

CEW+ Diversity, Equity, and Inclusion Evaluation Summary Report
September 2022

In the first five years of the Diversity, Equity, and Inclusion strategic planning at the University of Michigan, 2016-2021, to the present, CEW+ has instituted the following initiatives. In reporting on its DEI initiatives to the U-M Office of DEI (ODEI), CEW+ addressed objectives related to People, Process, and Product, and used the domain-specific checklist to document the numerous changes in policies, practices, standard operating procedures, and/or usual practices/processes that were formalized during DEI 1.0 and that impact CEW+'s various constituencies.

In terms of *Process*, CEW+ undertook the following initiatives:

Inclusive and Equitable Climate

- Budget Practices
- Enhanced Communications & Feedback
- Equity Review

Budget practices: All staff at CEW+ with spending authority receive basic budget training. They are informed of granted budget requests, and those with sections in the formal budget narrative are involved with providing text and figures for the narrative document. The implementation of Smartsheets will lead to greater transparency across teams.

Enhanced Communications and Feedback: Over the past several years, CEW+ leadership has made it a priority to focus on meaningful performance feedback and overall promotion of professional development of staff across all positions. In FY 2020, CEW+ started using the meaningful conversations template developed by a central HR working group. The guide has been adjusted to reflect specific needs of the CEW+ organization. This fiscal year, CEW+ supervisors will have three formal check-ins with staff to discuss goals, professional development opportunities and DEI trainings/learnings completed. Annual performance reviews measure professional development in the DEI space as well as future aspirations for training/learnings. In addition to formal performance meetings with staff, all supervisors are encouraged to have at least biweekly check-in meetings with staff and keep a running document along with the staff member to document discussions to encourage active participation and engagement.

Equity Review: Annually in the fall, all positions undergo an equity review to make certain that staff are being compensated fairly compared to their peers, and that CEW+ remains market competitive. If CEW+ is not able to hire at the median salary due to budget constraints, CEW+ is committed to ensure staff are paid at the median salary for each job classification by the time the employee has been with CEW+ for 3 years. Staff are aware of annual equity reviews as a vehicle to recognize contributions to the organization. Job descriptions are reviewed annually during performance evaluations to confirm all positions have an accurate and up to date job description. This provides staff with a greater understanding of work expectations and ensures that positions are classified properly.

In terms of *People*, CEW+ undertook the following initiatives:

Recruitment, Retention & Success

- Fair/Unbiased Hiring
- Holistic/Well-being
- Mentorship or Sponsorship Connection Tools
- Professional/Career Development

Fair/Unbiased Hiring: Beginning in Spring 2021, CEW+ began working with University Human Resources to review and revise hiring practices and launched a new process for hiring. Key components of these practices include:

- All staff who search for open positions must complete an Unbiased Hiring Practices e-learning course
- A rubric for all stages of the search process from resume review through interviews.
- Blinded resumes for review
- Behavioral interviews and round 1 interviews done via zoom to ensure accessibility for candidates.
- Potential job postings are uploaded to Data People to alert biased language.
- Measurable qualifications as noted in the posting.
- Use of a skill survey for reference checking with the help of UHR
- Broad promotion of all open positions, including through the U-M Diversity Recruiter email group

Mentorship or Sponsorship Connection Tools: Two successive pilot academic coaching programs were implemented. The program was designed to primarily target students of all genders who are parents or caregivers of adults.

The conceptual framework recognizes the importance of identity climate and institutional culture as key aspects of the context students navigate during their college experience. Further conversations focused on the identification of a core set of competencies (i.e., student strengths) that coaches would promote throughout the coaching sessions. The five competencies examined included:

- Handling multiple roles related to multiple identities
- Strategies for difficult conversations and interactions
- Support network and resource identification
- Goal setting, prioritizing and budgeting
- Self-reflection and identification of personal strengths

Other important outcomes for the academic program included:

- Student sense of belonging
- Perceptions of multiple role stress
- Personal strengths
- Role management self-efficacy

Professional/Career Development: In 2016, CEW+ leadership revised its professional development policies to ensure monies were equitably distributed across the organization. All staff have access to \$600 and 4-days per year for self-directed professional development. This is provided in addition to any office-wide trainings and/or trainings necessary for position-required licensure (i.e. CEUs). The funds can rollover for up to 3 years allowing each staff member flexibility.

In terms of *Product*, CEW+ undertook the following initiatives:

Innovative and Inclusive Education, Scholarship & Research

- Assessment Practice
- Community-Engaged Learning or Practice
- Service/Action-based Learning

Community-Engaged Learning or Practice: CEW+ has a long history of convening groups to create systemic change at U-M. In addition to supporting the Women of Color in the Academy Project and Women of Color Task Force, both of which are open to interested individuals of any race or gender, CEW+ launched two new focus areas in the past five years.

In 2016, CEW+ launched the Council for NonTraditional Students (COUNTS) to convene student serving organizations across campus that are focused on the needs of less traditional students on campus.

One outcome of COUNTS was the creation of a free online module, focused on how to improve culture and climate for nontraditional students. To date, over 280 staff members have engaged with the module, participants representing 18 academic units and 12 non-academic units.

Student caregivers & parents: CEW+ has been at the forefront of advocacy for this group of students. CEW+ plays a major role in the Student Caregiver Excellence Committee and also supports MCaSp (a student organization focusing on the needs of student caregivers and student parents). Advocacy efforts have resulted in changes such as a family friendly study space in the Undergraduate Library; a student parent subsidy program at the U-M Children's Center; and a statement regarding student parent needs in syllabi.

Service-/Action-based Learning:

Program Interns Coaching and Professional Development: Nine students worked with the WCTF and WOCAP program managers since 2017. Each was offered at least two professional development community-building opportunities to discuss advocacy and DEI issues in higher education, including with respect to Women of Color in the Academy.

MSW Interns: CEW+ had 12 social work student interns in the past 5 years. The goal is to have multiple interns in placement, with representatives from a clinical and macro pathway. Interviews were framed using inclusive principles, with questions sent to candidates before the interview and a team conducting the interview.

The interns bring a wealth of experience and identify with a variety of nontraditional student identities including commuter, gender, first generation, and international. CEW+ offers robust intern training with a focus on integrating theory and classroom learning to practice.

Summerworks: CEW+ participated in the Summerworks program through Poverty Solutions in summer of 2018 and 2019, a 10-week program to employ youth in Washtenaw County to provide mentorship, job experience and help to create networks.

ITS Internship: CEW+ participated in this program during the summers of 2019 and 2022. In 2019, a team of four interns automated the data analysis process used by CEW+ to generate insights into nontraditional students at U-M.

CEW+ Evaluation & Needs Assessment: Dr. Angela Ebreo seeks participants involved in Undergraduate Research Opportunities Programs to ensure that students from diverse fields across campus are engaged in the work of the Center.

Assessment Programs: CEW+ has conducted post event surveys prior to the hire of its current program evaluator (Dr. Ebreo). Post-event surveys have remained consistent through the DEI

1.0 period. Topics generally asked: appreciation for DEI; perceived importance of DEI; sense of belonging/connection; participant demographics; inclusion; allyship; engagement and identity.

In its evaluation of the first five years of strategic DEI planning, during the 2021-2022 academic year, CEW+ has highlighted the following initiatives as its most successful.

People: Recruit, Retain and Develop a Diverse Community

Emergency Funding for Students Through Unit Level Partnerships

For 20+ years, CEW+ has administered one of the largest emergency funds on Campus on behalf of the Office of the Provost. Participants meet with a licensed counselor who assists students in navigating the financial, circumstantial, and emotional barriers to academic progress and degree completion and refers students to social service agencies that provide additional financial support to reduce strain on U-M financial resources.

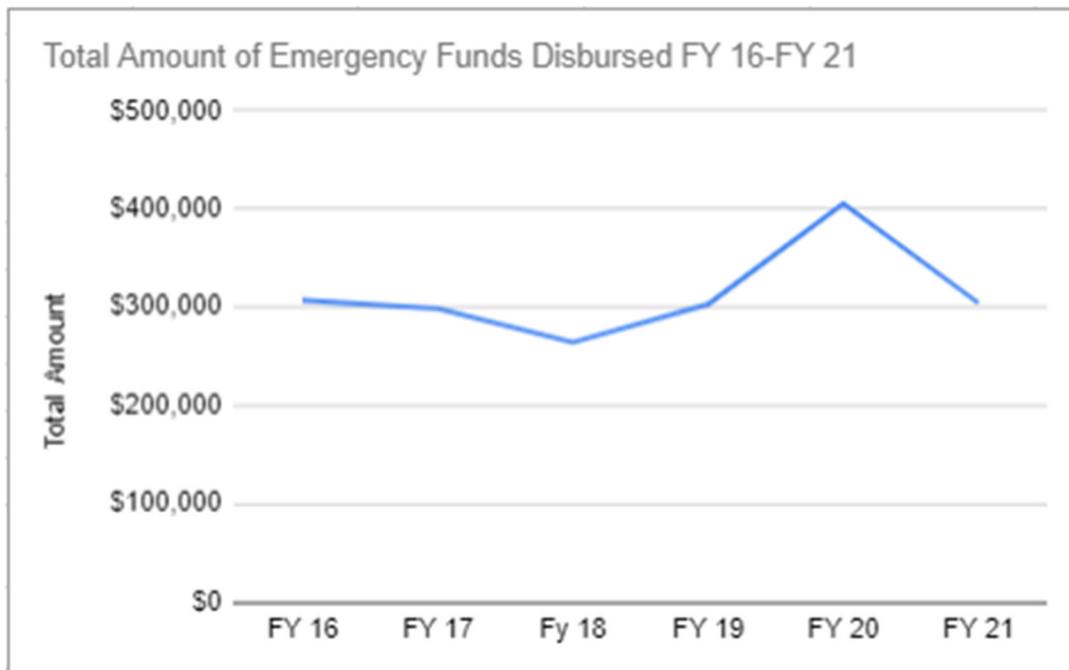
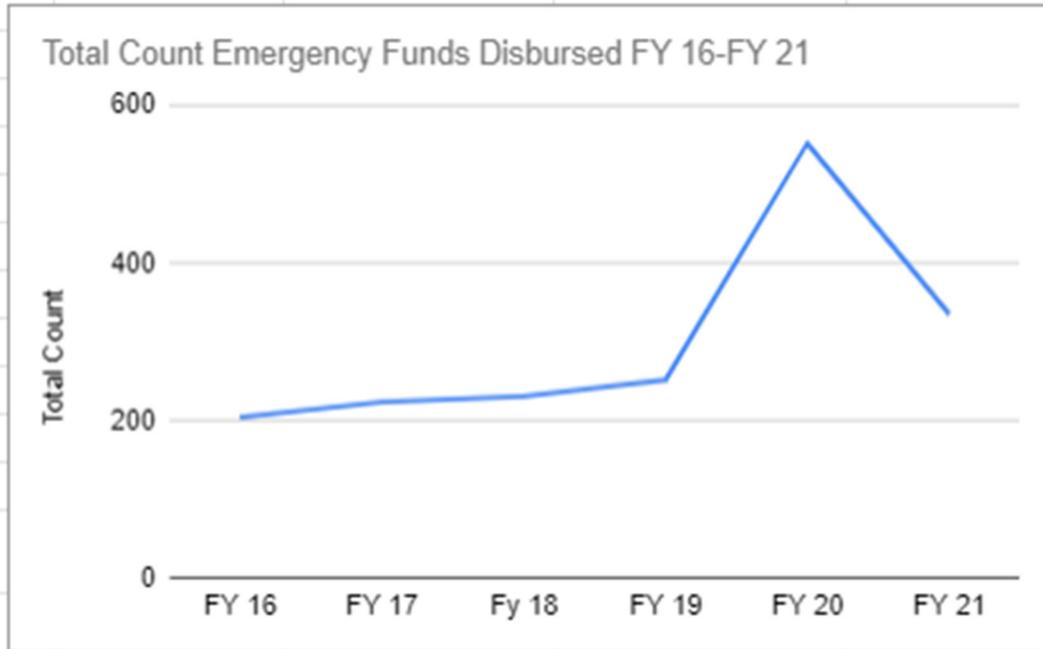
Innovation has allowed us to flex our model by partnering with other units on campus. This became more crucial during the pandemic. CEW+ quickly launched formalized partnerships with Academic Units, Dean of Students, and Financial Aid to:

1. Reduce the run around (or resource bouncing) of students during a high stress time
2. Respond to student needs quickly
3. Create equity and accountability across campus schools, colleges, and units who provide Emergency Funds
4. Manage limited counseling appointment availability/capacity in the midst of demand surge
5. Reduce duplication of funding

As of June 8, 2022, CEW+ has formalized partnerships with 10 Ann Arbor Units and both Flint and Dearborn campuses (utilizing CEW+ donor funds). We are currently expanding our partnerships.

Asking for help is hard, especially for underrepresented students; this process ensures that when students do ask for help they are treated with respect and due consideration to receive an appropriate level of financial support. Prior to Federal COVID Funding, during COVID, CEW+ averaged \$24,700 per week in disbursements, which was an increase of 329% in comparison to CEW+'s normal weekly disbursement. This increase in disbursements was only possible because of our partnerships with other units.

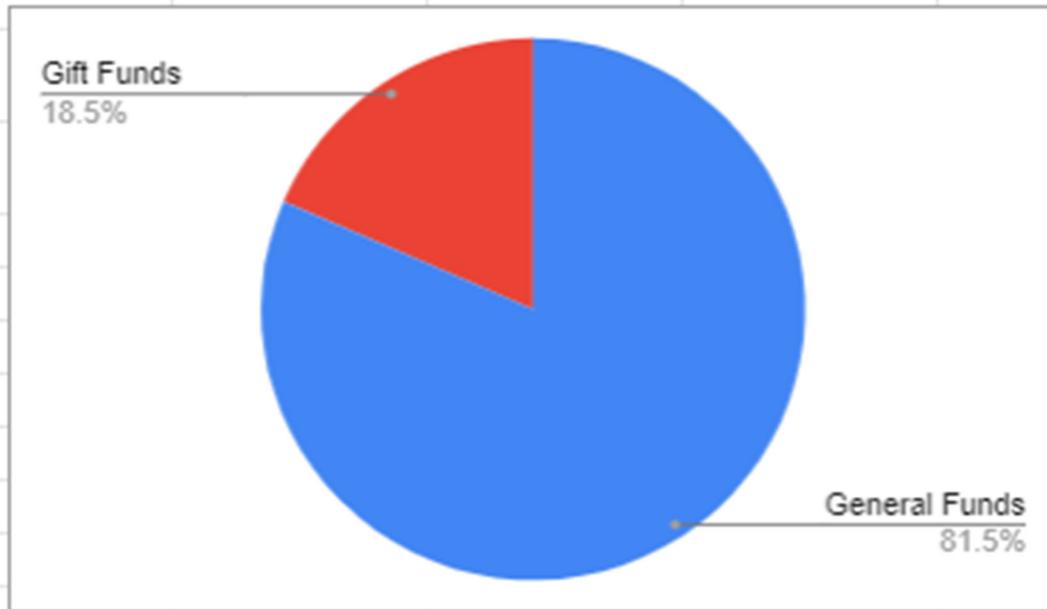
The chart below shows the increase in Emergency Funds Awarded (count of EF Awards) disbursed over time, including the increase during FY20 as a result of the pandemic. In FY 16, 205 Emergency Fund Grants were awarded to students, a spike of 552 in FY 20 due to the pandemic and 336 Emergency Fund Grants were disbursed to students in FY 21.



The chart above displays Emergency Funds Financial Support (\$ Awarded) disbursed over time, including the increase during FY20 as a result of the pandemic. All general fund emergency

funds were expended in FY 20 with donor funds supplementing once the funds were expended (see following chart for split of general fund and donor fund detail).

The chart below shows the distribution of general and gift funds utilized in FY20 supporting Emergency Fund Awards.



"The past 3 months have been incredibly stressful. As a first-generation, low income student my decision to pursue higher education has always weighed heavily on me as my family doesn't have the means to support me. With the current state of this pandemic I have found myself trying my hardest to help my family out emotionally and financially as much as possible, but in doing so I have had to limit my own needs. This emergency grant will make a huge difference in providing me with food and other supplies for the next few months as I transition into the next stage of my education."

- JENNIFER, GRADUATE STUDENT, SCHOOL OF PUBLIC HEALTH

Creating a Community of Supporters for Student Parents and Caregivers

In 2019, CEW+ worked with partners across all schools and colleges to develop an inclusive model for engaging students, faculty and staff in the challenge of building awareness around the needs and talents of student caregivers. The result was the 2019 launch of our Student Parent and Caregiver Initiative. Within a two-year period, the initiative has grown to include three independent but interconnected groups of nearly 200 students, faculty and staff who are focused on awareness-building, advocacy, campus-wide change, resources and direct support. A few notable examples of change include:

- Broad implementation of a student caregiver syllabus statement
- Creation of a website outlining campus resources available to student parents and caregivers
- Recommendations on classroom best practices for nontraditional students, including student caregivers
- The launch of new resources and support programs such as a preschool pilot, study spaces on campus, and a subsidy for unlicensed childcare

For more information about this initiative, please visit:

<https://docs.google.com/presentation/d/1UoGixHdP6PgUttMxh-fQ0SZ8cMVshWjEmQ-kPHSNljU/edit?usp=sharing>