:

1. Assess prior leadership workshops or activities and new leadership development activities requested by WOCAP members.
2. Convene leadership workshop subcommittee to plan and implement one leadership development workshop in collaboration with U-M partners per academic year.
3. WOCAP Coordinator will schedule meetings with the Steering Committee and senior leaders (President, Provost, Vice Provost and Deans) to discuss the state of women of color in academia in September 2020 or October 2020 and January 2021.

Primary DE&I Goal: Diversity

Other applicable domain: Inclusion

Five-Year Strategic Objective 16 (pending final approval)

Advocate for institutional change on behalf of WOCAP members.¹³

Objective 16 Measures of Success:

- Strengthened relationships between WOCAP and other University partners and collaborators.

¹² WOCAP is open to faculty of any background, with an interest in its mission of promoting the advancement of faculty women of color.

¹³ WOCAP is open to faculty of any background, with an interest in its mission of promoting the advancement of faculty women of color.

- 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.

Objective 16 FY21 Actions:

1. Identify potential program collaborators and hold at least one meeting per term with potential program partners, including strengthening partnerships with ADVANCE, ODEI, and IRWG.
2. WOCAP Coordinator will schedule meetings with the Steering Committee and senior leaders (President, Provost, Vice Provost and Deans) to discuss the state of women of color in academia in September 2020 or October 2020 or January 2021.

STAFF**Five-Year Strategic Objective 17**

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

Objective 17 Measures of Success:

- Increased collaborative programming between the member organizations of the Coalition as well as other staff affinity groups.
- UHR helps promote staff networking opportunities to appropriate constituents.

Objective 17 FY21 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. Host an annual Juneteenth event with U-M and community partners.

Primary DE&I Goals: Equity and Inclusion

Other applicable domain: Diversity

IV. D. Service (as applicable)

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

STUDENTS**Five-Year Strategic Objective 18**

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

Objective 18 Measures of Success:

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

Objective 18 FY21 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 AY21.

Objective 19 FY21 Actions:

1. Academic Program Manager will work with the counseling team to create strategies and processes for supporting current coaching participants and alumni of the program.
2. Administer Academic Coaching Program tailored for students with caregiver responsibilities in partnership with Rackham Graduate School.
3. Present best practices and assessment from the 2020 Academic Coaching Program to U-M partners during Fall term 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 FY21 Actions:

1. Include mindfulness practice in CEW+ meetings and programming including both virtual and in-person events.
2. Offer flexible work hours or opportunities to work from home.
3. Encourage supervisors to discuss health and wellness resources with team members.
4. Setting a FY21 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)

WCTF members 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 each year that is promoted to all staff.
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. Increased communications to all staff regarding information about professional development and leadership opportunities at the U-M via email and WCTF's social media outlets.
2. Educate all staff on salary negotiations, U-M policies for job reclassifications and professional development opportunities 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 members¹⁴.
2. Increased diversity by job classification and unit of active members on the WCTF.

¹⁴ 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.

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) | Identify gaps in data across the organization that allow us to track the cross-campus impact of CEW+ co-sponsorships, scholarships, fellowships and other financial support. | 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 Enrollment Management, and Registrar’s Office. |
| | Incorporate processes across the office to gather data about campus impact on students, staff and faculty. | | | CEW+ Program Evaluation Specialist | |
| | Develop reports that can be shared with Deans, Directors and U-M Leadership regarding CEW+’s impact on campus. | | | CEW+ Business Manager | |
| | | | CEW+ will identify challenges that students with caregiver responsibilities face and work with university leadership to implement changes to | CEW+ Program Managers | UMAY items assessing sense of belonging; retention data from enrollment management. |
| | | | | CEW+ Director | Partnerships through the Council for Non-traditional Students (COUNTS) |
| | | | | CEW+ Program Managers | |

| | | | | | |
|----------------|---|--|---|-------------------------------------|---|
| | | | improve student success | | |
| | Contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition. | | Refine the Academic Coaching Program to reach an increased number of students with caregiver responsibilities by partnering with Rackham Graduate School. | Academic Program Manager | Work study student(s), and funding for office supplies |
| Faculty | 2. Promote career development of WOCAP ¹⁵ members. (pending final approval) | <p>Number and characteristics of participants in career development activities</p> <p>Participant feedback via evaluation survey</p> <p>Highlight Write-In participants' accomplishments, e.g., articles, books, chapters, grant proposals submitted and published/funded (via end-of-</p> | <p>Assess WOCAP need for full-day Write-Ins/Writing Retreats.</p> <p>Convene a writing support subcommittee by the end of August 2020.</p> <p>Confirm a virtual full-day writing retreat in the Fall semester or in either the Winter, or Spring/Summer with U-M partners by the end of</p> | WOCAP Coordinator and WOCAP Members | <p>Financial resources to address faculty requests for additional leadership training and support.</p> <p>Staff or graduate student time for administrative support</p> |

¹⁵ WOCAP is open to faculty, of any background, with an interest in its mission of promoting the advancement of faculty women of color. This note applies to all references to WOCAP in the Matrix section.

| | | | | | |
|--|---|---|---|--|---|
| | | semester survey) | September 2020. Assess prior leadership development activities and new initiatives requested by WOCAP members. Convene Leadership workshop subcommittee to plan and implement one leadership development workshop in collaboration with U-M partners per academic year. Create a marketing plan (including a WOCAP announcement template) to communicate activities and events to members. | | |
| | 3. Build community among WOCAP members. (pending final approval) | Number and characteristics of attendees at faculty focused events. Participant feedback from | Re-introduce town hall style-community conversations into biannual dinners mid-Fall and mid-Winter to share WOCAP updates and | WOCAP Coordinator and WOCAP Members CEW+ Director | Staff or graduate student time for administrative support |

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| | | evaluation survey. | <p>solicit engagement in subcommittees</p> <p>Engage WOCAP subcommittee in late summer to plan fall welcome dinner/community conversation based on Fall 2019 community feedback, viewing of "Through My Lens" film curated in 1992 (postponed 25th anniversary activity proposed for Winter 2020).</p> <p>Late August, consult with CEW+ communication team regarding updating the WOCAP webpage to highlight revised project goals and new subcommittee participation and new research project.</p> <p>Organize spring end-of-year celebration</p> | | |
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| | | | dinner to recognize WOCAP members' year-long accomplishments. | | |
| Staff | 4. Increase usage of CEW+ counseling services, programs and advocacy initiatives by staff members, including WCTF ¹⁶ members. | <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 attendance by 25% at WCTF virtual events concluding monthly meetings, training workshops, the annual career conference and other networking events.</p> <p>Expand WCTF membership by 25%</p> | <p>Engage with members of the Coalition, VOICES of the Staff and other groups to help CEW+ promote programs in advance</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> | Partnership with UHR |

¹⁶ WCTF is open to staff, of any background, with an interest in its mission of promoting the advancement of professional women of color. This note applies to all references to WCTF in the Matrix section.

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| | | through outreach efforts across the University. | | | |
| | 5. CEW+ and WCTF will increase attendance at its leadership development trainings offered to staff by partnering with the Coalition, University Human Resources, and Michigan Medicine Human Resources. | <p>50% 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 demographics of participants at staff development events</p> | <p>Coordinate with program partners to collaborate in developing leadership programming for staff at all levels.</p> <p>Post leadership development events and workshops on the WCTF Facebook page and on CEW+ Facebook and Twitter pages.</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> | Staff Program Manager and WCTF Members | Staff or graduate student time for administrative support |
| | 6. Increase the diversity of | Increase in the number of job | Incorporate videoconferenci | CEW+ Staff | Continued partnerships |



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| | <p>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>classifications represented by WCTF members</p> <p>Increase in demographics (e.g., ethnicity, SES, age) of participants at CEW+ events.</p> | <p>ng technology (Zoom and Google Meet) 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>Program Manager and WCTF members</p> <p>CEW+ Program Evaluation Specialist</p> | <p>with members of the Coalition, UHR reps and Michigan Medicine HR.</p> |
| | <p>7. Strategically expand the frequency of targeted CEW+ communications to stay consistently on the radar of U-M students, faculty, staff and alumni.</p> | <p>Increase in the open rate on electronic communication messages.</p> <p>Increase in demographics (e.g., gender, age ethnicity, SES) of participants at CEW+ events.</p> | <p>Continue to incorporate video conference technology in program and service delivery.</p> <p>Submit CEW+ event information to units on campus.</p> <p>Continue the regular and consistent development of engaging</p> | <p>CEW+ Communications Specialist</p> | <p>Access to the Blue Jeans/ Zoom Meet & Webinars / Google Meet university licenses</p> <p>Contacts and partnership with members of the HRCG group and OUD.</p> |

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| | | | content showcasing the voices of underrepresented and marginalized communities. | | |
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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 |
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| Students, Faculty, and Staff | 8. To contribute to U-M's current understanding of the nontraditional student experience across campus and emerging needs of nontraditional students 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>Develop a data model that incorporates qualitative and quantitative data that can be replicated by units.</p> <p>Create a strategic plan to develop new content for the online COUNTS Toolkit as well as promote the course to the U-M Community.</p> <p>Explore new avenues, including virtual platforms, to highlight the strengths and skills that</p> | <p>CEW+ Director and Associate Director</p> <p>CEW+ Program Management Team</p> <p>CEW+ Program Evaluation Specialist</p> | Partnerships across campus with departments and units |

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| | | | nontraditional students bring to the Ann Arbor campus. | | |
| Staff and Faculty | 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. | <p>All CEW+ staff will review the university policy as part of the annual review process.</p> <p>New hires will complete mandatory training within their first month at CEW+.</p> | <p>Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention ("umbrella policy").</p> <p>Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.</p> | <p>CEW+ Director</p> <p>CEW+ Business Manager</p> <p>CEW+ Staff</p> | |

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| | | | Participate in the Cultural Education Advisory Group to define long-term strategies to reduce sexual and gender-based misconduct. | | |
| 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, via programming open to all, the issues and concerns around the career advancement, redeployment, and transition 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 student issues.</p> <p>Programs developed specifically for staff to manage transitions in the workplace.</p> | <p>CEW+ Program Management Team will expand its workshop presentations that are designed to support and enhance inclusive work environments, transitions in the workforce, and professional development for staff.</p> <p>WOCAP and WCTF will collaborate to offer joint professional development sessions for staff and faculty including writing groups and leadership trainings (i.e. U-M Organizational Structure,</p> | <p>CEW+ Program Management Team</p> <p>CEW+ Director</p> <p>WCTF Executive Team</p> <p>WOCAP Steering Committee</p> | Program partnerships with VOICES of the Staff, UHR and Michigan Medicine HR. |

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| | | | Negotiation, and Managing Departmental Budgets) | | |
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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 |
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| Students, Faculty, and Staff | 11. CEW+ will diversify the CEW+ donor base. | CEW+ donor base has an increase in diversity with respect to age, race, gender and professional field. Increase in the types and amounts of gifts received by CEW+. | Identify donor motivations for giving to CEW+ and create targeted communications for prospective donors based on data collected. Move to more industry specific or individual interactions for more candid conversations with specific corporate representatives. | CEW+ Director CEW+ Development Director CEW+ Development Generalist CEW+ Communication Specialist | Salary for new Development Generalist and funds to cover the cost of donor prospecting efforts. |
| | 12. CEW+ staff will more deeply engage with issues of diversity, equity, inclusion and anti-racism work. In support of these efforts, CEW+ staff will have | CEW+ staff will be equipped to resolve conflict should it arise in the workplace. | CEW+ Leadership Team will work with DEI Leads to develop an internal strategy to engage in introspection and deeper discussions around DEI. | CEW+ Director DEI Leads CEW+ Staff Student DEI Program Assistants | Connect with UHR and other units to identify presenters to train staff on conflict management strategies. |

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| | access and support to engage with training for conflict resolution and working across differences. | | <p>Policy will be revised, as needed, in consultation with CEW+ staff and the General Counsel’s office, to align with U-M policies.</p> <p>Staff will have access and be encouraged to engage in introspective activities to set professional development goals.</p> <p>Training will be provided to deepen conflict resolution skills across the office with a focus on working effectively across differences.</p> <p>Engage in ongoing assessment to identify opportunities for greater inclusion in virtual and in-person meetings, and incorporate more inclusive meeting strategies.</p> | | |
| Students | 13. Improve and increase the sense of belonging and | Usage rates of programs and services, including | Continue to educate faculty and staff on issues faced by | CEW+ Associate Director | Partnerships across campus |

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| | community for nontraditional students at U-M. | <p>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> | <p>nontraditional students, including collaboration with other units to provide training for working with this student constituency.</p> <p>Contribute to an improved sense of belonging among nontraditional students through increased awareness of and participation in CEW+ direct services, including counseling, academic coaching, focus groups and study day events.</p> <p>Broaden CEW+ programming to utilize staff expertise to support nontraditional student populations.</p> | <p>CEW+ Communications Specialist</p> <p>CEW+ Program Management Team</p> <p>CEW+ Director</p> | |
| Faculty | 14. Raise visibility and | Regular and consistent | Continue managing faculty | WOCAP Coordinator | Additional administrative |



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| | <p>recognition of WOCAP members. (pending final approval)</p> | <p>media coverage (internal and external) of WOCAP events and work of its members.</p> <p>Reposts on FB or CEW+ Twitter account highlighting WOCAP members' scholarship or advocacy efforts.</p> <p>Number and types of awards/recognitions given to WOCAP members</p> <p>Launch of a new WOCAP research project that highlights the experiences of WOCAP members during the COVID-19 pandemic.</p> | <p>recognition awards (e.g. Shirley Verrett and Rhetaugh Dumas Awards) that honor those who are working to increase diversity across disciplines.</p> <p>Create a strategy to collect information on WOCAP member accomplishments prior to the Fall and Spring dinners.</p> <p>Identify WOCAP members to serve on the planning committee to organize the 10-year anniversary of the Shirley Verrett award (i.e. SMTD, Past awardees and SC).</p> <p>WOCAP SC will meet with selected CEW+ staff to discuss goals of a new research project that highlights the voices and experiences of</p> | <p>WOCAP Steering Committee</p> <p>CEW+ Communications Specialist</p> <p>CEW+ Director</p> | <p>support for the added faculty DEI initiatives.</p> |
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| | | | <p>WOCAP members during the COVID-19 pandemic.</p> <p>Work with CEW+ Communication team to update the WOCAP website to reflect revised project goals, new subcommittee participation, and faculty research projects.</p> | | |
| | <p>15. Increase the presence of women of color faculty in leadership positions on campus. (pending final approval)</p> | <p>Co-organize leadership development training or sponsored workshops in collaboration with key allies.</p> <p>WOCAP Steering Committee will meet with senior leaders regularly (President, Provost, Vice Provost and Deans) to be kept abreast of updates on current initiatives underway to improve</p> | <p>Assess prior leadership workshops or activities and new leadership development activities requested by WOCAP members.</p> <p>Convene leadership workshop subcommittee to plan and implement one leadership development workshop in collaboration with U-M partners per academic year.</p> <p>WOCAP Coordinator will</p> | <p>WOCAP Coordinator</p> <p>WOCAP Steering Committee</p> <p>CEW+ Director</p> | <p>Partnerships with Provost’s Office, Deans, Directors and Department heads.</p> <p>Partnerships with ADVANCE, ODEI, and IRWG.</p> |

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| | | campus climate and to offer the assistance of WOCAP members in these efforts. | schedule meetings with the Steering Committee and senior leaders (President, Provost, Vice Provost and Deans) to discuss the state of women of color in academia in September 2020 or October 2020 and January 2021. | | |
| | 16. Advocate for institutional change on behalf of WOCAP members. (pending final approval) | Strengthened relationships between WOCAP and other University partners and collaborators. 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. | Identify potential program collaborators and hold at least one meeting per term with potential program partners, including strengthening partnerships with ADVANCE, ODEI and IRWG . WOCAP Coordinator will schedule meetings with the Steering Committee and senior leaders (President, Provost, Vice Provost and Deans) to discuss the state of women of color in academia in September 2020 | WOCAP Coordinator WOCAP Steering Committee CEW+ Director | Partnerships with Provost's Office, Deans, Directors and Department heads. Campus partnerships with ADVANCE, ODEI and IRWG. |

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| | | | or October 2020 or January 2021. | | |
| Staff | 17. Expand staff networking opportunities through the administration of the Coalition and its programming and partnerships with UHR. | <p>Increased collaborative programming between the member organizations of the Coalition as well as other staff affinity groups</p> <p>UHR helps promote staff networking opportunities to appropriate constituents.</p> | <p>Organize 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>Host an annual Juneteenth event with U-M and community partners.</p> | CEW+ Staff Program Manager | 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 |
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| Students | 18. Students will continue to utilize our career and education 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 on outcomes survey and</p> | <p>CEW+ Interim Associate Director</p> <p>CEW+ Program Evaluation Specialist</p> <p>CEW+ Counseling Team</p> | Staff or graduate student time to analyze qualitative data |

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| | | | emerging needs of nontraditional students | | |
| | 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>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 AY21.</p> | <p>Academic Program Manager will work with the counseling team to create strategies and processes for supporting current coaching participants and alumni of the program.</p> <p>Administer Academic Coaching Program tailored for students with caregiver responsibilities in partnership with Rackham Graduate School.</p> <p>Present best practices and assessment from the 2020 Academic Coaching Program to U-M partners during Fall term 2020.</p> | <p>CEW+ Program Managers</p> <p>CEW+ Counseling Team</p> | |

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| Staff | 20. Encourage self-care and wellness among CEW+ staff to promote job satisfaction, office engagement and sustainability . | Staff are more engaged in wellness activities available to them. Supervisors receive feedback from employees about increased job satisfaction or engagement. | Include mindfulness practice in CEW+ meetings and programming including both virtual and in-person events. Offer flexible work hours or opportunities to work from home. Encourage supervisors to discuss health and wellness resources with team members. Setting a FY21 goal of not adding new work but instead refining and enhancing our existing projects. | CEW+ Leadership Team CEW+ Staff | May need an upgrade in some office software to accommodate staff working from home. |

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 to the U-M community with regard to increasing diversity and creating a more inclusive and equitable environment for all. DEI Co-Leads Janice Reuben and

Marchelle Moore will be the key contacts for the CEW+ plan stewardship in FY20, and will lead CEW+'s efforts to support, track and update our strategic plan in 2020-2021 fiscal year.

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 Leads 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 regarding data and tracking issues and coordinate tracking with DEI Lead.

Updating:

- WOCAP 25th anniversary Evaluation: The WOCAP Coordinator, with assistance from the WOCAP Steering Committee, will create a multi-method evaluation of WOCAP (e.g. defining goals, reviewing activities and events, determining which activities and events

should be on-going, identifying potential collaborations or co-sponsorships). The assessment will focus on how to effectively offer support to 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.

The *WCTF* Annual Career Conference celebrated its 38th anniversary in 2020. TIAA served as a Platinum Plus corporate sponsor for the sixth consecutive year. Plans are in the works to create an endowment fund to support the programmatic activities of this project with an anticipated launch date at the 2022 annual conference.

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.

Comprehensive Summary of Data for the Women of Color Task Force Data

Key Findings / Themes

WCTF Membership Survey: In June 2020, the members of the WCTF were sent a questionnaire to determine if and how participation in the project supports their individual career growth. Of the 82 current members, 50 completed the Qualtrics survey. Important findings included:

- *WCTF members identified these programs and services as most helpful during this time:* Career Coaching & Mentoring - 31% (23); Wellness & Health - 28% (21); Career Decision Making - 16% (20); and Time Management - 15% (11)
- Work-Life balance, employment stability/financial issues, and their children's education were of the greatest concerns experienced by respondents.
- *The top leadership and career development skills learned due to participation in WCTF meetings and training activities were:* networking, communication/presentation skills, resilience, and increased confidence.
- When WCTF members were asked *what contributed to the attainment of your overall career and professional goals* during the year, these were the highest ranked answers: Support community of BIPOC women; Expanded professional network; Internal and external professional development opportunities including financial support; and Opportunities to serve in leadership roles that would not be available at the unit level.
- According to the 2020 WCTF Conference evaluations, the respondents continue to receive resistance from their units for professional development activities, even if the program is a U-M sponsored event.
- 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 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 identified by respondents.

Recommendations

- Offer more work-life balance programming and social support events.
- Expand the staff mentoring to include more coaching support.
- Hold meetings virtually to promote increased participation, to help address 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.
- Continue to analyze how staff benefit, or do not benefit, from unit-specific programming and supports.
- Conduct further analysis to identify the barriers that 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.