DIVERSITY, EQUITY & INCLUSION

Center for the Education of Women

Diversity, Equity and Inclusion Strategic Plan

Five-Year Strategic Objectives, Measures and FY17 Actions

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.*

CEW has, since 1964, worked to remove obstacles that impact women and other marginalized groups at U-M. CEW has also served as a bridge for returning students and community college transfers; supported the work of the Women of Color in the Academy Project (WOCAP)[1] and the Women of Color Task Force (WCTF)[2]; and fought for family friendly policies that have benefitted both men and women. Our understanding of the challenges faced by nontraditional students and underrepresented faculty and staff allows us to contribute greatly to diversity at U-

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[1] WOCAP is open to all faculty, regardless of race/ethnicity or sex, with an interest in its mission of promoting the advancement of women of color in the academy.
[2] WCTF is open to staff, of any background, with an interest in its mission of promoting the advancement of professional women of color.

M by providing supports and resources that are responsive to the emerging needs of these groups.

Planning Process Used

CEW Planning Leads
> Tiffany R. Marra, Ph.D. (CEW Director)
> Kirsten A. Elling, Ph.D. (CEW Associate Director)

Planning Process Summary
- *process used to collect data:* CEW Nontraditional Focus Group Student Study, CEW Counseling and Scholarship data (systematic/ongoing)
- *sources of data, (e.g. Institutional data, forums, town halls, focus groups, interviews, surveys, committee reports):* focus groups with U-M students who identified as nontraditional, student self- report of nontraditional "markers"
- *process used to analyze data:* qualitative/thematic analysis of focus group transcripts, frequency tables of nontraditional markers
- *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
- *summary of engagement activities:* engaging with MONTS (Michigan Organization for Nontraditional Students), developing programs targeted at meeting nontraditional student needs (led by CEW counselors and MSW interns), and sharing initial findings with relevant partners across campus (e.g., DE&I planning leads, First Gen group)

For the Women of Color in the Academy Project (WOCAP), planning was conducted at two mini retreats with continuous revisions to the document conducted via email after the in-person meetings. The WOCAP Steering Committee (listed below) served as the Planning Leads:

> Naomi Andre (Associate Professor, Women's Studies & Residential College)
> Maria Castro (Professor, Neurosurgery)
> Patricia Coleman-Burns (Assistant Professor, Nursing)
> Robin Means Coleman (Professor, Communication Studies & DAAS)
> Vilma Mesa (Associate Professor, Education)
> Stephanie Rowley (Professor, Psychology and School of Education)
> Denise Sekaquaptewa (Professor, Psychology and Women's Studies)
> Hitomi Tonomura (Professor, History)
> Robin Wilson (Associate Professor, Dance)
> Mieko Yoshihama (Professor, Social Work)
> Deborah Willis (WOCAP Project Coordinator)

The Women of Color Task Force (WCTF) reviewed and analyzed qualitative and quantitative data from multiple sources to assess the current state of women of color staff at the University of Michigan, and to determine the benefits and challenges for the Women of Color Task Force. Reports included WCTF Annual Membership Surveys (2013-2016), WCTF Career Conference Evaluations (2009-2016), Human Capital Report Staff Data from UHR (2013-2015), WCTF general and committee meetings (2015-2016), and the ABPFAS & ADVANCE Climate Survey

of Black U-M Staff (2015). WCTF planning was led by the Executive Team members as outlined below.

> Planning Leads:
> > Janice Reuben (WCTF Project Coordinator)
> > Debby Mitchell (College of Engineering)
>
> Planning Team:
> > Cherie Dotson (College of Pharmacy)
> > Joyce French (Institute for Social Research - ICPSR)
> > Marlanna Landeros (Department of Public Safety and Security)

Strategic Objectives, Measures of Success and Action Plans[3]

Introduction:
CEW is a unit devoted to increasing diversity on campus, and supporting the success and achievement of diverse student, staff and faculty constituencies at U-M. Because our entire mission focuses on diversity, the objectives highlighted in the table below are limited to new initiatives, or changes to existing programs that are of particular relevance to U-M's current diversity initiative. They do not reflect the entirety of our programs and services.

Current key diversity initiatives at CEW include our recent research on nontraditional students, defining what "nontraditional" means at U-M, the dissemination of this research to relevant campus collaborators, and the development of programs and resources designed to support these students. While CEW has always served this population, our recent focus is on maintaining a current and robust understanding of this diffuse student group, their emerging needs, and providing supports necessary to fully access a U-M education.

A second key diversity initiative is the revision of our eligibility requirements for our scholarships for returning students. Previously, both graduate and undergraduate students needed a four-year interruption in their education (did not have to be continuous), and this year we have implemented new criteria. For undergraduates, a two-year continuous interruption or caregiver status is required for eligibility. For graduate students, a five-year continuous interruption or caregiver status is required for eligibility. This revision was based on our nontraditional student study, as well as a review of our scholarship process. The goal is to be sure we are reaching the students who are truly nontraditional[4], and most in need of our assistance.

Additionally, an overall strategic objective related to measuring success is to advocate for more comprehensive data collection as it relates to some of the markers of nontraditional status. For

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

[4] Although as previously noted, 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.

many of these markers (e.g., caregiver status), U-M does not currently collect these data from all students and thus, it is nearly impossible to assess the potential or actual impact of programs and services. Lack of comprehensive data collection also makes it challenging to compare student success measures of varied nontraditional student groups to other student populations.

Tables Outlining CEW's Strategic Objectives, Measures of Success, and Action Plans

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Recruitment, Retention and Development

Key Constituency: Students (All Levels)

Strategic Objective	Measures of Success	Detailed Actions Planned
CEW will be responsive to the needs of nontraditional students[5] CEW will develop assessment model for understanding the impact of financial support in student success and sense of belonging CEW will contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition	Data model is established and tested using qualitative and quantitative measures to understand nontraditional student populations and their emerging needs.	Define nontraditional based on qualitative and quantitative data Work with Registrar, Enrollment Management, Division of Student Life, and other units on campus to define a model for monitoring student success metrics of nontraditional students Data model will be tested with CEW student constituents, including CEW counseling participants, CEW Critical Difference Grant recipients, CEW scholarship recipients, CEW Scholar Community participants CEW will establish a Nontraditional Student Council in order to facilitate collaborations and resource sharing among non-academic unit leads and faculty who support nontraditional students in and out of the classroom. Nontraditional students will be included in the Council
CEW will work with partners across UM to increase access to data about nontraditional students and their success at UM, including create a data model that be used across units	Partnership is established with Registrar, Enrollment Management and Division of Student Life to coordinate annual data reporting of metrics related to nontraditional student markers	CEW will work with university leadership to collect needed data on nontraditional students (e.g., caregiver status) CEW will identify challenges that nontraditional students face and work with university leadership to implement changes to improve student success (e.g. Adding classes at times that are accessible to nontraditional students)
To effectively target and reach nontraditional students with CEW's financial resources in the form of scholarships, fellowships, research grants, and critical difference grants.	Students who receive financial support from CEW embody one or more nontraditional markers	Align financial resources with the goal of supporting nontraditional students, including scholarships, fellowships, Critical Difference grants, and research grants Develop assessment model for understanding the impact of financial support on student success and sense of belonging

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[5] Although as previously noted, many students used age and race/ethnicity as a component in self-identifying as 'nontraditional,' CEW will not consider age or race/ethnicity in determining eligibility for its programming, services, or scholarships.

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Key Constituency: Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned
Promote career development of women of color faculty	Number and characteristics of participants in career development activities Participant feedback via evaluation survey Write-In participants' accomplishments, e.g., articles, books, chapters, grant proposals submitted and published/funded (via end-of-semester survey)	Implement Write-Ins and Writing Retreats for WOCAP members. Implement leadership development initiatives for WOCAP members. Organize Community Conversations for WOCAP members on various topics of interest. Establish mentoring program for/among WOCAP members. Disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP members and other faculty who can benefit from the resources.
Build community among women of color faculty	Number and characteristics of attendees at faculty focused events Faculty participant feedback (via brief survey) Likes on WOCAP Facebook page Data from faculty	Host community conversations on various topics of interest for WOCAP members Organize fall welcome dinner for WOCAP members to promote networking and informal connections Organize spring end-of-year celebration dinner to recognize WOCAP member's year-long accomplishments Host faculty promotion reception to recognize WOCAP scholars who were promoted and tenured Organize groups around specific interests and issues of relevance to WOCAP Members Use various social media to promote networking and connection among WOCAP members

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Key Constituency: Staff

Strategic Objective	Measures of Success	Detailed Actions Planned
Increase usage of CEW services for staff members, including expanding WCTF membership by 30% through outreach and recruitment efforts across the University.	Number and characteristics of attendees at staff focused events Increase the number of active and engaged WCTF members serving on planning teams Increase the average attendance at WCTF monthly meetings, trainings, conference and networking events	CEW will collaborate with UHR to develop a promotional information card that includes information about resources available to staff through CEW CEW will collaborate with UHR to incorporate promotional information cards (developed in Action 2) in new hire packets, to share electronically with HR unit leads and to share electronically with union representatives for dissemination Promotional information cards (developed in Action 2) will be disseminated at Annual WCTF conferences and staff outreach events Establish a communication system to inform WCTF members of internal and external career development opportunities New members will be recruited during general sessions at the WCTF conference and at staff outreach activities
WCTF will support the professional development of underrepresented staff, in particular women of color, at U-M by providing career planning events and networking opportunities.	65% of regular WCTF members will create or update their individual career development plan Number and types of staff development events Success of events based on participant evaluations Number and characteristics of participants at staff development events	WCTF in partnership with the Career Development Passport Program will create a career development plan template and tracking system to follow progress of regular WCTF members who have an individual career development plan By October 2016, a calendar will be distributed to WCTF members including all 2016-17 networking and professional development events WCTF newsletter will include upcoming career planning and networking events Events will be publicized at least two times before an event, ideally 1-week and 2-days before the event

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CEW will increase attendance and quality of its leadership trainings offered to staff by partnering with University Human Resources (UHR), University of Michigan Health System Human Resources (UMHS-HR), WCTF and TIAA Financial Services.	Number and characteristics of attendees Success of events based on participant evaluations Number of co-sponsored events with other organizations	Schedule a meeting with training leads from UHR and UMHS-HR to determine what types of program we could co-sponsor over the next year. Work with TIAA Financial Services to identify speakers for the October 2016 leadership development retreat and the 2017 WCTF conference in addition to Spring-Summer 2017 leadership training as part of the Career Development Passport Program. Meet with senior leaders from WCTF; Association of Black Professional Faculty, Administrators and Staff (ABPFAS); and Professional Latinos at University of Michigan Alliance (PLUMA) to plan a joint leadership development offering for members.
Increase the diversity of WCTF membership by identity and job classification type.	Increase in the number of job classifications represented by WCTF members Increase in demographics represented by WCTF members	Outreach to U-M staff groups such as PLUMA and ABPFAS. Encourage WCTF members to recruit additional members to join the group Recruitment for new members at the Women of Color Task Force annual conference[6]

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[6]WCTF conference is open to all members of the U-M community

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Education and Scholarship

Key Constituencies: Students, Faculty, and Staff

Strategic Objective	Measures of Success	Detailed Actions Planned
To contribute to U-M's current understanding of the nontraditional student experience across campus and emerging needs over time.	Number of units included in the conversation Definition of nontraditional defined and adopted at CEW Data model developed that can be replicated by units	Disseminate the results of the nontraditional student study to stakeholders across campus Meet with key stakeholders across campus who are interested in learning more about nontraditional student populations Develop a data model that incorporates qualitative and quantitative data that can be replicated by units

Key Constituency: Faculty

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

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Key Constituencies: Faculty and Staff

Strategic Objective	Measures of Success	Detailed Actions Planned
CEW to serve as an advisor to units that are planning faculty and staff trainings and are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.	Increase referrals from CEW to U-M departments and units looking for presenters with expertise on diversity (i.e. WOC, LGBTQIA, etc.) issues. List of presenters with expertise on diversity issues readily available on CEW website	CEW will create a list of presenters with expertise on diversity issues who conduct leadership and professional development trainings. Update the CEW webpage to include the presenter list Promote list to key stakeholders across campus who are seeking to address the issues and concerns around the career advancement of WOC staff and faculty

Key Constituency: Staff

Strategic Objective	Measures of Success	Detailed Actions Planned
Support WOC staff in the service/maintenance job family whose goal is to advance their career through educational attainment.	Individuals in the service/maintenance job family who are interested in career advancement have been identified and given promotional information cards. Increased participation by individuals in the service/maintenance job family in CEW programs and services that encourage enrolling in formal educational programs.	CEW, in collaboration with WCTF, will conduct focus groups of those in the service/maintenance job family who have an interest in issues relating to WOC staff to ascertain ways to enhance career development support and identify barriers to upward mobility. Develop partnerships with other groups interested in issues relating to women of color staff.

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Promoting an Equitable and Inclusive Community

Key Constituencies: Staff, Students and Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned
Employ a diverse group of staff members with skills to serve its constituency	Current level of diversity will be maintained or increased among CEW staff. Staff trainings will occur regularly regarding how to best serve CEW's constituency.	New hires in 2016-17 will be screened for core competencies in serving the needs of faculty, staff, and nontraditional students Current staff will receive appropriate training to enhance understanding of and sensitivity to nontraditional student experiences.
Review and strengthen CEW's process for conflict resolution.	CEW staff know how to resolve conflict should it arise in the workplace	Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed for compliance with U-M policies. Policy will be revised, as needed, in consultation with CEW staff and the General Counsel's office, to align with U-M policies. The updated policy will be adopted and implemented by CEW staff.

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Key Constituency: Students

Strategic Objective	Measures of Success	Detailed Actions Planned
Improve and increase the sense of belonging and community for nontraditional students at U-M[7]	Increased membership in Michigan Organization for Nontraditional Students (MONTS), a student organization sponsored by CEW. Use rates of programs and services, including physical and virtual spaces, for nontraditional students Number and characteristics of participants in nontraditional student programs and services, including trainings for faculty and staff	Support student organization leaders to establish a sustainable structure for MONTS Create physical & virtual spaces for nontraditional students to connect Develop programs relevant to and that meet the needs of nontraditional students Educate faculty/staff on issues faced by nontraditional students, including collaboration with other units to provide training for working with this student constituency. Assure representation of nontraditional students (e.g., MONTS members) at orientation programs Facilitate nontraditional student participation in campus-wide events

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[7] The programs and services listed are open to all students

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Key Constituency: Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned
Raise the visibility and recognition of women of color scholars	Number and characteristics of attendees at events Feedback from event attendees via brief evaluation survey Positive media coverage (internal and external) of WOCAP events and WOCAP faculty members Usage of WOCAP webpage and FB page Open rates of WOCAP newsletters Number and types of awards/recognitions given to WOCAP members	Implement faculty awards (in addition to Shirley Verrett and Rhetaugh Dumas Award) and events for those who support issues affecting women of color in various disciplines Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner, see Objective 5 activities for detail) Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.
Increase presence of women of color faculty in leadership positions on campus	Increase (by count and percent) in WOCAP members assigned to leadership roles Increase in the response of senior leaders to WOCAP recommendations (e.g., WOCAP members appointed to committees based on WOCAP SC's recommendations) Increase in the number and characteristics of WOC faculty participating in leadership initiatives	Document the number of women of color faculty and WOCAP members who have advanced to leadership positions. Organize leadership development programs specifically for WOCAP members (in collaboration with NCID and other units) and a space for ongoing discussions about women of color faculty advancing into leadership roles. Strengthen linkages to senior leaders by identifying and suggesting names of WOCAP members who are potential aspiring leaders. Meet with senior leaders annually (President, Provost, Vice Provost and Deans) to be kept abreast of updates on current initiatives underway to improve campus climate, including by promoting participation of WOCAP members, and to offer our assistance in these efforts.
Advocate for institutional change on behalf of faculty women of color	Extent and nature of relationships between WOCAP and other campus partners and collaborators	Identify potential collaborators in and out of University community, including strengthening partnerships with Faculty of Color Network, ADVANCE, IRWG and Academic Women's Caucus, to examine needs of women of color

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	Extent/nature of WOCAP participation in search process; communications with departments for invitations to participate in their searches by meeting with candidates; feedback from departments and candidates on WOCAP's value added.	Participate in search processes as appropriate (Re)examine data collected from faculty to understand status of women of color a) as compared to white women and men of all races/ethnicities and b) change over time. Meet with senior leadership (e.g., Dr. Sellers, Provost, President) to get updates about what they have done to improve campus climate, including as experienced by women of color faculty

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Key Constituency: Staff

Strategic Objective	Measures of Success	Detailed Actions Planned
Support the efforts of UHR Diversity Recruiter to increase the number of WOC in U-M job applicant pools.	Sustainable practices in place for promoting job postings in collaboration with UHR Diversity Recruiter Increase awareness about open managerial and supervisory positions at U-M	Work with the UHR Diversity Recruiter to develop a sustainable process for announcing and posting job openings on the WCTF website and for inclusion in the WCTF newsletter Revise WCTF website to include job postings Incorporate job postings in the WCTF bimonthly newsletter
Expand reach and networking opportunities of WCTF by partnering with ABPFAS and PLUMA	Increase its collaborative programming between WCTF with ABPFAS & PLUMA	Schedule a meeting with WCTF, ABPFAS and PLUMA senior officers to discuss hosting co-sponsored networking events each year. CEW will host a networking reception for WCTF, ABPFAS & PLUMA members as part of events supporting the 35th Annual WCTF Conference.

Services

Key Constituency: Students

Strategic Objective	Measures of Success	Detailed Actions Planned
Students will continue to utilize our career and educational counseling, and services, to increase their likelihood of success at U-M.	Ongoing demand for services Continued positive customer service/satisfaction ratings Continued positive outcome/impact data	Continued provision of career/educational counseling Review of evaluations Review and revision of services based on evaluations and emerging needs of nontraditional students

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Key Constituency: Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned
Raise the visibility and recognition of women of color scholars	Number and characteristics of attendees at events Feedback from event attendees via brief evaluation survey Positive media coverage (internal and external) of WOCAP events and WOCAP faculty members Usage of WOCAP webpage and FB page Open rates of WOCAP newsletters Number and types of awards/recognitions given to WOCAP members	Implement faculty awards (in addition to Shirley Verrett Award) and events for those who support issues affecting women of color in various disciplines Host faculty promotion reception to recognize WOCAP faculty members who are promoted and tenured Organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner, see Objective 5 activities for detail) Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW website, and WOCAP newsletter.

Key Constituency: Staff

Strategic Objective	Measures of Success	Detailed Actions Planned
Create a mobile friendly CEW website that includes more information pertinent to WOC staff and how to obtain professional development @ U-M	Increased usability and accessibility of CEW website	CEW, in collaboration with WCTF members will review and revise content as it relates to U-M staff. CEW will redesign website for usability and accessibility across platforms and devices

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Plans for Supporting, Tracking and Updating the Strategic Plan

CEW is committed to the success of our Diversity, Equity & Inclusion plan, and optimistic about the continued value we can add the U-M community with regard to increasing diversity and creating a more inclusive and equitable environment for all. We have begun to think about how we will support, track and update our strategic plan -- below are some initial thoughts:

Supporting:
- CEW leadership will keep staff updated on our current DE&I 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 develop a plan to achieve the person power needed to meet our metrics/data gathering goals, given how thinly staffed we are.
- The formation of the Nontraditional Student Council will provide essential support, wisdom, and accountability for efforts to support Nontraditional Students at U-M.

Tracking:
- CEW will have quarterly check-ins on progress towards goals, and report results back to all staff. Progress will be noted in our plan document after each quarterly 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 Nontraditional Student Council, will provide updates during regular meetings of the Council, and assist each other with data/tracking issues.

Updating:
- Given the iterative nature of this work, updates and changes will be noted after each quarterly 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, especially the new Director, will include in depth discussions of our DE&I strategic plan.
- Updates will also be shared amongst the members of the Nontraditional Student Council.