



## Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY19 Actions

### I. Diversity Equity and Inclusion Strategic Plan: Overview

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*Selected text from President's Diversity Charge:*

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

**Goals: Diversity, Equity and Inclusion:**

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

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

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

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

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

## II. Implementation Highlights and Planning Process Used

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### *CEW+ Implementation Leads*

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

### *Summary of Year Two Implementation*

Much of CEW+'s work over the past 54 years has aligned closely with DEI work, including signature programs like the Women of Color in the Academy and Women of Color Task Force. Having roots in social justice work has allowed us to leverage existing work and partnerships to live into our DEI plan. Before DEI year 1, we laid a foundation for shifting our programmatic focus to be more inclusive of a broader range of nontraditional students. Our history and foundational work allowed us to seamlessly roll out new programs, partner with units, and expand our services.

In Year Two CEW+ continued to be strategic with respect to our engagement and assessment activities, with many events designed to engage multiple constituencies. In November, we hosted a symposium entitled "CEW Spectrum of Advocacy and Activism Symposium: Finding Your Voice" which engaged students, staff, faculty and community members and included presentations and an experiential, skill building component.

We also delivered a range of events that targeted specific constituencies. For example, programs for nontraditional students designed to engage and build community were offered throughout the year and included Study Days, Lunch & Learns (range of topics), workshops, and a Women's Basketball event for student parents and their families (in partnership with Athletics). WOCAP hosted programs designed to build community, support career development, and highlight the work of faculty interested in issues affecting women of color and included: fall and spring faculty dinners; write-ins throughout the year; the annual Shirley Verrett award program (highlighting the work of this year's award recipient, Dr. Naomi Andre); and Summer writing retreats. The WCTF continued its commitment to staff career development and building community, delivering another sold out career conference in March, as well as numerous networking and professional development programs throughout the year.

From February 2017 to March 2018, CEW+ went through a robust rebranding process that included members of all constituencies to ensure our materials and website clearly communicate our mission, vision, and commitment to inclusion. The process deepened connections across constituencies and re-engaged constituents from the past. This year we established a student advisory board to provide insight into the nontraditional student perspective; their suggestions were incorporated into the rebrand and development of the [website](#). The student advisory board has proved to be invaluable in generating new ideas and improving our programs and services for students.

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. Because we are small unit, our data from the larger survey was not very nuanced leaving lingering

questions about how our office climate is experienced by staff across identity groups such as age, race, and body size. Our DEI leads collaborated with our Director to create an anonymous follow up survey designed to gather additional information about climate issues and micro-aggressions experienced in the office. The themes from this survey were shared across the office with the goal of increasing awareness of how our actions impact others.

Our progress has been enabled through creative and strategic partnerships across campus and with community organizations. A prime example is our partnership with Learning & Professional Development (LPD) around the training module we are developing for staff to help student-facing staff to understand the complex challenges of nontraditional students and resources available to address those challenges. LPD will host and communicate the program to reach a wide range of staff, and CEW+ is responsible for design, development, content, and on-going maintenance. In spearheading the design of the module, CEW+ is engaging members of the Council for Nontraditional Students (COUNTS) in this work -- the work is underway and we have an enthusiastic and committed working group bringing key expertise to the table. Ultimately, leveraging these partnerships will result in a more robust final product, and enable us to reach far more staff than we could on our own. Other examples of partnerships this year included: engaging community organizations as presenters and participants at our Advocacy & Activism symposium; partnering with the Athletics department to offer a community building event for student parents and their families; partnering with the School of Social Work to meet the emergent needs of their students in the face of increased demands on our emergency funds; and ongoing work with the Office of Enrollment Management and the Office of Budget Planning to analyze institutional data with the lens of nontraditional student markers.

Finally, DEI Implementation Lead meetings and monthly COUNTS meetings continued to provide a valuable space to network, collaborate, and monitor emerging needs. Given the decentralized nature of U-M, being able to come together around DEI issues has been critical to advancing the objectives of our unit, and has made it easier to partner with other units in support of our collective DEI goals and desire to support diverse constituencies at U-M.

#### Planning Process Summary for Students

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



- *summary of engagement activities:* ongoing conversations with CEW+ Student Advisory Board, developing programs targeted at meeting nontraditional student needs (led by CEW+ counselors and MSW interns), and sharing findings with relevant partners across campus (e.g., DEI planning leads, First Gen group)

#### Planning Process Summary for Faculty

For the Women of Color in the Academy Project (WOCAP), initial planning was conducted at two mini retreats with continuous revisions to the document conducted via email after the in-person meetings. Second year planning included the WOCAP Steering Committee members (listed below), and third year planning is on hold until the new WOCAP Project Coordinator has been onboarded:

Ashwini Bhasi (WOCAP Project Coordinator)  
Maria Castro (Professor, Neurosurgery)  
Patricia Coleman-Burns (Assistant Professor Emerita of Nursing)  
Denise Sekaquaptewa (Professor, Psychology and Women's Studies)  
Hitomi Tonomura (Professor, History)

#### Planning Process Summary for Staff

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

Year 3 WCTF planning was conducted by the general membership as well as the following executive team members:

#### Planning Leads:

Janice Reuben, CEW+ (WCTF Project Coordinator)  
Shante Galloway, School of Dentistry  
Marlanna Landeros, Division of Public Safety and Security  
Katherine Weathers, LSA Dean's Office: Advancement  
Grace Wu, Taubman Institute

### III. Data and Analysis: Key Findings

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#### *Key Findings from Year Two*

CEW+ built on our Year One momentum by continuing to collaborate, evaluate, and offer responsive services. As mentioned previously, our collaborations with strategic campus partners have enabled us to make progress on important data gathering and analysis efforts. An example of this is building on our Year One work (with other COUNTS members) with the Office of Budget and Planning to add a question about the experiences of caregivers to the UMay survey. In Year Two, responses to this question were analyzed and shared back out with the COUNTS membership, who will now use these insights to inform and improve their services to these students. We continue to be heartened by the number of colleagues across campus who are willing to contribute time and expertise to better understanding and supporting nontraditional students on our campus.

All programs were evaluated utilizing a revamped program evaluation tool, which includes items specific to our DEI objectives. For example, building community was a theme across constituencies (NT students, women of color faculty, and women of color staff) and so we had participants in our programs 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), 100% of respondents agreed or strongly agreed that attending the event increased their sense of belonging at U-M. Across all programs (including some that were not specifically targeting the community building objective) 80% of respondents agreed or strongly agreed that the program increased their sense of belonging. Similarly, for programs specifically developed to increase staff members’ ability to support nontraditional students, 100% of respondents agreed or strongly agreed that attending the program “will help me support nontraditional students.” This percentage dropped to 86.8% when including a staff program where training around nontraditional student issues was a secondary purpose. Using a backwards design approach to programs has ensured our goals are considered as programs are developed, leading to more focused programming.

Programming of note:

- WOCAP hosted spring and fall celebration dinners to honor the successes of WOCAP members, as well as several community conversations covering issues related to women of color faculty development.
- WOCAP also hosted weekly writing groups (Write-Ins) throughout the year, as well as an overnight summer writing retreat. Most participants reported a significant positive impact on their academic writing productivity.



- WCTF provides space on the agenda of its regular monthly meetings for members to network and brainstorm about ways to support diversity and inclusivity in the workplace.
- This year, WCTF partnered with PLUMA, ABPFAS and the new Asian Pacific Islander staff group to provide networking events for staff.
- Multiple events were held for nontraditional students, including Study Days at CEW+ the end of each semester, Lunch & Learns, and events for specific groups of NT students (e.g., U-M Women’s Basketball event for student parents and their families).

*Summary of Data (from original plan)*

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

*Key Findings, Themes and Recommendations*

Students were asked to define markers that made them feel nontraditional<sup>1</sup> on campus. The five most common self-identified markers, as described by focus groups participants, were being:

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

While both men and women identified markers that made them feel nontraditional on campus, women remain overrepresented in the majority of these categories<sup>1</sup>. 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.

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<sup>1</sup> 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.

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 been working with Enrollment Management and the Office of Budget and Planning to better define “nontraditional” on the Ann Arbor campus, knowing it would likely differ from the national definition of nontraditional. The goal of analysis was to identify populations of students enrolling that represent less than 15% of the incoming student body. 7-years of first term enrollment data from Fall 2011 to Winter 2017 was analyzed representing 42,019 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 Student
- Winter admits
- Spring/Summer admits

Further analysis is being completed to better understand the experiences of these populations of students.

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

##### *Key Findings / Themes*

- Women of Color (WOC) staff are under-represented in the manager-supervisor population as compared to their percentage in the general employee population (Human Capital Report Data 2013).
- WCTF members feel isolated and invisible at U-M (WCTF membership surveys).
- WOC staff sometimes do not get support from their units for professional development activities, even if the program is a U-M sponsored event. (2013-2016 WCTF membership surveys & 2015-2016 WCTF Conference evaluations).
- Based on 2017 U-M Staff Climate survey and in partnership with ODEI, programming and services offered by CEW+ will be enhanced based on the reported perceptions of culture and climate by women of color staff and faculty.

*Recommendations*

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

#### **IV. Strategic Objectives, Measures of Success and Action Plans<sup>2</sup>**

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**Introduction:**

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

With regard to students, CEW+ will continue to build community for nontraditional students through our partnerships across campus, and leading COUNTS. Additionally, we will continue our Nontraditional Student Advisory Board which we launched in Year 2. We will also continue work on transforming our physical space to serve as a hub for nontraditional students.

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 UM).

With respect to faculty, WOCAP's strategic focus continues to be on highlighting the work of women of color scholars, promoting career development of women of color faculty, and advocating for institutional change on behalf of women of color faculty on campus. WOCAP also has initiatives to build community among women of color faculty, and increase the presence of women of color faculty in leadership positions on campus.

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



For FY19 presentations on the emerging needs of nontraditional students for staff will continue, and we will pilot a training module (in partnership with LPD and COUNTS members) for staff regarding how to best serve NT students. Another focus for staff will be the WCTF's 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 representation of women of color and other under-represented staff in the U-M managerial and supervisory ranks. See below for details about how the success of these strategic objectives will be measured and tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see Section VI.

#### **IV. A. Recruitment, Retention and Development**

##### **STUDENTS (BOTH UNDERGRADUATE AND GRADUATE)**

##### **Five-Year Strategic Objective 1:**

CEW+ will:

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

##### **Objective 1 Measures of Success:**

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

##### **Objective 1 FY19 Actions:**

1. Share nontraditional markers with unit leaders based on qualitative and quantitative data.
2. CEW+ will continue to work with Registrar, Enrollment Management, Division of Student Life, and other units on campus to define a model for monitoring student success metrics of nontraditional students.



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

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

**Five-Year Strategic Objective 2:**

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

**Objective 2 Measures of Success:**

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

**Objective 2 FY19 Actions:**

1. Develop assessment model for understanding the impact of financial support on student success and sense of belonging

**Primary DE&I Goal:** Inclusion

**U-M Metrics:**

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

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<sup>3</sup> The programs and services listed below are open to all students

**FACULTY****Five-Year Strategic Objective 3:**

Promote career development for women of color faculty.

**Objective 3 Measures of Success:**

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

**Objective 3 FY19 Actions:**

1. Continue to implement Write-Ins and Writing Retreats for WOCAP members.<sup>4</sup>
2. Continue to implement leadership development initiatives for WOCAP members.
3. Continue to organize Community Conversations for WOCAP members on various topics of interest.
4. Establish mentoring program for/among WOCAP members.
5. Continue to disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP members and other faculty who could benefit from the resources.

**Primary DE&I Goal:** Equity

**Other applicable domain:** Diversity and Inclusion

**Five-Year Strategic Objective 4:**

Build community among women of color faculty

**Objective 4 Measures of Success:**

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

**Objective 4 FY19 Actions:**

1. Continue to host community conversations on various topics of interest for WOCAP members
2. Continue to organize fall welcome dinner for WOCAP members to promote networking and informal connections
3. Continue to organize spring end-of-year celebration dinner to recognize WOCAP member's year-long accomplishments
4. Host faculty promotion reception to recognize WOCAP scholars who were promoted and tenured

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



5. Organize groups around specific interests and issues of relevance to WOCAP Members
6. Use various social/electronic media to promote networking and connection among WOCAP members.

**Primary DE&I Goal: Diversity and Inclusion**

**STAFF**

**Five-Year Strategic Objective 5:**

Increase usage of CEW+ services by staff members, including programs, counseling and WCTF<sup>5</sup> membership.

**Objective 5 Measures of Success:**

- Number and characteristics of attendees at staff focused events
- Increase the number of active and engaged WCTF members serving on planning teams
- Increase the average attendance at WCTF monthly meetings, trainings, conference and networking events
- Expand WCTF<sup>6</sup> membership by 30% through outreach and recruitment efforts across the University.

**Objective 5 FY19 Actions:**

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

**Five-Year Strategic Objective 6**

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

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

<sup>6</sup> 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 6 Measures of Success:**

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

**Objective 6 FY19 Actions:**

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

**Five Year Strategic Objective 7**

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

**Objective 7 Measures of Success:**

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

**Objective 7 FY19 Actions:**

1. Schedule a meeting with training leads from UHR and UMHS-HR to determine what types of program we could co-sponsor over the next year.
2. Work with TIAA Financial Services to identify speakers for the 2019 WCTF Conference.
3. Meet with senior leaders from WCTF; Association of Black Professional Faculty, Administrators and Staff (ABPFAS); and Professional Latinos at University of Michigan Alliance (PLUMA) to plan a joint leadership development offering for members.

**Five-Year Strategic Objective 8**

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

**Objective 8 Measures of Success:**

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

**Objective 8 FY19 Actions:**

1. Outreach to U-M staff groups such as PLUMA and ABPFAS
2. Encourage WCTF members to recruit additional members to join the group
3. Recruitment for new members at the Women of Color Task Force annual conference<sup>7</sup>

**Primary DE&I Goal:** Diversity

**Other applicable domain:** Promoting an equitable and inclusive community

**IV. B. Education and Scholarship****STUDENTS, FACULTY AND STAFF****Five-Year Strategic Objective 9:**

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

**Objective 9 Measures of Success:**

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

**Objective 9 FY19 Actions:**

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

**Primary DE&I Goal:** Inclusion

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

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<sup>7</sup> WCTF conference is open to all members of the U-M community

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

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

**Objective 10 Measure of Success:**

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

**Objective 10 FY19 Actions:**

1. CEW+ will create a list of presenters with expertise on diversity issues who conduct leadership and professional development trainings
2. Update the CEW+ webpage to include the presenter list
3. Promote list to key stakeholders across campus who are seeking to address the issues and concerns around the career advancement of WOC staff and faculty

**STAFF**

**Five-Year Strategic Objective 11**

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

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

**Objective 11 Measures of Success:**

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

**Objective 11 FY 19 Actions:**

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

**Primary DE&I Goal:** Diversity  
**Other applicable domain(s):** Equity

#### **IV. C. Promoting an Equitable and Inclusive Community**

##### **STUDENTS, FACULTY AND STAFF**

###### **Five-Year Strategic Objective 12**

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

###### **Objective 12 Measures of Success:**

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

###### **Objective 12 FY19 Actions:**

1. New hires in 2018-19 will be screened for core competencies in serving the needs of faculty, staff, and nontraditional students.
2. Current staff will receive ongoing, appropriate training to enhance understanding of and sensitivity to nontraditional student experiences.

**Primary DE&I Goal:** Inclusion  
**Other applicable domain:** Diversity

###### **Five-Year Strategic Objective 13**

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

###### **Objective 13 Measures of Success:**

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

###### **Objective 13 FY19 Actions:**

1. Current processes (e.g., 1:1 dialogue, HR consult, and mediation) will be reviewed annually for compliance with U-M policies
2. Policy will be revised, as needed, in consultation with CEW+ staff and General Counsel's office, to align with U-M policies
3. Staff will have access to training/professional development opportunities to deepen their conflict resolution skills.

**Primary DE&I Goal:** Inclusion  
**Other applicable domain:** Equity



**Five-Year Strategic Objective 14**

CEW+ will diversify the CEW+ donor base.

**Objective 14 Measures of Success:**

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

**Objective 14 FY19 Actions:**

- Create a corporate engagement pilot to recruit broadly diverse, mid-career executives to support CEW+'s fundraising efforts.

**Primary DE&I Goal:** Diversity

**STUDENTS****Five-Year Strategic Objective 15**

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

**Objective 15 Measures of Success:**

- Usage rates of programs and services, including physical and virtual spaces, for nontraditional students
- Number and characteristics of participants in nontraditional student programs and services
- Students participating in our programs will report an increased sense of belonging on relevant program evaluations

**Objective 15 FY19 Actions:**

1. Create physical and virtual spaces for nontraditional students to connect
2. Continue to develop programs relevant to and that meet the needs of nontraditional students
3. Continue to educate faculty/staff on issues faced by nontraditional students, including collaboration with other units to provide training for working with this student constituency
4. Assure representation of nontraditional students at student orientation programs
5. Continuation of nontraditional student advisory board

**Primary DE&I Goal:** Inclusion

**FACULTY****Five-Year Strategic Objective 16:**

Raise the visibility and recognition of women of color scholars



**Objective 16 Measures of Success:**

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

**Objective 16 FY19 Actions:**

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

**Primary DE&I Goal: Equity**

**Five-Year Strategic Objective 17:**

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

**Objective 17 Measures of Success:**

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

**Objective 17 FY19 Actions:**

1. Document the number of women of color faculty and WOCAP members who have advanced to leadership positions.
2. Organize leadership development programs specifically for WOCAP members (in collaboration with NCID and other units) and a space for ongoing discussions about women of color faculty advancing into leadership roles.
3. Strengthen linkages to senior leaders by identifying and suggesting names of WOCAP members who are potential aspiring leaders.
4. Meet with senior leaders annually (President, Provost, Vice Provost and Deans) to be kept abreast of updates on current initiatives underway to

improve campus climate, including by promoting participation of WOCAP members, and to offer our assistance in these efforts.

**Primary DE&I Goal:** Diversity  
**Other applicable domain:** Inclusion

**Five-Year Strategic Objective 18:**

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

**Objective 18 Measures of Success:**

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

**Objective 18 FY19 Actions:**

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

**STAFF****Five-Year Strategic Objective 19**

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

**Objective 19 Measures of Success:**

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

**Objective 19 FY19 Actions:**

1. Continue to work with the UHR Diversity Recruiter to announce and post job openings on the WCTF website and for inclusion in the WCTF newsletter
2. Revise WCTF webpage on new CEW+ website to include a link to U-M job postings

**Five-Year Strategic Objective 20**

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

**Objective 20 Measures of Success:**

- Increase its collaborative programming between WCTF, ABPFAS, PLUMA, Asian Pacific Islander staff group and other staff groups.

**Objective 20 FY19 Actions:**

1. Plan an annual networking event in collaboration with WCTF, ABPFAS, PLUMA, and the Asian Pacific Islander staff group officers.

**Primary DE&I Goal:** Equity and Inclusion

**Other applicable domain:** Diversity

**IV. D. Service (as applicable)**

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

**STUDENTS****Five-Year Strategic Objective 21**

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

**Objective 21 Measures of Success:**

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

**Objective 21 FY19 Actions:**

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

**Primary DE&I Goal:** Inclusion

**Other applicable domain:** Equity

**STAFF****Five-Year Strategic Objective 22:**

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



**Objective 22 Measures of Success:**

- Increased usability and accessibility of CEW+ website

**Objective 22 FY19 Actions:**

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

**Primary DE&I Goal:** Equity and Inclusion

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

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**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)

CEW+ will also track the following with respect to Climate Survey Indicators:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

### **WCTF and Women of Color Staff**

#### **A. Diversity:**

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

#### **B. Equity:**

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

**C. Inclusion:**

1. Increased recruitment and engagement of WOC staff on the WCTF who are from the Service/Maintenance job family<sup>8</sup>.
2. Increased recruitment and engagement of WOC staff on the WCTF who are from Michigan Medicine
3. Increased diversity of active members on the WCTF.

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<sup>8</sup> To reach Inclusion goals 1 and 2, WCTF members will be recruited broadly among all staff in 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/Persons Accountable	Resources Needed
Students (all levels)	CEW+ will be responsive to the needs of nontraditional students	Partnership is continued with Registrar, Enrollment Management and Division of Student Life to coordinate annual data reporting of metrics related to nontraditional student markers.	Share nontraditional markers with unit leaders based on qualitative and quantitative data.  CEW+ will continue to work with Registrar, Enrollment Management, Division of Student Life, and other units on campus to define a model for monitoring student success metrics of nontraditional students.	CEW+ Director	Partnerships with DSL, EM, and Registrar's
	CEW+ will develop assessment model for understanding the impact of financial support in student success and sense of belonging			CEW+ Student Program Manager	UMAY items assessing sense of belonging; retention data from enrollment management
	CEW+ will contribute to the retention and graduation rates of nontraditional students by working with key partners to remove barriers that lead to attrition			CEW+ Director and Associate Director	Partnerships through the Council for Nontraditional Students (COUNTS)
	CEW+ will work with partners across UM to increase access to data about nontraditional students and			Data model is established and tested using qualitative and quantitative measures to	The model defined in above action item will be tested with CEW+ student constituents,





	<p>their success at UM, including create a data model that be used across units</p>	<p>understand nontraditional student populations and their emerging needs.</p>	<p>including CEW+ counseling participants, CEW+ Critical Difference Grant recipients, CEW+ scholarship recipients, CEW+ Scholar Community participants.</p> <p>CEW+ will continue to lead the Council for Nontraditional Students (COUNTS) in order to facilitate collaborations and resource sharing among non-academic unit leads and faculty who support nontraditional students in and out of the classroom. Nontraditional students will be included in the Council.</p> <p>CEW+ will work with</p>		<p>(COUNTS)</p>
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			<p>university leadership to collect needed data on nontraditional students (e.g., caregiver status).</p> <p>CEW+ will identify challenges that nontraditional students face and work with university leadership to implement changes to improve student success (e.g. Adding classes at times that are accessible to nontraditional students).</p>		
	To effectively target and reach nontraditional students with CEW+'s financial resources in the form of scholarships, fellowships, research grants, and critical	Students who receive financial support from CEW+ embody one or more nontraditional marker.	Develop assessment model for understanding the impact of financial support on student success and sense of belonging	CEW+ Director and Associate Director	UMAY and EM data to identify nontraditional markers; retention data from enrollment management



	difference grants.				
Faculty	Promote career development of women of color faculty	<p>Number and characteristics of participants in career development activities</p> <p>Participant feedback via evaluation survey</p> <p>Write-In participants' accomplishments, e.g., articles, books, chapters, grant proposals submitted and published/funded (via end-of-semester survey)</p>	<p>Continue to implement Write-Ins and Writing Retreats for WOCAP members.</p> <p>Continue to implement leadership development initiatives for WOCAP members.</p> <p>Continue to organize Community Conversations for WOCAP members on various topics of interest.</p> <p>Establish mentoring program for/among WOCAP members.</p> <p>Continue to disseminate information about resources (e.g. career development programs, funding opportunities) to WOCAP</p>	WOCAP Coordinator and WOCAP Members	



			members and other faculty who can benefit from the resources.		
	Build community among women of color faculty	<p>Number and characteristics of attendees at faculty focused events</p> <p>Faculty participant feedback (via brief survey)</p> <p>Data from faculty (via program evaluations)</p>	<p>Continue to host community conversations on various topics of interest for WOCAP members</p> <p>Continue to organize fall welcome dinner for WOCAP members to promote networking and informal connections</p> <p>Continue to organize spring end-of-year celebration dinner to recognize WOCAP member's year-long accomplishments</p> <p>Host faculty promotion reception to recognize WOCAP members who were</p>	WOCAP Coordinator and WOCAP Members	



			<p>promoted and tenured</p> <p>Organize groups around specific interests and issues of relevance to WOCAP Members</p> <p>Use various social media to promote networking and connection among WOCAP members</p>		
Staff	Increase usage of CEW+ services by staff members, including programs, counseling and WCTF membership.	<p>Number and characteristics of attendees at staff focused events</p> <p>Increase the number of active and engaged WCTF members serving on planning teams</p> <p>Increase the average attendance at WCTF monthly meetings, trainings, conference</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>Establish a communication system to inform WCTF members of internal and external career</p>	<p>Staff Program Manager and WCTF Members</p> <p>CEW+ communications and marketing staff</p>	Partnership with UHR

		<p>and networking events</p> <p>Expand WCTF membership by 30% through outreach efforts across the University</p>	<p>development opportunities</p> <p>New members will be recruited during general sessions at the WCTF conference and at staff outreach activities</p> <p>Update CEW+ website as needed to include professional development opportunities of interest to staff, including women of color staff.</p>		
	<p>WCTF will support the professional development of underrepresented staff, including women of color, at U-M by providing career planning events and networking opportunities.</p>	<p>65% of regular WCTF members will create or update their individual career development plan</p> <p>Number and types of staff development events</p> <p>Success of events based</p>	<p>WCTF in partnership with the Career Development Passport Program will create a career development plan template and tracking system to follow progress of regular WCTF</p>	<p>Staff Program Manager and WCTF Members</p>	<p>Partnership with Career Development Passport Program</p>



		<p>on participant evaluations</p> <p>Number and characteristics of participants at staff development events</p>	<p>members who have an individual career development plan</p> <p>Annually, a calendar will be distributed to WCTF members including all networking and professional development events</p> <p>WCTF Facebook page will include upcoming career planning and networking events</p> <p>Events will be publicized at least two times before an event, ideally 1-week and 2-days before the event</p>		
	<p>CEW+ will increase attendance and quality of its leadership trainings offered to staff</p>	<p>Number and characteristics of attendees</p> <p>Success of events based</p>	<p>Schedule a meeting with training leads from UHR and UMHS-HR to determine</p>	<p>Staff Program Manager and CEW+ Director</p>	<p>Partnership with UHR, UMHS-HR, ABPFAS, and</p>



	by partnering with University Human Resources (UHR), Michigan Medicine Human Resources, WCTF and TIAA Financial Services.	on participant evaluations  Number of co-sponsored events with other organizations	what types of program we could co-sponsor over the next year.  Work with TIAA Financial Services to identify speakers for the 2018 WCTF Conference.  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.		PLUMA
	Increase the diversity of WCTF membership by intersections/identity and job	Increase in the number of job classifications represented	Outreach to U-M staff groups such as PLUMA and ABPFAS.	Staff Program manager and WCTF members	Partnership with ABPFAS, and PLUMA





	classification type.	by WCTF members  Increase in demographics (e.g., ethnicity, SES, age) represented by WCTF members	Encourage WCTF members to recruit additional members to join the group  Recruitment for new members at the Women of Color Task Force annual conference		
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VI. B. Education and Scholarship

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

			Develop a data model that incorporates qualitative and quantitative data that can be replicated by units		
Staff and Faculty	CEW+ to serve as a resource to units that are planning faculty and staff trainings and are seeking to address the issues and concerns around the career advancement of WOC staff and faculty.	<p>Increase referrals from CEW+ to U-M departments and units looking for presenters with expertise on diversity (i.e. WOC, LGBTQIA, etc.) issues.</p> <p>List of presenters with expertise on diversity issues readily available on CEW+ website</p>	<p>CEW+ will create a list of presenters with expertise on diversity issues who conduct leadership and professional development trainings.</p> <p>Update the CEW+ webpage to include the presenter list</p> <p>Promote list to key stakeholders across campus who are seeking to address the issues and concerns around the career advancement of WOC staff and faculty</p>	Staff Program Manager and CEW+ Director	
Staff	Support WOC staff in the service/maint	Increased participation by individuals in the	CEW+ will continue to disseminate information	Staff Program Manager and	Partnerships with units and organizations including

	<p>enhance job family whose goal is to advance their careers through educational attainment and/or professional development.</p>	<p>service/maintenance job family in CEW+ programs and services that encourage enrolling in formal educational programs.</p>	<p>regarding career and professional development resources to individuals in the service/maintenance job families.</p> <p>CEW+, in collaboration with WCTF, will conduct focus groups of those in the service/maintenance job family who have an interest in issues relating to WOC staff to ascertain ways to enhance career development support and identify barriers to upward mobility.</p>	<p>CEW+ Director</p>	<p>service/maintenance job family members</p>
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**VI. C. Promoting an Equitable and Inclusive Community**

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
	CEW+ will continue	Current level of diversity will be	New hires in 2018-19 will be	CEW+ hiring team	



Staff, Students & Faculty	to employ a diverse group of staff members with skills to serve its constituency	maintained or increased among CEW+ staff.  Staff trainings will occur regularly regarding how to best serve CEW+'s constituencies.	screened for core competencies in serving the needs of faculty, staff, and nontraditional students  Current staff will receive ongoing, appropriate training to enhance understanding of and sensitivity to nontraditional student experiences.	CEW+ Director, Associate Director, and Business Administrator	
	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 annually 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	CEW+ Director  CEW+ staff members	Office of General Counsel Review



			with U-M policies.  Staff will have access to training/professional development opportunities to deepen their conflict resolution skills.		
	CEW+ will diversify the CEW+ donor base.	Corporate board meets and develops action items  CEW+ donor base has an increase in diversity with respect to age, race, gender and professional field.	Create a corporate engagement pilot to recruit diverse, mid-career executives to support CEW+'s fundraising efforts.	CEW+ Director and CEW+ Assistant Director of Development	
Students	Improve and increase the sense of belonging and community for nontraditional students at U-M	Usage rates of programs and services, including physical and virtual spaces, for nontraditional students  Number and characteristics of participants in nontraditional student programs and	Create physical & virtual spaces for nontraditional students to connect  Continue to develop programs relevant to and that meet the needs of nontraditional students	CEW+ Student Program Manager  CEW+ Associate Director  CEW+ communications and program staff  CEW+ counselors	Partnerships across campus



		<p>services, including trainings for faculty and staff</p> <p>Students participating in our programs will report an increased sense of belonging on relevant program evaluations.</p>	<p>Continue to educate faculty/staff on issues faced by nontraditional students, including collaboration with other units to provide training for working with this student constituency.</p> <p>Assure representation of nontraditional students at orientation programs</p> <p>Continuation of nontraditional student advisory board.</p>	CEW+ Director	
Faculty	Raise the visibility and recognition of women of color scholars	<p>Number and characteristics of attendees at events</p> <p>Feedback from event attendees via brief evaluation survey</p> <p>Positive media coverage (internal and external) of WOCAP events and</p>	<p>Implement faculty awards (in addition to Shirley Verrett and Rhetaugh Dumas Award) and events for those who support issues affecting women of color in various disciplines</p> <p>Host faculty promotion reception to</p>	<p>WOCAP Coordinator</p> <p>WOCAP Members</p>	



		<p>WOCAP faculty members</p> <p>Usage of WOCAP webpage and FB page</p> <p>Open rates of WOCAP newsletters</p> <p>Number and types of awards/recognition given to WOCAP members</p>	<p>recognize WOCAP faculty members who are promoted and tenured</p> <p>Continue to organize events to celebrate the accomplishments of WOCAP members (e.g., Spring dinner, see Objective 5 activities for detail)</p> <p>Highlight accomplishments of WOCAP members through various media and communication channels, including social media, CEW+ website, and WOCAP newsletter.</p>		
	<p>Increase presence of women of color faculty in leadership positions on campus</p>	<p>Increase (by count and percent) in WOCAP members assigned to leadership roles</p> <p>Increase in the response of senior leaders to WOCAP recommendations (e.g.,</p>	<p>Document the number of women of color faculty and WOCAP members who have advanced to leadership positions.</p> <p>Organize leadership development programs specifically for</p>	<p>WOCAP Coordinator</p> <p>WOCAP Members</p>	



		<p>WOCAP members appointed to committees based on WOCAP SC's recommendations)</p> <p>Increase in the number and characteristics of WOC faculty participating in leadership initiatives</p>	<p>WOCAP members (in collaboration with NCID and other units) and a space for ongoing discussions about women of color faculty advancing into leadership roles.</p> <p>Strengthen linkages to senior leaders by identifying and suggesting names of WOCAP members who are potential aspiring leaders.</p> <p>Meet with senior leaders annually (President, Provost, Vice Provost and Deans) to be kept abreast of updates on current initiatives underway to improve campus climate, including by promoting participation of WOCAP members, and to offer our</p>		
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			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  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.	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  Participate as a campus resource in faculty hiring 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.	WOCAP Coordinator  WOCAP Members  CEW+ Director	



			Sellers, Provost, President) to get updates about what they have done to improve campus climate, including as experienced by women of color faculty		
Staff	Support the efforts of UHR Diversity Recruiter to increase the number of WOC in U-M job applicant pools.	Increase awareness about open managerial and supervisory positions at U-M	Continue to work with the UHR Diversity Recruiter to announce and post job openings on the WCTF webpage and for inclusion in the WCTF newsletter  Revise WCTF webpage on new CEW+ website to include a link to U-M job postings.	Staff Program Manager	
Staff	Expand staff networking opportunities by partnering with ABPFAS, PLUMA, and other	Increase its collaborative programming between WCTF, ABPFAS, PLUMA, Asian Pacific Islander staff group and other staff groups.	Plan an annual networking event in collaboration with WCTF, ABPFAS, PLUMA, and the Asian Pacific Islander staff group officers.	Staff Program Manager  CEW+ Director	



	staff groups.				
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VI. D. Services

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned	Group/Persons Accountable	Resources Needed
Students	Students will continue to utilize our career and educational counseling, and services, to increase their likelihood of success at U-M.	<p>Ongoing demand for services</p> <p>Continued positive customer service/satisfaction ratings</p> <p>Continued positive outcome/impact data</p>	<p>Continued provision of these services</p> <p>Develop and distribute outcomes survey for students who have participated in counseling services</p> <p>Review and revision of services based on outcomes survey and emerging needs of nontraditional students</p>	<p>CEW+ Associate Director</p> <p>CEW+ Counseling Team</p>	<p>Staff or graduate student time to analyze qualitative data</p>
Staff	Create a mobile friendly CEW+ website that includes more	Increased usability and accessibility of CEW+ website	CEW+, in collaboration with WCTF members will review and revise	<p>Staff Program Manager</p> <p>CEW+ Communications staff</p>	

	<p>information pertinent to WOC staff and how to obtain professional development @ U-M</p>		<p>content as it relates to U-M staff.</p> <p>CEW+ will redesign website for usability and accessibility across platforms and devices</p>		
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## **VII. Plans for Supporting, Tracking and Updating the Strategic Plan**

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CEW+ is committed to the success of our Diversity, Equity & Inclusion plan, and optimistic about the continued value we can add the U-M community with regard to increasing diversity and creating a more inclusive and equitable environment for all. Kirsten Elling (Associate Director) and Janice Reuben (Staff Program Manager) will be the key contacts for the CEW+ plan stewardship in FY19, and will lead CEW+'s efforts to support, track and update our strategic plan.

### **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 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, wisdom, and accountability for efforts to support Nontraditional Students at U-M.

### **Tracking:**

- CEW+ will have a mid-year check-in on progress towards goals, and report results back to all staff. Progress will be noted in our plan document after the mid-year check in.
- CEW+ will also maintain awareness of larger U-M objectives and progress, and make sure we continue to be aligned with overall diversity, equity and inclusion strategic planning.
- CEW+, and other members of the Council for Nontraditional Students (COUNTS), will provide updates during regular meetings of the Council, and assist each other with data/tracking issues.
- Where possible, specific DEI Action Items will be included in individual staff FY19 goalsetting, 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 DE&I strategic plan.
- Updates will also be shared amongst the members of the Council for Nontraditional Students (COUNTS).

**Staff (WCTF)****Supporting:**

- CEW+ leadership will meet annually with WCTF executive team and general membership keep them updated on our current DE&I strategic plan to discuss objectives and progress towards those objectives, and continue to solicit input on metrics and the most efficient way to gather data. Recommendations from these meetings will be reviewed and approved by the WCTF executive team and the CEW+ director, and will be added to the DEI strategic plan.
- 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 with DEI co-Lead, Kirsten Elling as needed.
- WCTF DEI and other staff objectives will make sure to align with the overall CEW+ DEI strategic planning.

**Updating:**

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

## Appendix A

### Women of Color in the Academy Project (WOCAP)

#### About WOCAP

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

#### Vision Statement

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

## Appendix B

### Women of Color Task Force (WCTF)

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

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

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

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

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