**M | LSA** COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS
UNIVERSITY OF MICHIGAN

A ROADMAP TO LSA DEI 2.0 - AY 2025

*Turning Ideas into Action*

# College of Literature, Science, and the Arts

## Diversity, Equity, and Inclusion Strategic Plan | AY 2025
## TABLE OF CONTENTS

# Strategic Plan Overview

The DEI 2.0 Strategic Plan for the College of Literature, Science, and the Arts (LSA) has put forth strategic goals, objectives, and actions that are consistent with President Ono's statement of the University of Michigan's mission, as laid out in his 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."

We share the belief that we cannot have excellence without diversity, equity, and inclusion (DEI) and strive to integrate DEI into the fabric of the college.

The College of LSA, led by Dean Anne Curzan through June 2024 and currently led by Dean Rosario Ceballo, is the largest of the 19 schools and colleges on the Ann Arbor campus of the University of Michigan (U-M). As of Fall 2022, our community includes 18,556 undergraduate students, 2728 graduate students (624 MA students and 2104 Ph.D. students), 1204 staff members, 1577 faculty members (including 909 tenure-track faculty and 496 lecturer faculty), and 226 postdoctoral and research fellows. Our Strategic Plan for DEI 2.0 seeks to infuse DEI into everything we do as a college, for everyone who is part of the college community. We share the three primary goals articulated in President Ono's charge and the U-M campus-wide strategic planning process: 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.

## Structure of the Strategic Plan

The LSA DEI 2.0 Strategic Plan includes 10 broad strategic goals that span the constituents comprising our LSA community: faculty (including tenure-track faculty, lecturer faculty, postdoctoral scholars, and research fellows), staff, undergraduate students, and graduate students. These strategic goals serve as a broader overarching framework for 48 strategic objectives. Given the size, complexity, and multiple constituent groups within the college, the framework offered by the 10 strategic goals organizes the broad aims addressed through the specific strategic objectives which are tailored to the needs of different constituencies. The plan details LSA's Vision, Mission, and Values as well as our DEI Commitment and Approach to the Strategic Plan. We describe the planning process over the past two years that led to the development of the Strategic Plan as well as the specific findings from the data that informed the plan, our themes, and key recommendations. Finally, we provide the details of the 10 strategic goals (listed on page 36) including associated strategic objectives, action items, metrics, and accountability plans.

## LSA Vision, Mission, and Values

Over our 175-year history, LSA has been a world leader in research and delivering an extraordinary liberal arts and sciences education. Along the way, we have developed approaches that have changed higher education and the world. Today, the world faces challenges as daunting and complex as it has ever seen. What is the role of LSA and the liberal arts now? What must be our priorities, and how will we achieve them? Our vision, mission, and core values will serve as guideposts and practical tools as we write the college's next chapters.

### LSA Vision

We are a diverse intellectual community, working together to reimagine the world and create positive, purposeful change.

### LSA Mission

As a public liberal arts college, LSA's mission is twofold:
- To push the boundaries of what is understood about human experience and the natural world, and
- To foster the next generation of rigorous and empathetic thinkers, creators, and contributors to the state of Michigan, the nation, and the world.

### LSA Values

LSA works toward its vision and mission by keeping five values centered in all its activities.
- *Exploration.* We believe in bold investigation that transforms current assumptions, sparks new ideas, and changes the very questions we ask.
- *Common Good.* We are committed to social impact, working together to advance a more just and sustainable future.
- *Inclusion.* We actively work to increase access, welcome different perspectives, and build a community where each person feels a sense of purpose and belonging.

- *Well-being.* We recognize that taking care of ourselves and one another is a shared responsibility, and that everyone needs support to thrive.
- *Integrity.* We align our actions with our collective values and a steadfast commitment to ethical practice.

# LSA's DEI Commitment

Diversity, equity, and inclusion are an integral part of LSA's vision, mission, and values. We are committed to making LSA an inclusive, equitable, and collaborative space to learn, teach, work, discover, and thrive together. Embracing our differences is essential to achieving our shared goals of producing groundbreaking research, providing a world-class liberal arts education, and making a positive impact on our diverse society.

## LSA's Approach to the DEI Strategic Plan

LSA's strategic plan seeks to foster diversity, equity, and inclusion for all members of our academic community.[1] This includes faculty, staff, and undergraduate and graduate students, as well as alumni of the college. Moreover, LSA is committed to the systemic change required to create true equity, inclusion, and belonging through anti-racist, gender-inclusive, and accessible policies and practices that advance the college's mission. Our approach to the strategic plan is informed by 1) organizational change approaches to achieving each of U-M's three primary goals—diversity, equity, and inclusion; 2) commitments to address concerns of task force/work groups convened to draw upon the deep experience and expertise of members of the community; 3) a set of principles related to addressing inequities in their many forms; 4) goals related to achieving abundant representation and fostering a positive climate and culture; and 5) prior and ongoing diversity, equity, and inclusion initiatives.

### Doing the Work of Diversity, Equity, and Inclusion

Although the three primary goals of diversity, equity, and inclusion are often abbreviated as "DEI," it is important to recognize them as distinct objectives that require different approaches in order to bring about desired organizational change within LSA. We build upon the U-M definitions of diversity, equity, and inclusion in the following ways.

Diversity requires accurate data on the composition of the LSA community and an understanding of specific barriers that maintain the underrepresentation of certain groups. Efforts to achieve diversity in the university community seek to take advantage of the rich heterogeneity of our global society. Importantly, efforts to increase diversity must focus on addressing prior and present-day exclusions to produce meaningful change.[2]

Equity "is achieved by eliminating structural barriers resulting from historical and present-day inequities and meeting individuals', groups', and organizations' unique needs."[3] Structural barriers are often woven into policies and practices that appear neutral but create disparate outcomes tied

---

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

[2] Zheng, Lily (2022). *DEI Deconstructed: Your No-Nonsense Guide to Doing the Work and Doing it Right*. California: Berrett-Koehler Publishers, Inc.

[3] p. 39; Zheng, Lily (2022). *DEI Deconstructed: Your No-Nonsense Guide to Doing the Work and Doing it Right*. California: Berrett-Koehler Publishers, Inc.

to identity. Therefore, equity requires careful attention to the impact of such policies and practices as well as other efforts to provide individuals with access to opportunities and desired outcomes.

Inclusion reflects actions undertaken to make members of the community feel valued, respected, and welcomed. Drawing on bell hooks' notion of "love as a verb,"[4] we approach inclusion as if it were a verb—as an action or behavior. Organizations can promote inclusion through supportive mechanisms as well as by removing any inequities in the impact of policies and practices that would otherwise foster experiences of value, respect, and belonging.

We see the work of diversity, equity, and inclusion as requiring a set of DEI competencies, which we define as the knowledge of DEI concepts, interventions, and best practices as well as the skills, abilities, and behaviors to implement them.[5] These include inclusive teaching and mentoring practices, cultural respect, an ability to engage and collaborate effectively across differences, and culturally relevant decision-making.

## Honoring Commitments

Over the past three years, LSA Dean Curzan has convened college-level task forces and workgroups to responsively address challenges to diversity, equity, and inclusion not reflected in the original DEI 1.0 strategic plan; these groups were charged to develop actionable recommendations for the college. Our strategic plan honors commitments made to address the concerns raised and recommendations offered by these task forces and workgroups; throughout the strategic plan, we note when our initiatives are in direct response to the recommendations of these groups. The task force and workgroup reports are informed by the lived experience and expertise of members of the LSA community.

- *Anti-Racism Task Force.* Spurred by racial justice movements and the COVID-19 pandemic, in September 2020 LSA convened an anti-racism task force to assess sources of structural inequalities within the college, and to surface specific recommendations to reduce any systemic racism in LSA. The task force was made up of faculty, staff, and students across a range of LSA disciplines/fields, academic and administrative units, and demographic backgrounds (e.g., gender, race/ethnicity), each with expertise and records of sustained engagement in anti-racism work, at department, college, university, and/or broader community and public levels. The task force report,[6] completed in 2021, included a series

---

[4] The full quotation reads: "The word 'love' is most often defined as a noun, yet all the more astute theorists of love acknowledge that we would all love better if we used it as a verb." (p. 4) hooks later says: "To begin by always thinking of love as an action rather than a feeling is one way in which anyone using the word in this manner automatically assumes accountability and responsibility." (p. 13)
— hooks, bell (2000). *All About Love: New Visions*. New York: William Morrow

[5] Our definition draws from the work of several scholars:
— Sylvester, C.-Y., Sánchez-Parkinson, L., Yettaw, M., & Chavous, T. (2019). The Promise of Diversity Statements: Insights and a Framework Developed from Faculty Applications. Currents, 1(1), 151-170.
— Page, S. E. (2017). The diversity bonus: How great teams pay off in the knowledge economy. Princeton University Press.
— Williams, D. (2013). Strategic Diversity Leadership: Activating Change and Transformation in Higher Education. Stylus Publishing Press.

[6] The full report can be found at https://lsa.umich.edu/lsa/dei/anti-racism-and-racial-equality.html

of recommendations related to the recruitment, retention, and advancement of faculty, staff, and students. Based on the task force recommendations, LSA has implemented several changes including: hiring a Chief People Officer; convening a workgroup on undergraduate recruitment, admissions, and enrollment; and implementing, through the National Center for Institutional Diversity (NCID), the Provost's Anti-Racism Collaborative that catalyzes scholarly activity related to racism, racial equity, and racial justice topics. The DEI 2.0 Strategic Plan also draws upon the Anti-Racism Task Force recommendations.

- *Sexual and Gender-Based Misconduct Prevention Working Group.* **Based on the landmark 2018 report by the National Academies of Sciences, Engineering, and Medicine (NASEM) on preventing sexual harassment in higher education, a working group focused on developing actionable plans to implement the report recommendations was formed in December 2020. The group was made up of demographically diverse faculty, staff, and graduate students from a range of LSA units, each with critical expertise and experiences relevant to the group charge. Drawing on focus group interviews with LSA faculty, staff, and student-employees, and informed by the 2018 NASEM report, the work group developed a number of recommendations to improve practices in the college.[7] Initial actions taken include the creation of a mechanism to provide one semester of funding support to graduate students who must transition away from a trainee-advisor relationship with a supervisor on whom they are dependent for funding, including in cases that may involve a harassing, abusive, or harmful trainee-advisor relationship; increasing community members' awareness of existing policies surrounding respectful and professional behavior; and including respectful and inclusive behavior as a selection criteria for, and affirmative responsibility of, college leaders.**

- *Race & Ethnicity Degree Requirement Work Group.* **One recommendation of the Anti-Racism Task Force mentioned above was to convene a new group explicitly to look at the curriculum, with a focus on the Race & Ethnicity undergraduate course requirement, vis-a-vis anti-racism efforts. A committee of faculty and administrators met regularly throughout the 2021-22 academic year with three primary goals: to consider how we think about which classes qualify for the Race & Ethnicity undergraduate course requirement and how we might refine the course requirement to better meet its intended goals and address current needs of student, faculty, and staff communities; to explore changes to the Race & Ethnicity undergraduate course requirement to reflect a focus on anti-racism, address class sizes, facilitate deeper faculty-student interaction and instructor training on anti-racist pedagogy; and finally, to consider how to incentivize departments and faculty in the development of new Race & Ethnicity undergraduate courses, particularly in areas of the curriculum where few Race & Ethnicity undergraduate courses exist.**

- *Work Group on Admissions.* **Another recommendation of the Anti-Racism Task Force was the creation of a workgroup to examine policies in LSA's undergraduate recruitment and admissions process that contribute to the lack of diverse representation in our student body. The recommendations of the Task Force in relation to recruitment and admissions**

---

[7] The full report can be found at https://lsa.umich.edu/lsa/dei/preventing-sexual-harassment-working-group-report.html

are based on the idea that LSA cannot realize the ideals of anti-racism if our college community does not encompass the broad diversity, including racial diversity, of society. Recognizing the urgency of this work and the significant efforts that are necessary in our journey to become an anti-racist institution, this workgroup should be seen as initial action in an ongoing process.

- *LGBTQ+ Working Group.* In 2022, LSA convened a working group to review the reports and recommendations of prior working groups/task forces from an LGBTQ+ perspective. The goal was to ensure that all actions of the college are taken with an intersectional approach and to evaluate where there may be additional work to be done beyond the existing recommendations from these previous groups to address the needs of the LGBTQ+ community. The recommendations from this working group were shared in Fall 2023.

## Principles

As we developed LSA's DEI 2.0 Strategic Plan, we had several guiding principles in mind.

LSA Dean Curzan introduced the "Meet the Moment" framework in 2022, in which the college articulated the importance of innovative solutions to address pressing problems and promote equity. In developing our strategic plan, we draw from this framework; the need to foster diversity, equity, and inclusion is vital to a thriving university and society but is a challenging task. We approach it with big ideas and bold approaches—by meeting the moment.

To do so, we prioritized systemic and structural approaches that would change how things are done. Abundant research has demonstrated that inequity is maintained by the status quo. Therefore, we seek to produce impactful organizational change through a focus on making policies, processes, and practices more inclusive, equitable, and fair, and by removing barriers to access. By building diversity, equity, and inclusion into the fabric of the college, we seek to create change that is sustainable and lasting.

As explicitly noted in the LSA Anti-Racism Task Force report, effective diversity, equity, and inclusion work requires adopting an anti-racist lens that specifically focuses on racial equity and justice. This lens includes preventing racism that emerges through interpersonal mistreatment as well as racism that is visible in structural barriers (e.g., policies, processes, and practices). We explicitly acknowledge the need to address racism faced by Black, Asian, Indigenous, Middle Eastern/North African, and Latinx communities within the U.S., including individual prejudice towards international members of the LSA community.

We also center an anti-oppression perspective that acknowledges and confronts systemic oppression in its many forms, including (but not limited to) ableism, anti-semitism, Islamophobia, and other forms of religious prejudice, ageism, colonialism, heterosexism and other forms of sexual prejudice, racism, sexism, transphobia, and xenophobia. Our anti-oppression lens seeks to remove power imbalances that create inequities, through an examination of our policies and practices and by increasing knowledge of those in our community. In doing so, we aim to create a more just, equitable, and inclusive LSA environment for all members of our community.

An intersectional approach is one that recognizes that systems of oppression, such as sexism and racism, are interlocking or interconnected.[8] Therefore, it is critical for change efforts to address multiple types of inequity simultaneously. Intersectionality also brings attention to the fact that individuals belong to multiple groups simultaneously and therefore may be affected by multiple and unique systems of oppression. For example, a disabled faculty member of color must negotiate unique challenges associated with both ableism and racism, and a queer international or immigrant staff member may face barriers resulting from the combination of sexual and nationalist prejudice. Our strategic plan's prioritization of structural change lends itself to addressing multiple forms of inequity, and we lay out activities that aim to recognize individuals for their full, authentic selves.

## Working Towards Abundant Representation

A key recommendation of the LSA Anti-Racism Task Force was that "LSA recommit to the goal of abundant representation (requiring increases) of African Americans, Latinx, Native Americans and Indigenous peoples, Asian Americans and Middle Eastern/North African peoples among its students, faculty, and staff…AND to a range of active recruitment and retention efforts and activities designed to meet that goal."[9] The task force articulated that anti-racism requires the college community to broadly encompass the full diversity of the broader society.

With this in mind, LSA's DEI 2.0 Strategic Plan aims to create the conditions to allow historically underrepresented groups to achieve abundant representation. Although LSA has made progress towards this goal in many ways, reviewing the composition of the LSA community highlights, for example, that Black people are significantly underrepresented among the faculty, staff, undergraduate, and graduate populations. Only among Black women assistant professors have we seen increases over the past several years, due in part to hiring through the LSA Collegiate Fellows Program (which focuses on those whose research, teaching, or service demonstrates a commitment to DEI) and other efforts to mitigate bias in faculty hiring. The percentages of White non-Hispanic individuals in the LSA community varies; for example, White faculty constitute 71% (tenure-track) and 73% (lecturer) of the overall LSA faculty, whereas White undergraduate students constitute 52% of the overall LSA student body.

Our goal is to see continuous improvement towards abundant representation in our LSA community and we focus our strategic plan efforts on reducing gaps. At times, we refer to groups that are underrepresented racial minorities (URM): Black or African American, Hispanic or Latino/a/x, American Indian/Native American or Alaska Native, and Native Hawaiian or Other Pacific Islander. We also refer to faculty/staff/students of color which we define as those identifying as Black or African American, Hispanic or Latino/a/x, American Indian/Native American or Alaska Native, Asian/Asian-American, Native Hawaiian or Other Pacific Islander, and Middle Eastern/North African.

---

[8] Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Policies." University of Chicago Legal Forum 1989, no. 1 (1989): 139-167.

[9] p. 10; LSA Anti-Racism Task Force Report.

In order to expand our efforts towards a diverse community, it is important that we collect data on specific groups; such data allow us to accurately understand the representation of specific groups among our community, assess disparate experiences and outcomes (e.g., graduation rates), and track change over time. As noted in the Anti-Racism Task Force report, "Current ways of categorizing race, for example the 2 or More Race category and the lack of a Middle Eastern/North African (MENA) category, can obscure understanding of demographic patterns and leave some groups invisible within the demographic data."[10] As such, we include a strategic plan initiative that seeks to increase equity through improved data collection and data disaggregation practices. In addition to improving race/ethnicity measurement, we need to improve data collection related to other groups, such as the LGBTQ+ community and the international community. For example, data from the 2021 U-M Campus Climate Survey on Diversity, Equity, and Inclusion[11] indicate that in LSA, the self-reported LGBQA+[12] population is sizable, comprising 19% of faculty, 16% of staff, 31% of undergraduate students, and 36% of graduate students. However, self-identification as a member of this group is not captured in other data systems. Preliminary recommendations from the 2023 LSA LGBTQ+ working group include improved data collection and disaggregated reporting for this group, while maintaining individual privacy.

## Fostering a Climate and Culture that Support Diversity, Equity, and Inclusion

A core goal of LSA's diversity, equity, and inclusion efforts is to create a positive climate for all members of the community.[13] The climate is how individuals and groups experience the environment and a positive climate is one perceived as supportive, respectful, welcoming, and conducive to individuals' ability to reach their full potential. The climate of a university is affected by numerous factors including historical legacies that communicate who belongs (e.g., through the naming of buildings or awards), the current demographic composition of the community, structural factors such as policies and practices which may foster or hinder equitable experiences, and interpersonal treatment (e.g., respect vs. disrespect).[14] How individuals experience the climate is also affected by the organizational culture which includes the norms, values, and assumptions of the institution (e.g., academia is a meritocracy; hard work leads to success).

As we strive to foster a positive climate within LSA, we take a multi-pronged approach that follows the recommendations of the LSA Anti-Racism Task Force and the LSA Sexual and Gender-Based Misconduct Prevention Working Group. Some of our efforts aim to directly shift the climate through initiatives that seek to increase feelings of support and welcome. Others address climate indirectly, by intervening on factors that affect the climate, such as developing more equitable practices and expanding access to LSA for individuals from underrepresented groups. Our initiatives address climate in a range of settings including the workplace and the classroom.

---

[10] p. 15; LSA Anti-Racism Task Force Report

[11] U-M Campus Climate Survey reports and executive summaries can be found at https://gateway.lsa.umich.edu/dei/lsa-climate-survey-on-diversity--equity-and-inclusion.html

[12] The 2021 U-M Campus Climate Survey on Diversity, Equity, and Inclusion report, conducted by the U-M Office of Diversity, Equity, and Inclusion, excluded transgender from the category of LGBQA+

[13] LSA Anti-Racism Task Force Report

[14] U-M ADVANCE Program, RISE Committee: https://advance.umich.edu/rise/

Additionally, our strategic plan includes activities that provide individuals with opportunities to increase their DEI competencies which, in turn, can create a culture that supports a positive climate.

## Building on Past Successes

The strategic plan also draws on the successful diversity, equity, and inclusion initiatives that emerged as part of LSA's DEI 1.0 Strategic Plan which spanned from 2016-2021.[15] We have organized those DEI 1.0 initiatives into five categories.

### 1. Build DEI infrastructure to support the college's DEI efforts

A robust infrastructure is critical to implementing DEI at a college-wide level. Dedicated personnel with DEI expertise ensure that DEI activities are consistent with college values, developed with a deep understanding of empirically-supported practices, and applied across units and constituencies. To build this infrastructure, several new positions were created:

- In 2016, a DEI Manager position was created to develop, implement, and evaluate staff DEI activities in LSA and support the college's DEI strategic goals.
- In 2017, the Associate Dean for Diversity, Equity, and Inclusion role was established to lead work outlined in the 2016 strategic plan related to college-wide DEI initiatives.
- In 2018, the DEI Administrative Coordinator position was added to support and contribute to the initiatives of the DEI Office team.
- In 2018, the Inclusive Culture Liaisons were formed as a group of dedicated staff across the college committed to DEI above and outside of their job responsibilities.
- In 2020, following the LSA Anti-Racism Task Force recommendations, a new position of Chief People Officer was designed to: expand DEI expertise and capacity; more-fully integrate DEI into LSA human resources processes and practices; and support action around anti-racism in LSA systemic processes that impact staff.
- In 2021, the Faculty and Staff Disability Navigator positions were launched as a 3-year pilot; the Navigators provide ongoing, high-quality support for LSA faculty and staff with disabilities.

### 2. Increase Access to Higher Education

One of the key areas in LSA's DEI 1.0 plan was the recruitment and retention of a more inclusive community. Several LSA efforts have worked toward this goal through initiatives that increase student and faculty access to higher education. We highlight five of these initiatives.

#### Faculty Initiative

**LSA Collegiate Fellows Program.** In 2016, LSA announced that a newly created Collegiate Postdoctoral Fellowship Program would recruit 50 extraordinarily promising scholars whose research, teaching, and service will contribute to diversity and equal opportunity in

---

[15] A summary of LSA's DEI 1.0 activities can be found at: https://lsa.umich.edu/content/dam/lsa-site-assets/documents/LSA_DEI%201.0%20Summary.Final.pdf

higher education. The program offers support to fellows to prepare them for possible tenure-track faculty appointments in LSA; this includes community-building activities, professional development and mentoring, and support for teaching and research. The program has been highly competitive; between 2016 and 2022, 4424 applications were received. As of 2023, the program has been incredibly successful with 49 total hires, out of which 46 have or will transition into tenure-track assistant professor positions in LSA. The fellows were selected for their outstanding scholarship, as judged by their departments, and for their commitments to diversity, equity, and inclusion in the academy. They are also exceptionally diverse (70% women, 90% people of color, 60% underrepresented racial minorities).

## Undergraduate Student Initiatives

**Kessler Presidential Scholars Program.** The Kessler Presidential Scholars is a cohort-based wrap-around and scholarship support program designed to increase the retention, feeling of belonging, and graduation rate of first-generation limited-income students. In 2017, the Wilpon family shifted the scholarship from funding-only to support this more robust program. With over 250 total scholars since the inception of the scholarship in 2008, the first cohort receiving wrap-around support graduated in 2021. The Kessler Scholars Program has been extremely successful in recruiting, retaining, and graduating first-generation, limited-income students at the same levels of their more affluent, continuing generation peers.[16] Additionally, in 2021, the donor family endowed the program so that student success will be the focus for this student population in perpetuity.

**Transfer Student Program.** We continue to build a robust effort to increase the number of transfer students who apply, enroll, and successfully graduate, with a focus on making LSA more accessible to community college transfer students and particularly those from underrepresented minority, low-income, military-connected, and first-generation backgrounds. In January 2020, LSA created the LSA Transfer Student Center, which closed during the pandemic and reopened in Fall 2021. The center offers resources and support for transfer students including dedicated staff to provide advising, Transfer Student Ambassadors, transfer student events and programming, and dedicated study/meeting space. In addition, LSA updated transfer credit policies and course withdrawal dates.

**Laptop Program.** LSA began a pilot program in 2015 to provide laptop loans to the lowest socioeconomic students admitted to LSA. This program, which reduces the digital divide by increasing access to technology to support students' educational success, continued during DEI 1.0. It was so successful that it was fully institutionalized in Spring 2021 within the Office of Enrollment Management to include eligible new first-year and transfer students in all undergraduate colleges/schools on the Ann Arbor campus. All eligible incoming LSA

---

[16] Read more about the program at https://lsa.umich.edu/lsa/news-events/lsa-magazine/Summer-2022/from-the-dean.html

students now receive a free laptop through the Michigan Undergraduate Laptop Program (ULP).

### Graduate Student Initiative

**Preview Weekend.** Preview Weekend began in 2014 as a collaborative recruitment effort between LSA, Rackham Graduate School, and participating departments to broadly diversify the pool of applicants with strong potential for success to apply to our graduate programs and better position them for admission. Preview events include workshops, opportunities to engage with faculty and current graduate students, social events, and individual meetings.

### *3. Improve Systemic Policies and Practices to Support Equity*

LSA engaged in a number of structural efforts to support DEI as part of the 1.0 strategic plan. One activity was evaluating and improving existing policies and practices in the college and developing new ones when needed. These include a *review and updating of all LSA staff policies* to ensure language supports the college's DEI objectives and a pilot program that requires that all tenure-track faculty applicants include *applicant diversity statements* as part of their materials.

### *4. Support DEI Knowledge and Implementation*

An important feature of DEI transformation is to ensure that the LSA community has access to a variety of DEI resources and support. This allows community members to share their knowledge of DEI issues and practices with others in their units. To facilitate this learning, we developed the *LSA DEI website*, an *Inclusive Teaching Website* maintained by the Inclusive Pedagogies Subcommittee of the Inclusive Campus Collaborative, and a rigorous suite of *DEI workshops and certificates*.

### *5. Support Individual Careers and Career Development*

In order to achieve lasting diversity, as well as equity and inclusion, LSA provides support to individuals so that they can be successful in their careers. These include *faculty professional development opportunities and workshops* and the *LSA Opportunity Hub*, a transformative career exploration center developed in 2017 exclusively to support undergraduate liberal arts and sciences students through 24/7 online career learning modules, career reflective courses and coaching, access to internships and funding to support those immersive experiences, and connections to employers and U-M's extensive network of alums.

# LSA Planning Process

## Planning Leads

Isis Settles, Associate Dean for Diversity, Equity, and Inclusion
Jessica Garcia, DEI Manager

## 2022-2023 Planning Team

Myron Campbell, Associate Dean for Natural Sciences
Elizabeth Cole, Director, National Center for Institutional Diversity
Mélanie DelVecchio, Brand Strategist, Advancement
Wynter Douglas, LSA DEI GSSA
Greg Dowd, Associate Dean for Humanities
Beth Dutridge-Corp, Graduate Education Program Manager
Paula Hathaway, Manager of Graduate Education
Courtney Kliss, DEI Administrative and Project Coordinator
Kelly Maxwell, Assistant Dean for Undergraduate Education
Tim McKay, Associate Dean for Undergraduate Education
Barbra Meek, Associate Dean for Social Sciences
Brittany Smith, Senior Public Relations Officer, Advancement
kelsie thorne, LSA DEI GSSA
Karla Renee Williams, Chief People Officer

## Planning Process

### 2021

#### September

Starting in September 2021 and continuing throughout the 2021-2022 academic year, LSA assessed its DEI 1.0 efforts with special attention given to those initiatives which 1) had the most positive impact, 2) expended the most resources, and 3) presented the most challenges. These initiatives also had to span three distal objectives (People, Process, and Products). Based on these criteria, LSA focused its assessment on the following efforts: Kessler Scholars, Inclusive Teaching, Preview Weekend, Collegiate Fellows, programming aimed at increasing staff diversity, the Anti-Racism Task Force, and the Sexual and Gender-Based Misconduct Prevention Working Group. The DEI Office and Implementation Leads Group (i.e., the LSA strategic planning team) gathered quantitative and qualitative data to evaluate each initiative to make their determination of the overall success of the effort and why the initiative met the criteria for most impactful, expended the most resources, and/or was the most challenging. The DEI Office and Implementation Leads Group reflected on the data and outcomes of these initiatives to identify best practices and potential pitfalls to avoid for future planning around DEI initiatives.

#### October - December

As part of DEI 1.0, U-M's Office of Diversity, Equity, and Inclusion administered the U-M Campus

Climate Survey on Diversity, Equity, and Inclusion (DEI) in Fall, 2021. The survey was administered to faculty, special faculty, staff, undergraduate students, and graduate students as a follow-up to the 2016-17 U-M Campus Climate survey. These surveys were designed to provide a snapshot of perceptions about the overall U-M community as well as questions about individuals' experiences related to DEI in their primary unit (i.e., department or school/college for undergraduate students).

## 2022

### *February*

Reports on the LSA results from the U-M Campus Climate Survey on DEI were provided to LSA leadership by the U-M Office of Diversity, Equity, and Inclusion. Among members of the LSA community, surveys were completed by 567 faculty members (56% response rate), 395 special faculty[17] (45% response rate), 679 staff (62% response rate), 2404 undergraduate students (13% response rate), and 788 graduate students (29% response rate). Over the next year, the DEI Office received, reviewed, and created executive summaries for 19 different reports which can be found on the LSA Gateway:

- (4) All LSA Faculty, all LSA Special Faculty, all LSA Staff, and all LSA Students (undergraduate and graduate data were provided in a combined report)
- (4) LSA Humanities Division Faculty, LSA Humanities Division Special Faculty, LSA Humanities Division Staff, and LSA Humanities Division Students (undergraduate and graduate data were provided in a combined report)
- (4) LSA Natural Sciences Division Faculty, LSA Natural Sciences Division Special Faculty, LSA Natural Sciences Division Staff, and LSA Natural Sciences Division Students (undergraduate and graduate data were provided in a combined report)
- (4) LSA Social Sciences Division Faculty, LSA Social Sciences Division Special Faculty, LSA Social Sciences Division Staff, and LSA Social Sciences Division Students (undergraduate and graduate data were provided in a combined report)
- (2) Undergraduate Education Special Faculty, Undergraduate Education Staff
- (1) Dean's Office Staff

### *September - October*

The LSA DEI Office prepared two written summative reports related to the college's DEI 1.0 Strategic Plan efforts. First, a final evaluation report was prepared for the U-M Office of Diversity, Equity, and Inclusion in which the college reflected on its DEI 1.0 initiatives to indicate: Lessons Learned, Best Practices, and Pitfalls to Avoid in the Future. All members of the LSA Implementation Leads Group familiarized themselves with this evaluation report as part of our strategic planning process. Second, a 5-page summary of the college's DEI 1.0 Initiatives was prepared and made available on the LSA website.

The LSA Implementation Leads Group began meeting in October to start the planning process for the strategic report initiatives. Led by Associate Dean for DEI Settles, this group comprised the DEI

---

[17] Special faculty were defined by the survey developers as lecturers, postdocs, museum curators, house officers, and other primary or supplementary faculty.

2.0 Strategic Planning team. Members of the Implementation Leads Group represent LSA leadership of each of the plan's constituency groups: faculty (Divisional Associate Deans Campbell, Dowd, and Meek; NCID Director Cole; Associate Dean for DEI Settles), staff (Chief People Officer Williams; DEI Manager Garcia; DEI Administrative and Project Coordinator Kliss), undergraduate students (Associate Dean for Undergraduate Education McKay; Assistant Dean for Undergraduate Education Maxwell) and graduate students (Manager of Graduate Education Hathaway; Graduate Education Program Manager Dutridge-Corp). The Implementation Leads Group also included two members of the LSA Advancement Team (Brand Strategist DelVecchio; Senior Public Relations Officer Smith) and two DEI Office Graduate Student Staff Assistants (Douglas; thorne). This group met monthly throughout the planning year and were essential in soliciting and synthesizing feedback from their constituents, developing specific plan activities for their constituents, and informing the overall direction and scope of the strategic plan.

Dean Curzan convened the Working Group on Supporting LSA's LGBTQ+ Community. The goal of the working group's efforts was to ensure that all actions of the college are taken with an intersectional approach and to evaluate where there may be additional work to be done beyond the existing recommendations from previous LSA task force/working groups to address the needs of the LGBTQ+ community.

### November - December

The Associate Dean for DEI Settles and DEI Manager Garcia reported on the college-wide U-M Campus Climate Survey on DEI to the college leadership at a "Leadership Symposium." At this meeting of all LSA chairs, directors, and chief administrators, there was discussion of how the climate findings should inform the DEI 2.0 Strategic Plan priorities.

College-wide climate reports for constituency groups (faculty, special faculty, staff, and students) and corresponding executive summaries were made available to the community on the LSA Gateway.

## 2023

### January

Associate Dean for DEI Settles and DEI Manager Garcia presented divisional findings from the U-M Campus Climate Survey on DEI at Divisional Monthly Meetings. These meetings of the chairs and directors of units in each of LSA's three academic divisions (humanities, natural sciences, social sciences) offered leaders the opportunity to see whether their division's findings converged or diverged from those of LSA overall and provided additional time for discussion of DEI 2.0 Strategic Plan priorities.

Divisional climate reports and corresponding executive summaries were made available to the community on the LSA Gateway.

Associate Dean for DEI Settles and NCID Director Cole presented a preliminary proposal for continuation of the LSA Collegiate Fellows Program at a LSA Leadership Symposium.  At this meeting of all LSA chairs, directors, and chief administrators, we received feedback that informed

the LSA Collegiate Fellows Program in our DEI 2.0 Strategic Plan.

On January 31st, the DEI Office hosted the DEI@LSA event which was open to all members of the LSA community. Attendance met the desired level of participation (RSVP count of 266). The first half of the event featured flash talks by members of the LSA community including Phimmasone Kym Owens (LSA senior in General Studies), Ashley Bates (Program Manager at the Helen Zell Writers' Program), Kevin Rivera and Raz Jugovic (graduate students in the Department of Chemistry), and Jessica Walker (Assistant Professor, Afro-American and African Studies & American Culture). Their presentations showcased a range of DEI work in the college related to issues of race, community, education, accessibility, and food. During the second half of the event, attendees had opportunities to engage with others and provide input on priorities for LSA's DEI 2.0 Strategic Plan. There were three conversational/feedback prompts and attendees shared their responses via interactive display boards. In total, we received 545 discrete recommendations from the community in response to three prompts we posed:

1. How can we better support our community so that everyone feels included, welcome, and able to reach their potential? (157 responses)
2. What are 2-3 areas we should prioritize in the 2.0 Plan? (248 responses)
3. If you could improve one thing immediately at LSA to advance DEI, what would it be? (140 responses)

The DEI Office launched an online feedback survey on January 31, 2023; it allowed members of the LSA community who did not attend the DEI@LSA event to have the opportunity to respond to our feedback prompts in an anonymous format. Dean Curzan announced this feedback mechanism in a biweekly LSA Update email communication. The survey remained open through the end of March. This online survey produced an additional 352 discrete recommendations on our three prompts (117 for Prompt 1, 121 for Prompt 2, and 113 for Prompt 3).

### February - March

Associate Dean for DEI Settles hosted seven 60-90 minute faculty focus groups: LSA Collegiate Fellows, issues affecting faculty of color, issues affecting LGBTQ+ faculty, lecturer faculty (2 groups due to interest), faculty engaged in DEI work through their service or teaching, and general topics. The purpose of these focus groups was to hear about concerns and challenges among faculty and solicit feedback on efforts or initiatives faculty would like to see in the DEI 2.0 Strategic Plan. The focus group session with the LSA Collegiate Fellows also offered an opportunity to receive their input on the proposed changes to the program as part of the DEI 2.0 Strategic Plan.

DEI Manager Garcia hosted seven 60-minute staff focus groups: Inclusive Culture Liaisons, Administrative Professionals, Chief Administrators, staff in Student Services, issues affecting staff of color, issues affecting LGBTQ+ staff, and general topics. The purpose of these focus groups was to hear about concerns and challenges among staff and solicit feedback on efforts or initiatives staff would like to see in the DEI 2.0 Strategic Plan. In addition to these focus groups, DEI Manager Garcia provided individual meetings to staff preferring to provide feedback in that format.

LSA Undergraduate Education leads (Associate Dean for Undergraduate Education McKay and

Assistant Dean for Undergraduate Education Maxwell) requested that all 25+ units in Undergraduate Education disseminate the college-wide online feedback survey (described above). Four units also hosted focus groups to get more specific student feedback: Global Scholars Program, Honors Program, Program on Intergroup Relations, and Barger Leadership Institute. Additionally, we collected over 300 feedback cards (featuring the three prompts from the DEI@LSA event) from undergraduate students at the LSA Major/Minor fair in March 2023.

LSA Graduate Education (Manager of Graduate Education Hathaway and Graduate Education Program Manager Dutridge-Corp) held three focus groups to collect feedback from LSA graduate students. Participants were asked to reflect on experiences and share their perceptions of DEI efforts in their home departments, the college, and at the university. They were also asked to provide feedback about what they would like to see the college improve on for DEI 2.0.

LSA Advancement members of the Implementation Leads Group (Brand Strategist DelVecchio; Senior Public Relations Officer Smith) developed an online survey for LSA Advancement's Strategy Team and Equity Team to complete. The purpose of the survey was to generate suggestions for priorities for DEI 2.0.

The LSA DEI Office hosted a full-day planning retreat for the Implementation Leads Group at the end of March. During this meeting, the group discussed the feedback received from the LSA community across feedback mechanisms, determined the college's 10 strategic goals and the related strategic objectives, and identified the specific action items to achieve the strategic objectives.

Associate Dean for DEI Settles and DEI Manager Garcia presented at a LSA Leadership Symposium to obtain feedback on a strategic objective that would require all LSA units to develop DEI plans. At this meeting of all LSA chairs, directors, and chief administrators, we received feedback that informed the articulation of Strategic Goal 8/Strategic Objective 46 regarding unit-level DEI plans in our DEI 2.0 Strategic Plan.

### April - May

Associate Dean for DEI Settles received feedback from the LSA Dean's Cabinet on the general framing of the plan, strategic goals, and specific strategic objectives proposed. This feedback was incorporated into the plan draft.

The Working Group on Supporting LSA's LGBTQ+ Community provided a draft report of their work. This draft was shared with the DEI Office to ensure that the preliminary recommendations informed the strategic plan.

Strategic Plan leads (Settles and Garcia) presented a draft of the LSA DEI 2.0 Strategic Plan to Dean Curzan for review.

# Year 1 (2023-24) Implementation Highlights and Planning Process Used

For information on the objectives referenced in this section, please see the details in the later sections of the plan, the Action Planning Tables, or Appendix Table 1.

In Year 1, aligned with Strategic Objective 42, we increased the capacity of the LSA DEI Office through the hiring of Eliza Austic as the inaugural DEI Research and Evaluation Specialist. The addition of this position allows the LSA DEI Office to better collect, analyze, and utilize data in our DEI planning and implementation (Strategic Objective 17). In Year 1, kelsie thorne was the LSA DEI Office GSSA and provided support on several initiatives, including events (Strategic Objective 30) and the development of the staff DEI certificate program (Strategic Objective 32).

On August 15, 2024, LSA welcomed a new dean, Dr. Rosario Ceballo.

## 2023-2024 Planning Team

In Year 1, we also made some changes to the LSA Implementation Leads Group (LSA-ILG). Due to other demands, the Divisional Associate Deans no longer participated in the LSA-ILG but were consulted on the development and implementation of relevant initiatives. Similarly, Liz Cole, director of the NCID, no longer participated but was integrally involved in initiatives where NCID and LSA partner (e.g., LSA Collegiate Fellows Programs). Katie Foster joined the LSA-ILG in her role as Graduate Education Program Manager, replacing Beth Dutridge-Corp. We also added two people to the LSA-ILG: Tamra Talmadge-Anderson, LSA Director of Communications, and Joslyn Johnson, Assistant Dean of Student Development and Career Initiatives. By adding Talmadge-Anderson and Johnson, we strengthened our connections to LSA leaders in Communications (Strategic Objective 40) and the Opportunity Hub (Strategic Objective 46), respectively.

## Year 1 DEI Engagement Activities

There were numerous engagement and assessment activities in Year 1 that influenced our assessment of progress and goals for Year 2. We highlight a few examples for different constituents here.

In October 2023, LSA officially launched our DEI 2.0 Strategic Plan and presented a poster reflecting our plan as part of ODEI's annual DEI Summit. In November 2023, the LSA DEI Office hosted a LSA DEI 2.0 Launch Community Open House. This event featured remarks by Dean Anne Curzan and Associate Dean for Diversity, Equity, and Inclusion Isis Settles and provided an opportunity for members of the LSA community to learn more about the specific initiatives within the plan. There was high engagement with the event, with almost 300 attendees (faculty, staff, and students).

In the ramp-up to the LSA DEI 2.0 Strategic Plan launch, the LSA DEI Office and Marketing and Communications teams partnered to create a communications strategy around launching the plan (Strategic Objective 40). We created a "Highlights" document to provide an overview of key themes and initiatives and encourage people to learn more about the LSA DEI 2.0 plan; refreshed

and updated LSA web pages including the homepage and LSA DEI site to capture messaging, launch the new plan, and showcase new branding elements; produced a DEI 2.0 news story about the LSA DEI 2.0 Plan; and crafted content for LSA's social media channels to introduce the plan and promote the launch event. Based on web metrics, this approach yielded a high number of visits to the DEI 2.0 Strategic Plan website.

In September 2023, Dean Curzan shared the report developed by the Working Group on Supporting LSA's LGBTQ+ Community, which was convened during the 2022-23 academic year. The working group was charged with reviewing the recommendations of key task forces/working groups convened by the college over the prior two years, bringing an LGBTQ+-centered perspective to the issues in these reports, and ensuring that all actions of the college are taken with an intersectional approach. The report included the working group's proposed additional areas of action for supporting the LGBTQ+ community. In November 2023, following the publication of the report, there was a community conversation with the Dean and report the co-chairs, Robin Queen and Angelo Pitillo.

As part of Strategic Objective 48, which charges all LSA units to develop 3-year DEI plans, we formed a community of LSA Unit DEI Leads, with at least one representative serving in a leadership role from each LSA academic, undergraduate education, and service unit. The DEI Office met monthly with the Unit DEI Leads to provide guidance on how to build DEI infrastructure and assess DEI needs for their respective units. We also developed resources to assist units with their DEI planning, including a needs assessment tool and a unit DEI Plan template. The goal of this undertaking is for units to develop a small number of high impact DEI goals that help them to make progress in the areas they identify as relevant to their specific context.

In an effort to increase opportunities for all LSA employees to develop DEI competencies and knowledge (Strategic Objective 32), the LSA DEI Office facilitated a number of professional development workshops focused on evidence-based best practices during Year 1. These included Diversity 101, Implicit Bias, Microaggressions, Addressing Bias Parts I and II, and Allies at Work. Hired-In (Hiring Involvement in Recruiting for Equity, Diversity, and Inclusion) was also offered multiple times throughout the year as all LSA staff serving on a search committee for a staff position are required to complete it. All LSA DEI workshops were available to units upon request as time allowed. During Summer 2023, the LSA DEI Office facilitated a full-day training for approximately 100 senior staff leaders in the college related to best practices for inclusive and equitable leadership. This workshop was offered again in Summer 2024 for new hires in these roles and for those who could not attend previously. In addition to these workshops, the LSA DEI Office hosted workshops with key partners across campus including Religious, Spiritual, and Secular Identities on Campus (facilitated by the Interfaith Advisory Group), Bystander Intervention Parts I and II (facilitated by Prevention Education and Resources), and Fatness and Body Diversity on Campus (facilitated by one of our LSA staff).

During Year 1, the LSA DEI Office also hosted two panel discussions. In February 2024, the office convened a panel on "Military Service as a DEI Identity" which drew more than 200 registrants in-person and via livestream. In April 2024, the office convened a panel on "The Why, What, and How of Menopause" which drew more than 300 registrants in-person and via livestream.

In Fall 2023, the LSA Digital Accessibility Advisory Team produced its recommendations for improving digital accessibility including hiring a specialist to oversee digital accessibility initiatives in the college. That position was created and filled in Fall 2023 by Kellie Grasman. The digital accessibility specialist is now producing a timeline and acquiring resources to roll out other recommendations, while offering consultative services to LSA units in close partnership with the Faculty & Staff Disability Navigators as outlined in Strategic Objective 28. The Disability Navigators also delivered tailored workshops on digital accessibility best practices to departments upon request.

The Faculty & Staff Disability Navigators designed and delivered the "Neurodiversity in the Workplace" workshop to 62 LSA staff, faculty, and student workers in November 2023 (Strategic Objective 32). Based on the very positive feedback this workshop received, it was being expanded into a two-part workshop series in Summer 2024. Additionally, the Disability Navigators launched small group discussions on Disability Identity (open to all employees) where participants explore seven stages of disability acceptance, how to incorporate disability into identity in a healthy way, how to disclose and foster a support network at work, and advice for navigating work and life with a disability (Strategic Objective 32).

In November 2020, U-M Facilities and Operations encouraged all schools and colleges to provide reflection rooms in each building on campus with an expectation that these rooms would be incorporated into the programming phase for each new building and major renovation project. Per university guidelines, "Reflection room(s) support an inclusive environment... by accommodating spiritual, stress reducing, and meditative needs for the University community" (Design Guideline 5.TBD). In Fall 2023, in response to community interest and feedback on these spaces, the LSA DEI Office convened a working group with members from across the college to assess the usage and user-experience of reflection rooms in the college. Using snowball sampling, an online survey on reflection rooms was distributed in Winter 2024. Of the 419 respondents, 63% identified as affiliated with LSA. The results from this survey will be used to inform future conversations with community stakeholders and college and U-M leadership on topics such as infrastructure, accessibility, amenities, and marketing and communication for these reflection rooms. Engagement and activities related to creating more inclusive reflection rooms will be incorporated into Strategic Goal 4: Improve the climate within LSA through greater belonging and support as a new strategic objective (Strategic Objective 29) in Year 2.

The Raoul Wallenberg Institute at the University of Michigan was established in December 2023 to foster the values embodied by Raoul Wallenberg—empathy, tolerance, and leadership—by studying hatred directed against religious and ethnic communities, fostering cross-cultural understanding, and elevating civic discourse. Through teaching, research, and public engagement, the institute will develop strategies to combat antisemitism, divisiveness, and discrimination. The institute, which opened in Fall 2024, aims to enhance student learning and understanding, as well as foster a greater tolerance of others in and outside of the classroom. The institute is embarking upon major research projects, providing research grants, bringing postdoctoral fellows and visiting faculty to campus, teaching courses, sponsoring academic conferences, and engaging in public outreach activities around the State of Michigan. The institute is named for Swedish humanitarian

Raoul Wallenberg, who graduated from U-M in 1935 with a degree in architecture. In 1944 he volunteered in Budapest on behalf of the U.S. War Refugee Board and aided efforts to rescue thousands of European Jews from deportation to Auschwitz in Europe. He was made an honorary citizen by President Reagan and received a Congressional Gold Medal from President Obama. U-M has honored Wallenberg since 1985 through the Wallenberg Medal and Lecture and the Wallenberg Fellowship.

## *Faculty*

The DEI Office met with Chairs and Directors throughout Year 1 to discuss initiatives being developed, newly launched initiatives, and best practices for engaging in equitable faculty evaluations.  As an example of one such initiative, in October 2023, the DEI Office launched a 3-year Climate Consultant for Unit Leaders Pilot Program to offer support to department leaders (Strategic Objective 26). Through this program, department leaders of LSA units have access to approved external consultants with expertise related to DEI climate, and the college subsidizes the cost of this support. This initiative seeks to equip LSA department leaders with a broader skill set to approach the range of challenges that affect the climate in their units.

In Year 1, in partnership with NCID, LSA launched two hiring initiatives to recruit scholars with significant DEI competencies to LSA over the course of DEI 2.0. The LSA Collegiate Fellows 2.0 hiring program (Strategic Objective 12) seeks to recruit 20 scholars either as postdoctoral scholars with concurrent offers of tenure-track positions to follow the fellowship period or directly into tenure-track positions. The new LSA Senior Collegiate Fellows hiring program (Strategic Objective 13) seeks to recruit 12 faculty early in associate professor rank with demonstrated commitments, engagement, and career-stage appropriate leadership around DEI. Through these hiring programs, we seek to support, recruit, and retain exceptional scholars who are committed to building a broadly diverse intellectual community. In AY24, we hosted four information sessions for unit leaders about the hiring programs and hired 8 faculty members as LSA Collegiate Fellows and 2 faculty members as LSA Senior Collegiate Fellows.

In collaboration with NCID, the LSA DEI Office developed a new program titled LSA-LEAD (Leading for Equity and the Advancement of Diversity; Strategic Objective 33). This program brings together up to 10 new associate professors, including faculty hired as LSA Senior Collegiate Fellows, to participate in a year-long diversity, equity, and inclusion leadership learning community. The first year of the program launches in Fall 2024 and will include a cohort of 8 internal recently tenured LSA associate professors and one LSA Senior Collegiate Fellow.

The LSA DEI Office, in partnership with the LSA Curriculum Committee, launched a 2-year pilot grant program: the Race & Ethnicity Course Development Summer Grants (Strategic Objective 34). This grant supports LSA faculty to develop and submit a proposal for a course that meets the LSA Race & Ethnicity requirement, with guidance from a faculty mentor with significant Race & Ethnicity experience. Twelve LSA faculty members received Race & Ethnicity Course Development Summer Grants in 2023-2024.

In Year 1, the LSA Dean's Office undertook a revision of the policies for tenure-track faculty

promotion to associate professor with tenure and promotion to full professor (Strategic Objective 15). This revision, which was vetted by all LSA chairs and directors, includes a consideration of DEI in scholarship and/or teaching and/or service as part of holistic faculty evaluation. These revised policies go into effect in January 2025 and apply to promotion cases submitted after that date. These changes seek to align LSA's tenure-track faculty promotion policies more closely with its values.

### *Staff*

The LSA Chief People Officer hosts monthly virtual all-staff forums for LSA staff to share operational updates and best/new practices. Attendance at these meetings varies but consistently reaches more than 100 participants. Recordings of these meetings are available for those that cannot attend. During the 2023-24 year, many of those meetings related to diversity, equity, inclusion, and accessibility (Strategic Objective 32). In October 2023, the DEI Office provided an overview of the newly launched DEI 2.0 Strategic Plan. The Mental Health and Well-being Student Advocates and the Faculty & Staff Disability Navigators were also introduced during this meeting. In December 2023, Organizational Learning presented on Using Conversation Clubs to Strengthen Team Communication. In January 2024, the Mental Health and Well-being Student Advocates presented on Inclusive Workplace Guidelines. Finally, in April 2024, Student Accessibility and Accommodation Services (SAAS) presented on resources and best practices to support students with disabilities.

The Inclusive Culture Liaisons (Strategic Objective 45) continue to be invaluable partners to the DEI Office in advancing DEI across the college and within units. This group includes staff representatives from every LSA unit and meets monthly with the DEI Manager to address DEI best practices, identify DEI-related needs and solutions within units, access and contribute to the development of DEI trainings offered through the DEI Office, and build community across units. Many of these Liaisons offer DEI resources to their units and have incorporated DEI perspectives into their unit meetings. Liaisons are also a source for DEI committee work within the Dean's Office, serving on search committees and helping to design and implement programs.

In response to Strategic Objective 18, the LSA DEI Office conducted a college-wide survey of staff related to their service for the college and the university in the Fall 2023 to assess service equity for staff. Approximately 8% of our LSA full-time staff (n=317) participated in the survey and shared their experiences with service and their desire to engage in service. For the purpose of the survey, service was broadly defined as "the act of supporting through effort the University community, broader society (as either a representative of the U-M/LSA or through the use of relevant expertise), and a staff member's chosen profession beyond the scope of that staff member's official expectations." Results from this survey will inform conversations with LSA leadership and the community in Year 2 about the LSA work culture as it relates to service and efforts to enhance staff engagement and recognition as appropriate.

In the Fall 2023, LSA hosted an Affinity Fair for LSA staff (Strategic Objective 31). Of the 28 affinity groups at the time, 13 participated in the event. More than 500 LSA staff attended this event.

*Undergraduate Students*

In alignment with Strategic Objective 6, the LSA Student Recruitment transfer team continues to build Transfer Bridges, a robust effort to increase the number of transfer students who apply, enroll, and successfully graduate, with a focus on making LSA more accessible to community college transfer students and particularly those from underrepresented minority, low socioeconomic status, first-generation, veterans, and other non-traditional backgrounds supported by the state's Michigan Reconnect program. In January 2024, the LSA Transfer Team was awarded the U-M Distinguished Diversity Team Award in recognition of their work.

The LSA First-Generation Commitment (Strategic Objective 9) is currently in its building phase of becoming a comprehensive college-wide initiative. It is designed to engage and support first-generation students at every stage of their university journey, from their transition to the university, to their experience while here, and to a successful launch post-graduation. In preparation for the launch, Dr. Norris Chase joined the Undergraduate Education team as the inaugural director of the LSA First-Generation Commitment in April 2024. Dr. Chase will be responsible for outlining, implementing, and managing this college-wide initiative and is set to hire two additional staff positions before the end of the calendar year.

Instead of expanding equity reports in the way initially conceived in Strategic Objective 23, Undergraduate Education along with the Liaisons for Equitable Teaching brought together a new team, who designed and built the Departmental Action Teams for Equitable Teaching (DATET) Pilot Program, which will be piloted in the 2024-25 academic year. Building off the STEM Equity Learning Community model from the SEISMIC Project, DATETs will utilize departmental equity reports as the foundation for the creation of action projects within academic departments. This is a partnership between the Center for Research on Learning and Teaching (CRLT), who will be providing external facilitation to our DATET teams and the Center for Academic Innovation's data team who will be providing the equity reports.

Additional efforts from Undergraduate Education in Year 1 included launching the inaugural year of Bridge Scholars Plus with 67 scholars (Strategic Objective 8); designating 3 LSA@Play student engagement events as DEI focused, allowing students to engage with DEI content and one another in inclusive and informal ways (Strategic Objective 30); rebranding the Equitable Teaching Website from "Inclusive Teaching" to "Equitable Teaching" and presenting a session titled "Designing an Equitable Teaching Syllabus" at the Enriching Scholarship 2024 Conference (Strategic Objective 35); conducting a survey of advisors across the college to identify areas of training and development with respect to DEI in advising (Strategic Objective 37); tripling the size of the cohort of undergraduate student employees participating in the paid 5-week Foundations of DEI in the Workplace program (Strategic Objective 38); assessing needs around student mental health and well-being through faculty, staff, and student listening circles/focus groups (Strategic Objective 44); completing student focus groups to learn more about the LSA student experience across groups to inform future planning of the Opportunity Hub (Strategic Objective 46); and engaging technology stakeholders from LSA, The Registrar, Office of Enrollment Management, ITS, and the academic advising community around tools to better support student success communications (Strategic Objective 47).

The LSA Diversity, Equity, and Inclusion Office, LSA Mental Health and Well-being Student Advocates and LSA@Play co-hosted a DEI Mental Health and Well-Being Fair in February 2024 in the LSA Building Atrium for LSA undergraduate students (Strategic Objective 32). This event, which was open to all students, was designed to raise awareness and support for mental health and well-being issues that are most likely to impact marginalized communities–the same communities that are least likely to get the support that they need. The event was divided into four interactive stations which focused on different aspects of mental health and well-being and resources to support them. More than 300 LSA undergraduates participated in this event.

### *Graduate Students*

The most successful Year 1 graduate student-focused initiative was the LSA Need-based Technology Grant Program for Ph.D. Students (Strategic Objective 25). Prior to the launch, it was helpful for LSA Graduate Education to consult with other offices on campus such as CEW+ and the Dean of Students office, to learn about their process of allocating funding to students in order to develop an effective internal review process which draws from Rackham's emergency grant award process. LSA Graduate Education worked with the Office of Financial Aid during the awarding of the grants to ensure students were not adversely affected, which in some cases led to the deferment of the award until the fall when a new round of financial aid packaging occurs. Graduate Education worked internally with the LSA Technology Services team as well as the Tech Shop in the Michigan Union to better understand the latest available technology. In Year 1, 196 LSA Ph.D. students applied for the technology grant and 101 Ph.D. students were awarded funds. LSA Graduate Education intends to continue to improve the application process for Year 2 to make it more streamlined and refine the criteria to make decisions.

To improve connection to graduate students (Strategic Objective 30), LSA Graduate Education held a dinner for graduate student leaders of three organizations: Students of Color of Rackham (SCOR), Rackham Student Government (RSG), and Puentes, a graduate student group focused on the needs of the Latinx community. Participants discussed their student experience, which often focused on managing the pressures of graduate school. The pressures they experience were similar to the experiences of students who participated in DEI 2.0 focus groups held in 2022-23. Much of the strain relates to students' mental health, and the feeling that they are not free to take care of themselves, such as going to see a therapist, because they feel their advisor does not want them to take time away from the lab (for students in STEM fields). Students also expressed that more career resources support is needed for master's students, especially international students. Feedback about the dinner was positive. LSA Graduate Education plans to build on these connections with student leaders in the future 2.0 plans as part of improving LSA engagement with graduate students.

In Year 1, LSA Graduate Education partnered with SAPAC for a soft roll-out of the Engendering Respectful Communities (ERC) Training (Strategic Objective 39). Four open sessions were provided (February through April 2024) at different times/locations. A total of 34 LSA graduate students attended. SAPAC noted that "Most of the participants (89%) would recommend the Engendering Respectful Communities workshop to other graduate students. They found the circle process,

presentation materials related to the four dimensions of proactive bystander intervention and university resources were the most valuable components of the workshop. 85% of participants felt they have their own role to play in preventing sexual misconduct in their communities."

### Reflections on Year 1 Plan Implementation Strategy and Progress

There were many factors that contributed to LSA's progress in Year 1 of DEI 2.0. LSA's leadership has demonstrated courageous support of DEI activity in the college. Our progress has also been supported by ODEI and the Office of the Provost. This support is seen in the expression of LSA values and philosophy and is backed with financial support of new and existing initiatives. The leadership of LSA has also embraced pilots as a way to try out novel and innovative programs that are rooted in data and input from the LSA community and/or the scholarly literature. Several of the Year 1 activities are pilot programs, including the LSA Ph.D. Student Need-Based Technology Support Grant, Race & Ethnicity Course Development Summer Grant, and Climate Consultant Program for Unit Leaders.

Additionally, several aspects of staffing contributed to our progress. First, DEI work in LSA is embedded into faculty and staff jobs rather than the task of just a few isolated individuals. We were also able to increase capacity of the DEI Office and the Division of Undergraduate Education, allowing us greater ability to do the work detailed in DEI 2.0. Year 1 of DEI 2.0 also saw increased partnership between multiple teams, including partnerships between the DEI Office and LSA Marketing and Communications, LSA@Play in Undergraduate Education, LSA Technology, and the Mental Health and Well-being Advocates.

### Reflections on Year 1 Implementation Challenges

LSA faced some challenges that impacted our Year 1 DEI 2.0 implementation. Some teams were understaffed and/or faced leadership turnover and spent time on rigorous and equitable search processes. For example, LSA Graduate Education is a two-person team, and the office was down by one staff member during the period of July through August 2023. Although much was accomplished in DEI 2.0 Year 1, the outreach (connection) and recruitment efforts of graduate students will increase in Year 2 with a full staff. Within LSA Undergraduate Education, the Transfer Team was understaffed for more than six months, which affected LSA's ability to serve transfer prospects, including in our targeted populations, to the desired extent.

Other challenges were due to the structure of LSA as a large, decentralized college. This has affected some initiatives, such as undergraduate advisors who are distributed throughout the college and a mix of staff and faculty advisors.

The Federal FAFSA delay likely had an impact on yielding some low socioeconomic undergraduate students. Nationally, the FAFSA completion rate was 41.5% (-15%). In Michigan, it was 38.8% compared to 43.6% the prior year. On-campus housing for transfer students will be extremely limited again in Fall 2024 due to guaranteed housing for first-year undergraduates. This has impacted our efforts to present LSA as a transfer-friendly institution and could also increase summer melt (i.e., lack of enrollment of students who are accepted and plan to enroll) if transfer students cannot find affordable off-campus housing.

Finally, attention from external forces also required a shift of our attention to respond, particularly as misinformation about DEI work seeks to discredit it. At the university, campus conflict has been present throughout the year and required time and energy to respond and provide support to the LSA community.

## Key Takeaways

Capacity and cross-functional initiatives are important considerations for success in a large, decentralized college. Designing objectives that address multiple constituents increases efficiency as well. Narrowing our attention to a few key initiatives each year enables us to achieve our goals in a timely manner while accounting for capacity strain in other areas. It is necessary to anticipate continued efforts to discredit DEI work as part of our own workload in the coming years. Conflict, too, is likely to persist as wars continue and we enter another divisive election cycle. Close collaboration and coordination with marketing and communications is critical to highlight our gains, increase transparency about our decision-making process and challenges, and build community. Support from leadership, both philosophically and financially, will be necessary to continue making strides in this work.

# Data and Analysis: Key Findings

## Summary of Data

As part of the development of LSA's DEI 2.0 Strategic Plan, we engaged in a rigorous process of self-assessment and obtaining community input. The details of those activities are provided in the previous 'LSA Planning Process' section of the plan. We drew upon many sources of data to identify key findings and themes, including:

### Data Sources

- 2017 and 2021 U-M Campus Climate Survey on DEI findings ("U-M Campus Climate Survey")
- DEI 1.0 self-assessment and final evaluation reports
- Task force and workgroup reports: Anti-Racism Task Force, Sexual and Gender-Based Misconduct Prevention Working Group, Race & Ethnicity Degree Requirement Work Group, Work Group on Admissions, and the LGBTQ+ Working Group draft
- Community input from the DEI@LSA event, online feedback survey, seven faculty focus groups, seven staff focus groups, four undergraduate education focus groups, three graduate education focus groups, feedback from the Major/Minor undergraduate event, and feedback from the LSA Advancement staff survey
- Leadership input provided at three LSA Leadership Symposia (all LSA chairs, directors, and chief administrators), the Dean's Cabinet, and throughout the planning process from the LSA Implementation Leads Group
- The Black Student Union's "More Than 4: Four Point Platform"[18]

## Key Findings, Themes, and Recommendations

### Summary of Data and Key Findings: Faculty

Data related to faculty experiences and needs were collected from the 2021 U-M Campus Climate Survey, LSA's self-assessment of DEI 1.0, the DEI@LSA reception feedback, anonymous survey results, seven tenure-track and lecturer faculty focus groups on different topics, and discussions with chairs, directors, and chief administrators. Several key findings emerged from these sources of data. First, climate surveys indicated that faculty perceptions around equity (e.g., equitable distribution of rewards for work performance) were poorer than climate measures of support and belonging. These were mirrored in results of focus groups and anonymous surveys. Specifically, faculty reported that they experienced inequity in service, with faculty from marginalized groups noting the additional uncompensated emotional labor they performed to support students. Faculty also reported experiencing inequity related to workload and pay. Second, faculty desired greater valuing of diversity, equity, and inclusion work, and for a wider range of types of scholarly work (e.g., translational, public scholarship) to be valued in annual review and promotion decisions. Third, faculty desired greater support through mentoring but also through collective

---

[18] The "More Than 4: Four Point Platform" can be found at
https://drive.google.com/file/d/1m87XoWrgUYYWaPc49olyMyCrnBQYo1DV/view

approaches to diversity, equity, and inclusion work such as learning communities for Race & Ethnicity course instructors. These three key findings directly informed our strategic goals and objectives. In addition, we conducted a focus group with current LSA Collegiate Fellows, the results of which directly informed our vision of the program as part of the 2.0 plan.

## Summary of Data and Key Findings: Staff

In 2021-2022, the evaluation process of DEI 1.0 assessed the following areas: DEI professional development, HR policies and practices, and the staff search process. These assessments included workshop evaluations, longitudinal surveys of workshop participants, and a survey of the Inclusive Culture Liaisons. In 2022-2023, insights on the staff DEI experience and climate were informed by the 2021 U-M Campus Climate Survey results, DEI@LSA reception feedback and the associated anonymous survey, feedback from seven focus groups with staff (Inclusive Culture Liaisons; Administrative Professionals; Chief Administrators; staff in Student Services; issues affecting staff of color; issues affecting LGBTQ+ staff; and general topics) and three individual sessions with staff.

Taken together, several key findings emerged. Staff and administrative leadership pointed to the notable lack of representation of marginalized communities in leadership positions and a desire for clear promotional pathways to address this gap. Staff reported feelings of inequity both between primary work units and between colleagues, underscoring disparate employee experiences. Many staff voiced a desire for greater recognition for their work contributions and expertise including DEI service. Overall, staff are very pleased with the wide range of DEI professional development opportunities offered by the college but would like to see avenues for applied learning and deeper knowledge built into the curriculum. Administrative leadership would like more direct support and professional development to address emerging DEI issues and challenges in their primary units. Finally, through the evaluation process of DEI 1.0 and the writing of this plan, we found room for improving the alignment of DEI objectives with HR policies and practices through closer collaboration of these two offices with oversight provided by the Chief People Officer in partnership with the Associate Dean for DEI.

## Summary of Data and Key Findings: Undergraduate Students

LSA Undergraduate Education assessed DEI 1.0 from 2021-2022. This evaluation informed the 2.0 plan in addition to the feedback obtained this year from undergraduate students and the directors in the Division of Undergraduate Education. Among those initiatives assessed, the Kessler Scholars Program proved to be a highly successful cohort model. Our assessment of this program revealed the significance of wrap-around support, mentorship, informal advising, and common academic experiences to create robust cohort program. Some of the undergraduate initiatives proposed in DEI 2.0 aim to capitalize on these successful features. Kessler also has a robust internal evaluation team that DEI 2.0 plans to build out into other initiatives to assess equity gaps as well as program effectiveness. Another initiative the Undergraduate Education evaluated in DEI 1.0 was the successful Foundational Course Initiative, which focuses on providing ongoing support to faculty. As a result of this evaluation, greater opportunities for faculty engagement and development are built into the 2.0 plan as well. One final lesson that Undergraduate Education learned through its evaluation process is the importance of collaboration with other units across campus to further support faculty development.

In 2022-2023, Undergraduate Education solicited feedback from students on a range of issues through focus groups, feedback cards, and anonymous surveys. From this feedback, we learned that students desire cultural events, hosted by LSA, that would allow them to learn more about other groups. Undergraduate Education, in collaboration with the DEI Office, is considering ways to incorporate this into new or existing programming, and it is reflected in the 2.0 plan.

Students are also concerned with representation in admissions and among faculty and staff, particularly Black representation on campus across these groups. This aligns with the Black Student Union's "More Than 4: Four Point Platform" which indicated their interest in diversifying the student body, especially for Black and low-income students. This feedback informed our thinking about expanding recruitment efforts in specific communities in the State of Michigan. Finally, students expressed a desire for more mental health support as well as more attention given to support and belonging for marginalized communities including URM, LGBTQ+, and disability communities.

### *Summary of Data and Key Findings: Graduate Students*

LSA Graduate Education conducted three focus groups with 17 LSA graduate students in late February and early March 2023. The focus groups had representation from all three college divisions (humanities, natural sciences, social sciences). Participants were asked to reflect on experiences and share their perceptions of DEI efforts in their home departments, the college, and at the university. They were also asked to provide feedback about what they would like to see the college improve upon for DEI 2.0. From these focus groups, we were able to identify common themes and have incorporated this into our strategic goals, objectives, and action plans. Other data that informed our key findings include annual Rackham Program Review Student Surveys as well as the comment cards collected at the DEI@LSA event, the LSA Sexual and Gender-Based Misconduct Prevention Working Group report, the LSA Anti-Racism Task Force report and the Black Student Union's "More Than 4: Four Point Platform."

Key findings from this data highlight the need for increased communication and engagement with graduate students, who are often unaware of the many resources and pathways for support on campus, and greater attention to graduate student support and retention. Support for graduate student mental health, disability accommodations, international students, and increased diversity and equity in graduate programs were additional areas of concern raised during focus group conversations with graduate students. We also learned that some graduate students feel as though LSA is not invested in their well-being, particularly in the DEI space. Addressing the mental health, disability, and gender-based harassment concerns noted by students will require collaboration between LSA Graduate Education, the LSA DEI Office, and key offices on campus, such as with the new LSA Mental Health and Wellness Advocates, the Rackham Mental Health Advocate, and the LSA-embedded CAPS counselor. Focus group discussions highlighted that we do not have enough regular contact with students to hear what is on their minds. To address these key findings, our strategic objectives include initiatives to enhance graduate student engagement and knowledge of resources.

### *Summary of Data and Key Findings: All Constituents*

We also obtained feedback that is relevant across constituents through our DEI@LSA event in which attendees provided responses to three prompts (see Planning Process for details) and from our online survey where the same three prompts were posed. Many of these responses were similar to the feedback provided by specific LSA constituents. They expressed the need for greater diversity of the LSA community (e.g., Black students and faculty, first-generation students) and support for underserved and underrepresented groups; the need for mental health support; concerns about equity, especially as it relates to service; and a desire for community building resources and structures. Community members expressed the need for greater DEI competencies for all LSA community members, but especially for leaders, supervisors, and faculty. A few topics emerged more strongly through these two feedback mechanisms. Community members shared feedback that accessibility and support for disability culture remain insufficient, with suggestions for improving physical and virtual spaces and enhancing accommodations for faculty, staff, and students with disabilities. Faculty and staff comments also pointed to policies and practices that contributed to a sense of inequity, such as family leave and work recognition.

### *Key Findings: Task Force & Working Groups*

Recommendations from the two task force groups which convened between 2020-2023 (Anti-Racism; Sexual and Gender-Based Misconduct Prevention) revealed overlapping needs and calls to action in three key areas: data, education, and communication. Both groups highlighted the critical need for disaggregated data of faculty, staff, and students to accurately measure and understand progress, challenges, and experiences. Although the DEI Office delivers a range of educational programming and partners with other offices on campus to enhance this portfolio, these groups believe that more specialized offerings would benefit the college and that these offerings should be more widely available. Expectations around professional development for leadership were even greater. These groups also underscored the importance of communication in creating an inclusive and equitable environment. Representation and language matter to these groups along with transparency and access to information and resources. These themes emerged in the focus groups with faculty and staff as well. In addition to these concerns, the Anti-Racism Task Force, focus groups, and surveys revealed a concern about the lack of diversity across constituent groups, especially in leadership and senior positions among staff and faculty, reiterating the call for abundant representation across all units and ranks. Although the final report from the LGBTQ+ Working Group is not yet published, preliminary results suggest similar recommendations will emerge. Finally, in November 2022, the Black Student Union published its "More Than 4: Four Point Platform," which outlined their members' expectations of the university to address the systemic inequalities on campus perceived by Black students. Several of those items align with calls from the LSA community, and explicitly inform this plan, including increasing Black student enrollment, explicitly combating anti-Blackness, and rectifying the structural flaws of DEI that may systemically neglect Black students.

## Themes

The key findings from our summary of the data led us to develop three themes that served as a guiding framework for our strategic goals and objectives: 1) Increasing Access to Foster a Diverse

Community; 2) Improving Retention through Greater Equity, Belonging, and Inclusion; and 3) Supporting Academic Success and Professional Advancement. These three themes encompassed much of the feedback we received from the LSA community and were consistent with our guiding principles and existing commitments. Throughout the strategic plan goals and objectives, these three themes recur as pillars upon which we focus our efforts to achieve the university's primary goals of diversity, equity, and inclusion.

- ***Increasing Access to Foster a Diverse Community.*** Across constituents and data sources, we heard calls to continue to increase the diversity of the LSA community. An important approach to fostering a diverse community is to increase access through active and equitable outreach, pipeline, search, and hiring practices. Diversity is also fostered by having a community that deeply understands and can implement inclusive and equitable practices in the workplace and in the classroom. Therefore, we developed strategic goals and objectives focused on increasing diversity through improved practices and increasing the number of LSA faculty and staff with DEI competencies. Moreover, initiatives related to data collection and data reporting enable us to know who is underrepresented in our community and to develop targeted strategies to reduce barriers to their inclusion within LSA.

- ***Improving Retention through Greater Equity, Belonging, and Inclusion.*** Across constituents, we also saw that experienced inequity was an area of dissatisfaction that contributed to poor morale, negative perceptions of the climate, and lower feelings of belonging, welcome, and inclusion. We see these climate experiences as inexorably tied to retention—when individuals feel devalued and treated unfairly, they are more likely to leave LSA and U-M. Therefore, we focused strategic goals and objectives on both improving equity in policies and practices and on improving the climate by enhancing individuals' connection to LSA.

- ***Supporting Academic Success and Professional Advancement.*** Our key findings identified the importance of supporting our faculty, staff, and students to achieve the outcomes they desire, including graduation and employment for students and career advancement and skill development for faculty and staff. Our goal is for those in the LSA community to feel that this is a place where they can reach their full potential. Therefore, our strategic goals and objectives include providing professional development and support to faculty, staff, and students as well as expanding the mechanisms available for LSA community members to enhance their DEI knowledge and skills.

# Strategic Goals, Measures of Success, and Action Plans[19]

The LSA plan covers the entire LSA community of faculty, staff, undergraduate students, and graduate students. The strategic goals and objectives:

- are designed to further the three university-wide primary goals of diversity, equity and inclusion;
- have been aggregated into three distal objectives determined by the university;
- address the six vital DEI strategies for organizational change determined by the university; and
- are guided by the three LSA themes (increasing access to foster a diverse community; improving retention through greater equity, belonging, and inclusion; and supporting academic success and professional advancement) identified from our data analysis and planning process (detailed in the previous section).

The **Three Distal Objectives** of DEI 2.0. are:

- *People.* Strategies and action items for *People* are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.
- *Process.* Strategies and action items for *Process* are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.
- *Products.* Strategies and action items for *Products* are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity, and inclusion, and the scholars who produce it, are valued and supported.

The **Six Vital Strategies** for organizational change are:

- Recruitment (e.g., actions, policies, processes, deeper dive analyses)
- Hiring and selection (e.g., actions, policies, processes, development of tools, deeper dive analyses)
- Career advancement (e.g., strategies, developing resources, pipeline, mentoring, deeper analyses)
- Diversity skills (staff, students, faculty, other)
- Climate enhancing activities (includes deeper dive analyses)
- Pathways for conflict resolution (includes roles, procedures, communication, deeper analyses)

---

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

Across constituencies, we identified 10 strategic goals.

## LSA's 10 Strategic Goals

1. Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices.

2. Increase the number of faculty and staff with demonstrated DEI competencies.

3. Increase equity and inclusion within LSA through improved policies and practices.

4. Improve the climate within LSA through greater belonging and support.

5. Increase opportunities for LSA community members to develop DEI competencies.

6. Develop and implement a DEI communications strategy.

7. Articulate and develop (where needed) pathways to conflict resolution.

8. Increase infrastructure to support the needs of LSA members from different groups.

9. Support the development of unit-level DEI plans for all LSA units.

10. Identify priorities for DEI fundraising.

These 10 strategic goals serve as a broader overarching framework for our strategic objectives, detailed in the following sections, that are tailored to the needs of specific constituencies. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of associated activities we will take to accomplish those objectives. We also note future strategic objectives to address strategic goals that will start at a later date. For additional detail on objectives, timelines, and accountabilities, see the Action Planning Tables. See Appendix Table 1 for an overview of all objectives, and Appendix Table 2 to track strategic objectives over time.

# PEOPLE: Recruit, Retain, and Develop a Diverse Community

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

---

## Strategic Goal 1

**Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices**

---

## FACULTY

### Strategic Objective 1 (SG1-F1): Develop application resources for faculty applicants

One method to increase faculty diversity is through methods to increase the broad diversity of the applicant pool and to provide resources for potential applicants from a range of institutions to have the knowledge to complete a strong application packet. Yet, it is also clear that doing so sometimes requires insider knowledge of R1 norms and expectations that are not accessible to those at non-R1 institutions or with mentors who did not attend R1 graduate institutions. Consistent with the recommendations of the Anti-Racism Task Force report, the anonymous survey, and focus groups with faculty and students, the aim of this action item is to level the playing field and increase transparency about applying to faculty positions at U-M by providing guidance to applicants on what areas to cover as part of their application. Because we are aware that the greatest lack of clarity in faculty applications is related to the so-called "diversity statement," our Year 2 action items focus on developing resources for faculty applicants on writing a diversity statement. We will also rename it the "Diversity, Equity, and Inclusion Statement" to clarify that the goal is for individuals to discuss their DEI engagement and competencies related not only to diversity, but also to equity and inclusion. In future years, we will build out guidance for other components of the application, including research and teaching statements.

*Year 2 Action Items for SO1*
- Rebrand "Diversity Statement" as "Diversity, Equity, and Inclusion Statement"
- Identify existing resources on writing diversity statements that are relevant to LSA faculty applicants
- Compile and summarize existing guidance into a resource on writing diversity statements for LSA faculty applicants

- Develop a new LSA web page that will serve as a landing page for LSA faculty applicants to access application preparation resources
- Request that all search committees include the link to the landing page in their job advertisements

### Metrics for SO1

#### Year 2 Metrics:
- Number of resources developed
- Number and percentage of LSA faculty searches including the link to the landing page in their job advertisements
- Number of visits to the website

#### Long-Term Metrics:
- Composition of the applicant pool for LSA faculty searches
- Composition of LSA faculty

**Primary DEI Goal:** Diversity

_____

## Strategic Objective 2 (SG1-F2): Evaluate ways to enhance faculty dual-career support

An important factor that often determines whether an individual accepts a faculty position and stays in that position is their ability to find employment for their partner. LSA's dual-career office seeks to assist with job searches for partners of faculty who have applied for or accepted a faculty position as well as partners of current faculty. However, exit interview data from U-M's ADVANCE Program indicates that among faculty who left LSA, 27.9% cited poor career opportunities for their partner at U-M as a reason they left, and 20% said it was the most important factor they considered. Consistent with feedback received during our focus groups with faculty, our Year 2 action items will focus on continuing to examine data on dual-career needs (e.g., % of partners who desire U-M faculty vs. U-M staff vs. non-U-M positions) and outcomes (e.g., number of partner placements) to determine if additional data are needed and if there are areas where we could enhance our support.

### Year 2 Action Items for SO2
- Examine data to assess dual-career needs
- Examine data to assess dual-career outcomes
- Determine if additional data are needed to assess the dual-career program
- Provide recommendations on any ways that dual-career support might be enhanced

### Metrics for SO2

#### Year 2 Metrics:
- Recommendations developed on ways to enhance dual-career support

#### Long-Term Metrics:
- Composition of LSA faculty

**Primary DEI Goal:** Diversity

## Strategic Objective 3 (SG1-F3): Continue to provide faculty professional development support through existing mechanisms

The college has offered professional development support to faculty through a number of mechanisms and commits to continue these support mechanisms. Several of these programs are administered by the LSA Dean's Office including Career Advising Funds for assistant professors and Associate Professor Support Funds. Some activities are administered in collaboration with the U-M ADVANCE Program such as LAUNCH committees for new assistant professors and leadership coaching for new full professors, chairs, and directors; other programs are administered in collaboration with CRLT such as New Lecturers' Orientation and the LSA Teaching Academy.  This action builds on DEI 1.0 efforts and responds to issues raised in the 2021 U-M Campus Climate Survey report and feedback from faculty focus groups regarding faculty desire for career support. Our Year 2 action items will focus on continuing to offer these professional development supports.

### Year 2 Action Item for SO3
- Administer and support existing faculty professional development activities

### Metrics for SO3

#### Year 2 Metrics:
- Number of faculty supported through ongoing professional development support mechanisms

#### Long-Term Metrics:
- Faculty retention rates
- Faculty promotion rates
- U-M Campus Climate Survey responses of belonging and support for all constituencies

### Primary DEI Goal: Inclusion

_____

**Future Strategic Objective: Examine processes around lecturer hiring.** Our feedback from focus groups with faculty, and consistent with recommendations from the Anti-Racism Task Force, indicated that greater diversity among LSA lecturers should be an aim of our strategic plan. LSA lecturers instruct a large number of LSA undergraduates and yet are not themselves diverse along a variety of metrics. In particular, Black/African American and Hispanic/Latinx lecturers are underrepresented. Moreover, the percentage of lecturers who identify as URM has slightly declined over the past 10 years. This is a future activity and will not take place in Year 2.

_____

# STAFF

## Strategic Objective 4 (SG1-S1): Ensure all staff search processes are conducted in an inclusive and equitable manner

Currently, the training and management of hiring processes are dispersed across the LSA HR team or they are managed by a member of a unit that is supported by their HR business partner. Assessment of DEI 1.0 efforts revealed that this results in variation in the training and hiring

processes that can lead to disparate outcomes for similarly situated individuals, as well as a lack of reliability in the hiring processes overall. In an attempt to remediate this long-standing challenge, LSA hired a dedicated Talent Acquisition Specialist, Brandon Brewer, to be the single point of contact in LSA HR to streamline the training, posting, search, and hiring processes. This Specialist partners with the LSA DEI Office to regularly review the training materials, processes, and toolkits for all constituencies served by LSA HR for hiring to ensure fidelity and quality in these systems. Our Year 2 action items focus on the new Talent Acquisition Specialist building their portfolio and connecting with campus partners and the campus community to maximize effectiveness and mitigate bias in the staff search process.

### Year 2 Action Items for SO4

- Review current educational offerings on staff search and hiring processes to identify gaps between LSA HR and DEI Office resources
- Continue mandating Hired-In for all staff search committee members
- Continue mandating Hire the Best for all search committee chairs
- Audit unit search practices

### Metrics for SO4

#### Year 2 Metrics:

- Talent Acquisition Specialist has identified and communicated their portfolio
- Number of participants in Hired-In
- Number of participants in Hire the Best
- Percentage of staff searches that incorporate best practices

#### Long-term Metrics:

- Composition of the applicant pool for LSA staff searches
- Average time to completion in the staff search process
- Attrition rates for first-time, full-time staff after 6 months of employment
- Composition of staff

***Primary DEI Goal:*** Diversity

_____

## Strategic Objective 5 (SG1-S2): Facilitate mentoring opportunities for staff, particularly those with historically marginalized identities

Feedback from staff and the 2021 U-M Campus Climate Survey reveal a need for more support and clearer pathways to promotion, particularly among staff of color and LGBTQ+ staff. Among those areas of support requested, underrepresented staff would like mentors who understand the systemic barriers and experiences with bias that they may face in the workplace and can provide evidence-based solutions to navigate these systems. While mentoring for early-career faculty is an institutionalized practice within LSA, there is little in the way of formal mentoring for staff. In Year 1, LSA HR audited current mentoring practices (both formal and informal) available to faculty and staff. In future years, we will develop resources to facilitate effective and impactful mentoring experiences to enhance professional pathways. The long-term outcome of this action item will also address the recommendations of the Anti-Racism Task Force and Sexual and Gender-Based Misconduct Prevention Working Group, along with feedback from staff and administrative

leadership, to increase the diversity, broadly defined, of staff in leadership positions in the college. Our Year 2 action items will focus on surveying staff to identify the most desired mentoring models, both formal and informal, for staff.

### Year 2 Action Item for SO5

- Survey staff to identify which mentoring model is most preferred by staff
- Establish an implementation plan for staff mentoring, if applicable

### Metrics for SO5

#### Year 2 Metrics:

- Staff survey completed
- Implementation plan developed, if applicable

#### Long-term Metrics:

- Mentoring process for staff
- Number of staff mentors
- Number of staff mentees
- U-M Campus Climate Survey responses of belonging and support for all constituencies

### Primary DEI Goal: Inclusion

_____

**Future Strategic Objective: Standardize use of rubrics for evaluating all staff job candidates.** Assessment of DEI 1.0 efforts revealed a desire among search committees for more structured staff search resources including rubrics for evaluating job candidates to enhance objectivity across committees. However, LSA staff hiring managers have raised concerns that a single template for evaluating job candidates would be insufficiently customizable to ensure the selection of the best candidate for any given role. This concern has traditionally halted progress towards the development of a standardized rubric for staff. We are working towards reviewing existing practices with the goal of creating a flexible yet standardized rubric for the evaluation of job candidates, which would establish a baseline with flexible options to modify the rubric tool to meet the needs of the hiring manager and search committee. This is a future activity and will not take place in Year 2.

_____

## UNDERGRADUATE STUDENTS

### Strategic Objective 6 (SG1-U1): Enhance undergraduate student recruitment and enrollment of transfer students

Our overarching aim for all undergraduate-focused objectives in Strategic Goal 1 is to create deeper partnerships, trust, and collaboration with communities in order to increase the number of students from underrepresented backgrounds, broadly defined, who are attracted to apply for admission and enroll. In this objective, in collaboration with the Office of Enrollment Management, we are focused on recruiting more transfer students overall, particularly in-state community college transfer students, and building on the success of the Transfer Bridges to the Humanities (TB2H) program. In Year 2, we are continuing to explore expansion of Transfer Bridges to Michigan

by making connections with new partner community colleges to build toward establishing formal relationships with up to 10 Michigan community colleges, and continue Phase 2 of TB2H with Henry Ford Community College, Grand Rapids Community College, and Schoolcraft College. We continue to provide pre-transfer advising, academic, and co-curricular opportunities to Michigan community college students. Efforts to expand access for students, particularly those from underrepresented backgrounds are a continuation of DEI 1.0 commitments and aligned with recommendations from the Anti-Racism Task Force and feedback from our anonymous survey and focus groups.

### Year 2 Action Items for SO6

- Continue Phase 2 of the Transfer Bridges to the Humanities Project with Henry Ford Community College, Grand Rapids Community College, and Schoolcraft College
- Plan to establish formal Transfer Bridges to Michigan relationships with up to 10 Michigan community colleges
- Continue to offer pre-transfer advising, academic, and co-curricular opportunities to Michigan community college students

### Metrics for SO6

#### Year 2 Metrics:
- Number of applications, admits, and enrolled transfer students overall
- Number of applications, admits, and enrolled transfer students from Michigan tribal and community colleges

#### Long-Term Metrics:
- Number and percentage of LSA transfer undergraduate students overall and from tribal and community colleges in Michigan
- Composition of LSA undergraduate students
- Number of community college students completing their LSA undergraduate degree

*Primary DEI Goal:* Diversity

_____

## Strategic Objective 7 (SG1-U2): Expand outreach and enhance undergraduate student recruitment and enrollment of in-state students through the *Intend to Attend* program

In our effort to reach communities across Michigan who haven't considered postsecondary education previously, we plan to grow our 'Intend to Attend' (I2A) program. I2A offers digital and in-person college access support to 8th-12th grade students around Michigan to learn about the variety of postsecondary options (including vocational/technical/trade school, community college, and four-year college and university) that are available to Michigan high school graduates. In Year 2, we plan to expand GROE with I2A, a summer academic enrichment program; we will launch a state-wide self-enrollment campaign for I2A's ECoach, an online coaching tool for students and parents/guardians; we will expand I2A's Lettersmith, an online writing support tool; and we will expand the I2A student Ambassador team. These efforts support Governor Gretchen Whitmer's 60 by 30 campaign, with the goal of 60 percent of Michigan residents completing a postsecondary certificate or degree by the year 2030.

### Year 2 Action Items for SO7

- Increase the number of students in GROE with I2A in 2024
- Launch a state-wide self-enrollment campaign for I2A's ECoach
- Increase the number of students using I2A's Lettersmith
- Expand I2A student Ambassador team

### Metrics for SO7

#### Year 2 Metrics:

- Number of applications from target regions
- Number of applications from counties across the state
- Assessment of GROE with I2A
- Usage assessment of I2A's ECoach and Lettersmith

#### Long-Term Metrics:

- Number of 12th grade I2A participants who submit at least one college application
- Number and percentage of LSA in-state undergraduate student applications and admissions
- Retention rates among undergraduate student groups
- Composition of LSA undergraduate students

**Primary DEI Goal:** Diversity

_____

## Strategic Objective 8 (SG1-U3): Enhance undergraduate student recruitment and enrollment of underrepresented student populations, broadly defined, through existing and new cohort programs and other efforts

Our goal is to build on and deepen already robust relationships in target areas of the state such as Detroit, Upper Peninsula, and Grand Rapids. In Year 1, we launched a long-requested Michigan Learning Community called Bridge Scholars Plus in Fall 2023. This community is open to students who attend the Summer Bridge Scholars program and will provide some unique co-curricular features, such as a partnership with optiMize for students to consider social impact.

### Year 2 Action Items for SO8

- Continue Bridge Scholars Plus in Fall 2024 with a plan to increase enrollment

### Metrics for SO8

#### Year 2 Metrics:

- Number of applications from Summer Bridge Scholars participants into the Bridge Scholars Plus community
- Number of applications from target areas of the state

#### Long-Term Metrics:

- Undergraduate student graduation rates
- Composition of LSA undergraduate students

**Primary DEI Goal:** Diversity

_____

*Strategic Objective 9 (SG1-U4):* **Build a college-wide initiative for first-generation students**

Building on the successful hire of an inaugural director of the LSA First-Generation Commitment, we will launch this initiative to engage and support first-generation students at every stage of their university journey, from their transition to the university, to their experience while here, and to a successful launch post-graduation.

*Year 2 Action Items for SO9*
- Outline and implement the First-Generation Commitment and launch it to the LSA community
- Hire two additional colleagues to oversee the continued development of the initiative

*Metrics for SO9*

*Year 2 Metrics:*
- Launch of the First-Generation Commitment
- Enrollment of LSA first-generation students into the Commitment's elements

*Long-Term Metrics:*
- First-generation student engagement in high-impact opportunities
- Retention rates among undergraduate first-generation college students
- Undergraduate first-generation student graduation rates

*Primary DEI Goal:* Diversity

_____

# GRADUATE STUDENTS

**Strategic Objective 10 (SG1-G1):** **Launch newly reconfigured LSA Dean's Office Preview Weekend to increase graduate applicant pool diversity**

In Year 1, we rebranded our former Preview Weekend recruitment event for potential graduate students as "Know B4 U Go Blue." This redesign allows the Dean's Office to create content that is similar to our NextProf program in the natural sciences, such that attendees leave the event with something tangible to use in their applications to U-M graduate programs, or to graduate school in general. Part of this effort will be to develop both an internal and external marketing strategy, as well as outreach and collaboration with various stakeholders in creating a new and improved event. This action item builds on our DEI 1.0 assessment of how to strengthen the event and feedback from our focus groups regarding the importance of recruitment programs for broadening the graduate applicant pool. In Year 2, our action items will focus on launching the first year of the reconfigured recruitment event, "Know B4 U Go Blue."

*Year 2 Action Items for SO10*
- Launch Preview Weekend event, Know B4 U Go Blue
- Determine a new Preview model for Humanities units with input from department chairs and staff as well as the LSA and Rackham Associate Deans

*Metrics for SO10*

*Year 2 Metrics:*
- Determine Humanities model of Preview
- Number of participating departments for Know B4 U Go Blue event
- Number of student applicants and participants for Know B4 U Go Blue event

*Long-Term Metrics:*
- Composition of the applicant pool for LSA graduate programs
- Matriculation percentage of the Know B4 U Go Blue participants
- Composition of LSA graduate students

*Primary DEI Goal:* Diversity

_____

## Strategic Objective 11 (SG1-G2): Explore and identify new graduate recruitment strategies

We plan to re-tool our recruitment campaign to reach new audiences, including re-acquainting LSA graduate program alumni with current activities in their former department, with hopes that alumni in faculty roles recommend their students to U-M graduate programs. We hope to connect with alumni from the Institute for the Recruitment of Teachers (IRT) who are now staff or faculty at U-M to build interest in IRT with our own undergraduate students as well as continue working with IRT on the recruitment of graduate students.  We will continue to offer virtual information sessions in partnership with LSA departments (including faculty, staff, and current graduate students) to provide an overview of U-M graduate programs and the application process to students who are exploring graduate school. We view this as the first step to broadly diversifying the graduate applicant pool, with virtual sessions and in-person recruitment events as the precursor to a future "Know B4 U Go (Blue)" application. In the past year we worked with other U-M school/college recruiters to create an in-person event called "The Michigan Takeover" at the campuses of Spelman College, Morehouse College, and Clark Atlanta University. We also plan to work with the Undergraduate Education transfer team to identify regional recruitment activities (e.g., develop a "Grad School 101" presentation/program), and with summer program students to leverage their time on campus to engage more with our graduate programs. This action item aligns with recommendations from the Anti-Racism Task Force and feedback from our community to increase the diversity of graduate students through recruitment efforts. Our Year 2 action items will focus on continued research of new recruitment practices to inform the development of a more effective recruitment strategy.

*Year 2 Action Items for SO11*
- Continue to research regional universities to determine best matches for recruitment with special focus on urban, rural, and tribal communities
- Review ways to leverage current summer opportunities (e.g., SROP, MICHHERS, and summer REUs) for recruitment to LSA graduate programs
- Review ways to utilize our Ph.D. alumni connections at other universities and U-M campus partners to promote graduate school to our own undergraduates, including attention to first-generation students and community college transfers and other pipeline initiatives

such as IRT, the Institute for the Recruitment of Teachers. We plan to utilize Rackham's Career Outcomes Survey data to search for LSA graduate student alumni, as well as the National Name Exchange and McNair network resources for undergraduates interested in graduate school.

### Metrics for SO11

#### Year 2 Metrics:

- Ongoing development of a recruitment strategy plan to generate a more broadly diverse applicant pool

#### Long-Term Metrics:

- Composition of the applicant pool for LSA graduate programs
- Composition of LSA graduate students

**Primary DEI Goal:** Diversity

_____

> ## Strategic Goal 2
>
> ### Increase the number of faculty and staff with demonstrated DEI competencies

As explained earlier in this report, we define competencies as the knowledge of diversity, equity, and inclusion concepts, interventions, and best practices and the skills, abilities, and behaviors to implement them.

## FACULTY

### Strategic Objective 12 (SG2-F1): Launch and administer the LSA Collegiate Fellows 2.0 Hiring Program

As part of LSA's DEI 1.0 Strategic Plan in 2016, it announced that a newly created Collegiate Postdoctoral Fellowship Program would recruit 50 extraordinarily promising scholars whose research, teaching, and service would contribute to diversity and equal opportunity in higher education. The program offers support to fellows to prepare them for tenure-track faculty appointments in LSA; this includes community-building activities, professional development and mentoring, and support for teaching and research. The original LSA Collegiate Fellows program ended in AY 2022-23 and was incredibly successful, with 50 total hires, of which 46 have or will transition into tenure-track assistant professor positions in LSA.

Building on the success of this program, in Fall 2023, we launched the LSA Collegiate Fellows 2.0 Hiring Program in collaboration with the National Center for Institutional Diversity (NCID). This program seeks to recruit 20 scholars with significant DEI competencies to LSA, either as postdoctoral scholars with concurrent offers of tenure-track positions to follow the fellowship period or directly into tenure-track positions. The Collegiate Fellows 2.0 Hiring Program will continue to offer community-building activities and support to fellows as with the 1.0 program. Our Year 2 action items will focus on continuing this program in AY 2024-25.

#### Year 2 Action Items for SO12
- Host chair informational sessions regarding the program
- Post advertisements regarding LSA Collegiate Fellows hiring in relevant outlets
- Engage in Year 2 search and hiring process in collaboration with NCID and LSA departments

#### Metrics for SO12

##### Year 2 Metrics:
- Number of LSA Collegiate Fellow applications
- Number of LSA Collegiate Fellows hired

##### Long-Term Metrics:
- Number of LSA Collegiate Fellows hired and retained

- Number and percentage of LSA faculty with DEI competencies

*Primary DEI Goal:* Diversity

_____

## Strategic Objective 13 (SG2-F2): Launch and administer the LSA Senior Collegiate Fellows Hiring Program

Building on the success of the LSA Collegiate Fellows program, in addition to the launch of the LSA Collegiate Fellows 2.0 Hiring Program (see Strategic Objective 12), in Fall 2024 we also launched a new initiative in collaboration with the National Center for Institutional Diversity (NCID)—the LSA Senior Collegiate Fellows Program. This program seeks to recruit 12 faculty early in associate professor rank with demonstrated commitments, engagement, and career-stage appropriate leadership around DEI. The Anti-Racism Task Force Report identified a need for DEI competency-focused hiring at the senior levels, where there may have been less consideration of such diversity competencies in the past, at the time of initial hire. We especially seek faculty who are under-placed, that is, faculty with the potential to thrive at U-M but who did not receive their graduate training or are not currently employed at top-25 institutions. Research shows that faculty at R1 universities are hired from a small number of institutions due to selection bias based on institutional prestige. To address this, the LSA Senior Collegiate Fellows program seeks to recruit from a broader range of institutions. This program is aimed at supporting, recruiting, and retaining exceptional mid-career scholars who are committed to building a broadly diverse intellectual community. Our Year 2 action items will focus on continuing this program in AY 2024-25.

### Year 2 Action Items for SO13
- Host chair informational sessions regarding the program
- Post advertisements regarding LSA Senior Collegiate Fellows Program hiring in relevant outlets
- Engage in Year 2 search and hiring process in collaboration with NCID and LSA departments

### Metrics for SO13

#### Year 2 Metrics:
- Number of LSA Senior Collegiate Fellow applications
- Number of LSA Senior Collegiate Fellows hired

#### Long-Term Metrics:
- Number and percentage of LSA Senior Collegiate Fellows hired and retained
- Number and percentage of LSA faculty with DEI competencies

*Primary DEI Goal:* Diversity

_____

## Strategic Objective 14 (SG2-F3): Launch and administer a pilot DEI Cohort Mentoring program for current LSA Collegiate Fellows who are pre-tenure assistant professors

A key metric of the success of the LSA Collegiate Fellows program is the tenure, promotion, and retention of fellows at U-M. Therefore, we will enhance our existing support of current Collegiate Fellows potentially through an opt-in Cohort Mentoring Program that will focus on DEI-specific

mentoring to Collegiate Fellows, led by 2-3 senior U-M faculty members engaged in DEI work. This program would complement the existing professional development offered to assistant professors in LSA, foster the continued cohesion of cohorts, and allow for a combination of peer mentoring and mentoring from senior colleagues. Our Year 2 action items will focus on determining whether there is a need for such a program and if so, what structure would be most useful to Fellows.

### *Year 2 Action Items for SO14*
- Determine need for program and if so, develop program guidelines in collaboration with NCID

### *Metrics for SO14*

#### *Year 2 Metrics:*
- Determination of need for program, and if so, development of the program

#### *Long-Term Metrics:*
- Number and percentage of eligible of LSA Collegiate Fellows promoted to associate professor with tenure
- Number and percentage of LSA faculty with DEI competencies

***Primary DEI Goal:*** Diversity

_____

## Strategic Objective 15 (SG2-F4): Integrate DEI competencies as part of promotion and tenure evaluations for tenure-track faculty

A growing body of research has shown that faculty working in the DEI space face challenges in the recognition of the contribution and quality of their scholarly work. This extends to scholars who engage in public scholarship (i.e., work shared with public rather than academic audiences). The Anti-Racism Task Force report recommended that LSA institutionalize our processes for considering faculty's DEI contributions for annual review and promotion and tenure. This action item seeks to address this recommendation and feedback from our faculty community by creating a mechanism for evaluating faculty DEI competencies. In Year 1, we revised the promotion and tenure policies to include a consideration of DEI in scholarship and/or teaching and/or service as part of holistic faculty evaluation. Our Year 2 action items will focus on socializing the revised promotion and tenure policies, which go into effect January 2025, and providing training on how to evaluate DEI activities.

### *Year 2 Action Items for SO15*
- In Winter 2025, roll out the new policy changes
- In Winter 2025, provide training on new policies and equitable evaluations to faculty members, unit leadership, and promotion panels

### *Metrics for SO15*

#### *Year 2 Metrics:*
- Implementation of the updated policy guidelines for cases submitted in Winter 2025

#### *Long-Term Metrics:*
- Number and percentage of LSA faculty with DEI competencies

*Primary DEI Goal:* Diversity

_____

## STAFF

### Strategic Objective 16 (SG2-S1): Integrate demonstrated DEI competencies as part of the staff hiring process

Increasing DEI engagement among staff will advance our mission to cultivate and nurture a diverse, equitable, and inclusive LSA community. By incorporating DEI competencies into the staff hiring process, potential hires will have a clear sense of the culture and climate we seek to maintain in the college. Because we focus on competencies, candidates will be able to remain viewpoint neutral in the course of public employment. This action item is consistent with recommendations from the Anti-Racism Task Force, the Sexual and Gender-Based Misconduct Prevention Working Group and focus groups with staff to increase the number of staff, through our hiring process, with DEI competencies. Our Year 2 action items focus on continuing to identify appropriate strategies to evaluate DEI competencies in the staff hiring process.

*Year 2 Action Items for SO16*
- Identify DEI competencies relevant to unique job families
- Investigate effective models to evaluate DEI competencies in the staff hiring process

*Metrics for SO16*

*Year 2 Metrics:*
- Benchmark industry standards and best practices to evaluate DEI competencies in the staff hiring process

*Long-Term Metrics:*
- Number and percentage of staff searches that incorporate DEI competencies into the hiring process

*Primary DEI Goal:* Diversity

_____

**Future Strategic Objective: Integrate demonstrated DEI competencies as part of staff performance reviews.** DEI competencies lead to improved communication, creativity, and problem-solving in the workplace. Integrating expectations related to DEI competencies into staff performance reviews such that DEI skills and accountability are shared across all units and ranks will reduce staff burnout, improve service equity, and increase institutional excellence for the college. This action item is consistent with recommendations from the Anti-Racism Task Force, the Sexual and Gender-Based Misconduct Prevention Working Group, and feedback from staff focus groups to build accountability and recognition of DEI competencies into their roles. This is a future activity and will not take place in Year 2.

_____

# PROCESS: Create an Equitable and Inclusive Campus Climate

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

> ### Strategic Goal 3
>
> **Increase equity and inclusion within LSA through improved policies and practices**

## ALL CONSTITUENTS

### Strategic Objective 17 (SG3-A1): Improve data collection and disaggregation of underrepresented groups

As recommended by the Anti-Racism Task Force and shared across our focus group sessions, disaggregated data is critical to informing DEI policies and practices. Intersectional data and data related to specific communities (e.g., LGBTQ+, Middle Eastern and North African) are largely absent from university- and college-level data. For LSA and the DEI Office to accurately understand the representation, experiences, and challenges of all groups, the college must commit to advocating for and gathering, where possible, more nuanced and meaningful data going forward. To do this, the DEI Office, with the support of LSA HR, has begun an audit of current university data. Our Year 2 action items will focus on continuing to audit the current data collection methods for the university and the college and identifying best practices to collect sensitive data from underrepresented groups, in particular, while maintaining their confidentiality and protecting their privacy.

*Year 2 Action Item for SO17*

- Collaborate with LSA HR to continue to audit current data collection methods for faculty and staff and explore the availability of student data at the university and college levels
- Develop best practices for collecting sensitive data while maintaining individual confidentiality and privacy

*Metrics for SO17*

*Year 2 Metrics:*

- Benchmark data currently available
- Development of best practice recommendations for collecting sensitive data while maintaining individual confidentiality and privacy

*Long-Term Metrics:*

- Improved data collection and data reporting

***Primary DEI Goal:*** Equity

_____

# MULTI-CONSTITUENCY: FACULTY & STAFF

### Strategic Objective 18 (SG3-M1): Conduct multi-system college-wide faculty and staff reviews for equity

Historically, LSA has launched initiatives aimed at improving the circumstances of specific constituents one at a time. This has created the impression among workers that there are "different classes" of workers at the college with inequitable consideration within various policies and processes. To directly address this perception, we will align review and improvement activities across multiple stakeholder groups at the same time. In DEI 2.0, LSA will examine service practices for staff and faculty as well as other areas that impact multiple stakeholder groups (i.e., recognition and pathways to promotion and leadership). By aligning these activities across constituencies, we hope to directly dismantle entrenched and reported beliefs that the college invests in one group while excluding the needs of others. This action item addresses responses from the 2021 U-M Campus Climate Survey Report regarding perceived inequities and is consistent with recommendations from the Anti-Racism Task Force Report and feedback from focus groups with faculty and staff to address equity concerns. In Year 1, we conducted a survey of LSA staff service and participated in a faculty service-equity working group. Our Year 2 action items will focus on continuing to make progress toward staff and faculty service equity and identify our focus for Year 3 equity review.

### Year 2 Action Items for SO18
- Continue to collaborate with a campus-wide working group to identify best practices for assessing service for faculty and methods to increase equity in these areas
- Continue to collaborate with LSA HR and administrative leadership to identify best practices for assessing service for staff and methods to increase equity in these areas

### Metrics for SO18

*Year 2 Metrics:*

- Benchmark assessment of service strategies for faculty and staff

*Long-Term Metrics:*

- Structures to sustain recurring equity analyses for faculty and staff
- U-M Campus Climate Survey responses to "Equity in the unit" items

***Primary DEI Goal:*** Equity

_____

## FACULTY

**Future Strategic Objective: Examine retention data to determine equity gaps in retention.** Efforts to increase faculty diversity, broadly defined, through improved hiring practices can be thwarted by faculty turnover. Data from the U-M ADVANCE Program indicates that URM faculty, in particular, turnover at higher rates than other faculty groups. Such findings indicate that efforts to increase the diversity of the LSA faculty body require attention to understanding faculty turnover and improving retention. This action item addresses findings from the 2021 U-M Campus Climate Survey report related to group differences in equity perceptions as well as recommendations from the Anti-Racism Task Force and focus groups with faculty regarding the need for increased efforts on faculty retention. This is a future activity and will not take place in Year 2.

_____

## STAFF

### Strategic Objective 19 (SG3-S1): Review and update staff salaries by job family

The review and update of job family classifications has been ongoing in the university for a number of years. The university shares job classifications across colleges, programs, and centers, and the local HR and senior administrative teams have discretion on how to apply those classifications and titles in their colleges. This results in apples-to-oranges comparisons of roles and salaries across the university, which increases internal competition and skews salaries. LSA has recently completed a market compensation study to improve the competitiveness of salaries for the most commonly used titles and will continue to do so annually. Over the course of DEI 2.0, we seek to continue the practice of market compensation analysis. This action item addresses market competitiveness and equity concerns seen in the 2021 U-M Campus Climate Survey and input from focus groups with staff.

*Year 2 Action Items for SO19*
- Review and update the most commonly used salaries by job title

*Metrics for SO19*

*Year 2 Metrics:*
- Completion of market compensation analysis by selected job classifications
- Number and percentage of staff whose salaries were adjusted due to the market compensation analysis

*Long-term Metrics:*
- U-M Campus Climate Survey responses to "Equity in the unit" items

*Primary DEI Goal:* Equity

_____

### Strategic Objective 20 (SG3-S2): Review unit policies and expectations for staff and standardize where appropriate

LSA will review sets of existing unit policies and practices for staff, beginning with those engaged

specifically by the Chief Administrators and LSA HR team. A review and updates began with the LSA HR team in 2022-2023. This activity will continue with Chief Administrators through 2024-25. Our Year 2 action items will focus on finalizing the alignment of practices and revising policies for Chief Administrators which may have previously led to disparate employee experiences.

### Year 2 Action Items for SO20

- Continue to revise and standardize, where appropriate, policies for Chief Administrators and others

### Metrics for SO20

#### Year 2 Metrics:

- Completion of the standardization of expectations for Chief Administrators

#### Long-Term Metrics:

- U-M Campus Climate Survey responses to "Equity in the unit" items

*Primary DEI Goal:* Equity

_____

## Strategic Objective 21 (SG3-S3): Utilize relevant DEI feedback from staff exit interviews and turnover data

In order to better understand and reduce attrition rates, it is important to collect feedback from employees as they exit their current roles for other roles within LSA, within the university, or for external positions. Additionally, multiple stakeholder groups recommended that the information collected in these interviews and/or surveys be aggregated and disseminated with administrative leadership on a regular basis to highlight policies and practices having a disparate impact on the employee experience and reveal potential areas of improvement related to equity and inclusion.

### Year 2 Action Items for SO21

- Evaluate existing staff exit data and staff turnover data
- Develop template for reporting

### Metrics for SO21

#### Year 2 Metrics:

- Development of staff turnover report

#### Long-term Metrics:

- U-M Campus Climate Survey responses to "Equity in the unit" items

*Primary DEI Goal:* Equity

_____

## Strategic Objective 22 (SG3-S4): Establish reporting mechanism to regularly share status of staff policy revisions

One consistent finding that emerged across focus groups was a lack of awareness within the community (faculty, staff, and students) of what policies were under review and the outcomes of those reviews. This was especially common among staff regarding the compensation equity reviews that took place during the 2022-2023 academic year. In addition to broader

communication strategies addressed directly in Strategic Goal 6, the DEI Office in conjunction with the Chief People Officer and LSA HR, will explore mechanisms to best report out policy updates going forward. This is consistent with the recommendation from the Sexual and Gender-Based Misconduct Prevention Working Group to establish transparent monitoring structures for all changes in policy and practices.

### Year 2 Action Items for SO22

- Continue to communicate policy updates and revisions to staff using existing channels
- Evaluate whether there are alternative communication methods to provide staff with policy updates and revisions

### Metrics for SO22

#### Year 2 Metrics:

- Number of policy updates or revisions communicated
- Evaluation of alternative communication methods

#### Long-term Metrics:

- U-M Campus Climate Survey responses to "Equity in the unit" items

**Primary DEI Goal:** Equity

_____

## UNDERGRADUATE STUDENTS

### Strategic Objective 23 (SG3-U1): Pilot Departmental Action Teams for Equitable Teaching (DATETs)

We initially planned to expand course equity reporting to include more courses and to provide course equity reports to departments on a 3-year cycle. Course equity reports were developed as part of the Foundational Course Initiative which began in 2018 through the Center for Research on Learning and Teaching. They provide instructional teams with aggregate information about students who have taken a course in the past, and how their backgrounds, interests, and identities correlated to course outcomes. In Year 1, we took a different approach to course equity reports by conceptualizing and building a program called Departmental Action Teams for Equitable Teaching (DATET). DATETs utilize departmental equity reports to examine equity across courses within one academic unit. In year 2 we will pilot the program with 4 academic departments across LSA.

### Year 2 Action Items for SO23

- Investigate whether and how the LSA Curriculum Committee can be involved in developing course equity reports more widely to departments, and especially for large courses
- Pilot four Departmental Action Teams for Equitable Teaching

### Metrics for SO23

#### Year 2 Metrics:

- Provide departmental equity reports (students in majors/minors, grades across courses, graduates) for the four participating DATET departments
- Develop materials for departments to remedy equity gaps

*Long-Term Metrics:*
- Address equity gaps in participating academic departments
- Number of departmental equity reports

*Primary DEI Goal:* Equity

_____

## Strategic Objective 24 (SG3-U2): Participate in the launch of the Provost's Student Success Initiative

Equitable access to success for all students is a central goal for the university. At a high level, this success is realized as timely and personally satisfactory completion of desired academic credentials. Recognizing substantial and long-standing inequities in graduation rates across various demographic groups, the provost has launched a Student Success Initiative to address these equity gaps. In Year 2, the Undergraduate Education division will participate in these plans beginning with the early momentum work begun in Year 1.

### Year 2 Action Item for SO24
- Unveil the Early Momentum initiative to encourage all students to take 30 credits within their first academic year, which has shown to be a successful indicator of positive retention and graduation in all groups of students, including those historically marginalized or underserved
- Increased training for academic advisors and communication to students and parents about this compelling data

### Metrics for SO24

*Year 2 Metrics:*
- Number of students taking 30 credits in their first year
- Number of students returning for their second year who completed 30 credits

*Long-Term Metrics:*
- Undergraduate student graduation rates

*Primary DEI Goal:* Equity

_____

## GRADUATE STUDENTS

## Strategic Objective 25 (SG3-G1): Continue to pilot the LSA Need-based Technology Grant Program for Ph.D. Students to reduce the digital divide

The Michigan Undergraduate Laptop Program (ULP) provides free laptops to select eligible incoming undergraduate and transfer students. In the past several years, we have learned that there is a need for financial assistance for incoming (and continuing) graduate students to purchase a computer. Only a select few LSA departments offer technology funds as part of funding packages to incoming graduate students. In Year 1, we launched the LSA Need-based Technology Grant Program for Ph.D. Students. In Year 1, LSA was able to fund 101 Ph.D. students who applied for need-based funding to repair or purchase a laptop or desktop computer. Year 2 of the DEI

strategic plan will be the second year of a three-year pilot program funded by the LSA Dean's Office and the Office of the Provost. Our Year 2 action items will focus on streamlining the review process, seeking ways to refine the evaluation process, and continuing the allocation of funds to eligible students.

### *Year 2 Action Items for SO25*
- Continue implementation of the 3-year pilot LSA Need-based Technology Grant Program for Ph.D. Students
- Send survey to students receiving laptop grants in Year 1 and utilize feedback to improve our process
- Monitor/modify application and standardize application review and awards process

### *Metrics for SO25:*

#### *Year 2 Metrics:*
- Number and percentage of student applications for an LSA Need-based Technology Grant Program for Ph.D. Students
- Number and percentage of student awards for an LSA Need-based Technology Grant Program for Ph.D. Students

#### *Long-Term Metrics:*
- Graduate student time to degree
- Graduate student degree completion rates
- U-M Campus Climate Survey responses to "Equity in the unit" items

***Primary DEI Goal:*** Equity

_____

**Future Strategic Objective: Develop resources to support academic units in reviewing their academic policies and milestones.** Based on survey results from Rackham Graduate School Program Reviews, our focus groups, and task force reports, we will work with campus partners to develop and share college-wide resources to LSA units around (re)evaluating graduate student academic milestones and supporting student well-being. We will explore mentorship models and share best practices with LSA units. This is a future activity and will not take place in Year 2.

**Future Strategic Objective: Review the inclusion of DEI curriculum within graduate student onboarding and training.** We will research how LSA departments are currently incorporating DEI into their graduate student onboarding and training (e.g., workshops, courses), paying attention to when (e.g., orientation, Year 1, ongoing) training or information is shared. We will work to capture this data across all departments and divisions to better understand any gaps in training, and in order to make any recommendations for future inclusion of DEI curriculum across graduate programs. This action item builds on recommendations from the Anti-Racism Task Force and feedback from focus groups with faculty and graduate students regarding the need for greater inclusion of DEI-related content in graduate student training and curriculum. This is a future activity and will not take place in Year 2.

_____

**Strategic Goal 4**

**Improve the climate within LSA through greater belonging and support**

## ALL CONSTITUENCIES

### Strategic Objective 26 (SG4-A1): Implement a 3-year pilot Climate Consultant program

A positive unit climate is critical to the success of individuals in the unit, as it promotes satisfaction, mental health, and productivity. An analysis of exit interviews by the U-M ADVANCE Program found that a poor climate was the most common reason that faculty gave for leaving (46% mentioned it as a factor) and was an especially salient factor in the departure of faculty of color. Yet, many types of challenges can harm the climate of a unit, including interpersonal disagreements and conflict, lack of knowledge and awareness of group differences, and unclear norms, policies, and practices. Department leaders are often critical in shaping the climate, but do not always have the specific skill set to approach the range of challenges that may affect the climate. Therefore, in October 2023, we launched a 3-year Climate Consultant for Unit Leaders Pilot Program to offer support to department leaders. Through this program, department leaders of LSA units have access to approved external consultants with expertise related to DEI climate, and the college subsidizes the cost of this support. This action item will support our ability to address concerns raised in the 2021 U-M Campus Climate Survey report and feedback from our anonymous survey and focus groups with faculty and administrative leadership. Our Year 2 action items will focus on administering the second year of the Climate Consultant for Unit Leaders Pilot Program.

*Year 2 Action Items SO26*
- Support access to climate consultants for LSA unit leaders
- Assess unit leader perceptions of the program

*Metrics for SO26*

*Year 2 Metrics:*
- Number of climate consultations
- Assessment of climate consultant program

*Long-Term Metrics:*
- U-M Campus Climate Survey responses of belonging and support for all constituencies

*Primary DEI Goal:* Inclusion

_____

### Strategic Objective 27 (SG4-A2): Develop guidance and infrastructure to support accessible LSA events

In response to the growing requests for disability-related accommodation resources and support at LSA-hosted events, the LSA Faculty and Staff Disability Navigators launched three event accessibility resources for LSA employees in 2022: 1) standardized accommodation language for

promotional and registration materials; 2) event accessibility consultation services (including to review requested accommodations); and, 3) centralized funding for accessibility services (captioning, sign language interpretation, assistive listening devices, etc.) at LSA events which meet specific criteria. LSA employees who engaged these resources were able to proactively plan for accessibility and provide needed accommodations, so events were inclusive of participants with disabilities.

In Year 2, LSA Faculty and Staff Navigators will sustain these resources, provide sponsorship materials to raise awareness of centralized funding, partner with LSA Technology Services to streamline integration of captioning and sign language services for different event formats, and develop a template for capturing LSA event space features that influence overall accessibility for on-site and hybrid events. Due to delays in hiring a GSSA to assist with resource creation in 2023-24, some Year 1 items will now be addressed in Year 2.

### *Year 2 Action Items for SO27*
- Continue to develop and deliver training on planning accessible events
- Partner with LSA Facilities and Operations to develop guides for LSA-managed events and meeting spaces that highlight key accessibility features, utilizing the template developed in Year 1, and distributing guides via the LSA website and relevant community of practice groups in the college
- Continue to collaborate with LSA Technology Services on enhanced event technology support, such as equipment to facilitate on-site caption display
- Curate event accessibility best practices and troubleshooting guidance available in different formats and on-demand

### *Metrics for SO27*

#### *Year 2 Metrics:*
- Number of workshops provided on planning accessible events
- Develop guidelines for event accessibility

#### *Long-Term Metrics:*
- Budget for accessible events
- Digital repository of accessibility features of LSA-managed events and meeting spaces
- U-M Campus Climate Survey responses of belonging and support for all constituencies

***Primary DEI Goal:*** Inclusion

---

## Strategic Objective 28 (SG4-A3): Increase digital accessibility through guidance and training

As more of our education and work moves online, digital accessibility is critical to ensure individuals with disabilities can access content with assistive technologies and that basic universal design principles are applied to create a better user experience for everyone. In Year 1 of the Disability Navigator Pilot Program, a number of resources and projects were launched to support digital accessibility, including workshops, course reviews, and hosting office hours for consulting on digital accessibility issues. Additionally, the LSA Digital Accessibility Advisory Team (DAAT) was

established to explore the state of digital accessibility within LSA and to propose a strategy for bringing the college into greater alignment with digital accessibility best practices over time, including those outlined in U-M's new Electronic and Information Technology Accessibility SPG (601.20). DAAT delivered recommendations to LSA in Fall 2023 to inform a comprehensive digital accessibility strategy focusing on training pathways, improvements to procurement and product evaluation processes, employee access to assistive technology and remediation tools, and staffing to coordinate and support digital accessibility activities into the future. A notable first outcome of the recommendations was the hiring of a Digital Accessibility Specialist in Year 1 who will help coordinate future initiatives and implementation of outstanding DAAT recommendations in Year 2. In addition, DAAT recommendations initiated renewed efforts by ITS and Procurement to acquire user-friendly remediation tools for commonly created digital assets including Canvas sites and Google files (documents, spreadsheets, and slide decks).

### Year 2 Action Items for SO28

- Continue implementation of DAAT recommendations related to digital accessibility strategy
- Partner and participate in the Digital Accessibility Strategy being overseen by ITS
- Populate new LSA Accessibility website with relevant educational resources
- Expand digital accessibility training opportunities for LSA employees
- Delivery of accessible templates for key digital assets, such as LSA webpages

### Metrics for SO28

#### Year 2 Metric:

- Completion of tasks associated with U-M's Digital Accessibility Strategy
- Number of training resources available for LSA employees
- Number of accessible templates available for digital assets

#### Long-Term Metrics:

- U-M Campus Climate Survey responses of belonging and support for all constituencies

**Primary DEI Goal:** Inclusion

_____

## Strategic Objective 29 (SG4-A4): Enhance inclusive reflection rooms

In Fall 2023, in response to community interest and feedback on these spaces, the LSA DEI Office convened a working group with members from across the college to assess the usage and user-experience of reflection rooms in the college. Using snowball sampling, an online survey was distributed in Winter 2024. The results from this survey will be used to inform future conversations with community stakeholders and college and U-M leadership on topics such as infrastructure, accessibility, amenities, and marketing and communication for these reflection rooms in Year 2.

### Year 2 Action Items for SO29

- Meet with key stakeholders and college and university leadership to identify priorities for inclusive reflection rooms
- Begin upgrades to LSA reflection rooms

### Metrics for SO29

*Year 2 Metrics*
- Clarify purpose and responsibility for oversight and ongoing management of LSA reflection rooms
- Upgrades to LSA reflection rooms

*Long-term Metrics*
- Follow-up survey results of reflection room usage and experiences

*Primary DEI Goal:* Inclusion

_____

## MULTI-CONSTITUENCY: UNDERGRADUATE AND GRADUATE STUDENTS

### Strategic Objective 30 (SG4-M1): Improve connection and engagement among undergraduate and graduate students

Feedback from undergraduate and graduate students indicated a desire for greater connection with the LSA community as well as opportunities for two-way communication. Graduate students in particular report less identification with the LSA community than do undergraduate students. Undergraduate student feedback also indicated an interest in more opportunities to learn from other cultures through cultural events. Further, the college will be better able to meet the needs of LSA students if there is greater communication and collaboration with student groups. Given the 2021 U-M Campus Climate Survey findings that students of color are especially dissatisfied with their experience at U-M and within LSA, particular attention will be paid to increasing engagement with students from underrepresented groups.

We will experiment with different strategies to improve student connectedness and engagement. For undergraduate students, these include:
- Fostering greater engagement of students from historically marginalized groups in LSA@Play
- Developing more LSA-branded DEI and/or partnership/co-sponsored cultural events

For graduate students, these include:
- Meeting with additional members of recognized student groups focused on supporting graduate students from underrepresented backgrounds
- Determining ways to enhance connections and communication with existing student organizations
- Offering more sponsored events (i.e., social and intellectual) to provide graduate students with opportunities for networking and building community and academic belonging
- Hosting events in the LSA building as well as buildings across campus

*Year 2 Action Items for SO30*
- Offer up to four LSA DEI-branded cultural events for undergraduate students utilizing the planning and resources of the LSA@Play brand
- Look for ways to create more intentional cultural programming for undergraduate students
- Continue to meet with graduate student groups (recognized student organizations); build upon current relationships so when there are changes in student leadership, the graduate education/student organization connection remains

- Sponsor events for graduate students at various locations across campus (plan for multiple pop-up events per year, rotating through all graduate program departments/buildings by the end of DEI 2.0)
- Host a Graduate Student Appreciation-Wellness event as a collaboration between Graduate Education and the LSA DEI Office

### Metrics for SO30

#### Year 2 Metrics:
- Number of co-sponsored cultural events for undergraduate students
- Number of events co-sponsored for graduate students

#### Long-term Metrics:
- Develop annual student engagement plan for DEI Office
- Number of LSA student events co-sponsored annually
- U-M Campus Climate Survey responses of belonging and support for all constituencies

**Primary DEI Goal:** Inclusion

_____

# FACULTY

**Future Strategic Objective: Explore mechanisms to increase sense of belonging and support among postdoctoral scholars.** Postdoctoral scholars are an important part of the LSA community but often are uncertain of their place within LSA, due to their position between graduate students and faculty. LSA has recently increased our programming to support postdoctoral scholars, but there are likely additional mechanisms of support that we could provide. To identify those mechanisms, a first step is collecting data on the needs and desired support among the LSA postdoctoral scholar community. This is a future activity and will not take place in Year 2.

_____

# STAFF

### Strategic Objective 31 (SG4-S1): Enhance community/affinity groups

In FY23, LSA launched its first affinity group programming with a specific focus on staff, designed to connect individuals with shared interests, regardless of personal identity characteristics. There has been limited staff engagement with this offering to date. In Year 2, we will continue to examine opportunities to increase and improve communication channels around the digital affinity group space.  This action item will address input from focus groups across constituencies and our anonymous survey in which individuals expressed a desire for increased opportunities to build community.

### Year 2 Action Items for SO31
- Host a second "affinity fair" for LSA staff
- Identify strategies to better support and promote LSA staff affinity groups

*Metrics for SO31*

*Year 2 Metrics:*
- Number of active LSA staff affinity groups
- Number and percentage of LSA staff actively participating in affinity groups

*Long-Term Metrics:*
- Number of active affinity groups for staff
- Number and percentage of active participants in affinity groups for staff
- U-M Campus Climate Survey responses of belonging and support for staff

*Primary DEI Goal:* Inclusion

_____

## GRADUATE STUDENTS

**Future Strategic Objective: Increase support for successful graduate student mentoring.** The Sexual and Gender-Based Misconduct Prevention Working Group recommended the use of multiple mentors as a way to reduce harm from abusive faculty in mentoring relationships. Several LSA departments (e.g., Anthropology, Ecology and Evolutionary Biology, Linguistics, Psychology) have had success in retaining students using this model. We will encourage our other graduate programs to consider integrating this model of mentoring into their programs. We also expect stronger faculty accountability from multiple mentor or group mentoring structures. This is a future activity and will not take place in Year 2.

_____

## Strategic Goal 5

### Increase opportunities for LSA community members to develop DEI competencies

## ALL CONSTITUENCIES

### Strategic Objective 32 (SG5-A1): Provide opportunities for all LSA employees and graduate students to develop DEI knowledge and competencies

For our community to effectively meet our diversity, equity, and inclusion goals in demonstrable ways, it is critical that faculty, staff, graduate students, and undergraduate employees share a foundational vocabulary and understanding of current contexts and best practices to build and sustain working and learning environments where all individuals can contribute and thrive. This requires ongoing development and facilitation of timely and relevant DEI workshops and consistent participation in these workshops by our community members. Feedback from the Anti-Racism Task Force, the Sexual and Gender-Based Misconduct Prevention Working Group, and focus groups highlighted the need for more content focused on specific communities and issues such as anti-Black discrimination, ageism, combatting disrespect and harassment, religious discrimination, and increased emphasis on intersectionality. Many staff have shared their desire to participate in a DEI Certificate that focuses on applied learning of DEI content (i.e., how to apply the DEI curriculum to their specific job responsibilities). The DEI Office has conducted multiple focus groups and convened a committee to help inform the development of this cohort-based opportunity for interested staff. In Year 1, the DEI Office convened a working group to develop and pilot a DEI Certificate for staff. Our Year 2 action items will focus on launching and assessing the first year of the new DEI Certificate for staff, as well as maintaining and updating our current portfolio of DEI workshops, identifying gaps in our current offerings, and increasing engagement in these workshops.

#### Year 2 Action Items for SO32
- Revise existing workshops with timely and relevant content
- Explore additional opportunities to collaborate or host workshops with units and/or offices outside of the DEI Office
- Launch and assess the first year of the DEI Certificate for staff

#### Metrics for SO32

##### Year 2 Metrics:
- Number of workshops hosted and/or hosted annually
- Number of participants at workshops
- Assessment of DEI Certificate for staff

##### Long-Term Metrics:
- Longitudinal evaluations of workshops
- U-M Campus Climate Survey responses on DEI engagement

*Primary DEI Goal:* Inclusion

_____

## FACULTY

### Strategic Objective 33 (SG5-F1): Develop and administer Diversity, Equity, and Inclusion Leadership training for small cohorts of new associate professors

We will build upon the National Center for Institutional Diversity's (NCID) leadership development curriculum, THESIS: Transforming Higher Education for Equity, Success, and Inclusion, for all stakeholders, tailoring it to the LSA context. This tailored program for new associate professors will support faculty to lead in place, that is, to make an impact in their DEI work in any leadership roles they hold (from leading in service roles to being a future department chair). This yearlong program, developed and administered in collaboration with NCID, will use a community of practice model of engagement with up to 10 participants in each year's cohort. All faculty hired through the LSA Senior Collegiate Fellows program will participate in the program and we will also invite other new LSA associate professors from among the U-M faculty to apply to be part of the program. Our Year 2 action items will focus on launching the program, titled LSA-LEAD (Leading for Equity and the Advancement of Diversity), in 2024-25.

*Year 2 Action Items for SO33*
- Administer the LSA-LEAD program in 2024-25
- At the end of the program, evaluate it to determine changes for the following year

*Metrics for SO33*

*Year 2 Metrics:*
- Number of faculty LSA-LEAD participants
- LSA-LEAD participant evaluation of the program

*Long-Term Metrics:*
- U-M Campus Climate Survey responses on DEI engagement

*Primary DEI Goal:* Inclusion

_____

### Strategic Objective 34 (SG5-F2): Increase support for faculty teaching Race & Ethnicity courses

One recommendation of the Anti-Racism Task Force was to convene a new group explicitly to look at the curriculum, with a focus on the Race & Ethnicity undergraduate course requirement, vis-a-vis anti-racism efforts. On the recommendation of the Anti-Racism Task Force, a committee of faculty and administrators met regularly throughout the 2021-22 academic year to examine several aspects of the Race & Ethnicity undergraduate course requirement. The Race & Ethnicity work group offered a number of recommendations, one of which is the need to support faculty currently teaching or interested in developing a course meeting the Race & Ethnicity requirement. Instructor support can strengthen pedagogical practices and foster the development of Race & Ethnicity courses in areas of the curriculum where few such courses exist. In Year 1, we launched a mentored Race & Ethnicity Course Development Summer Grant pilot program for faculty desiring

to develop and submit an application for a new Race & Ethnicity course. Our Year 2 action items will focus on the administration of the 2-year pilot of mentored Race & Ethnicity Course Development Summer Grant.

### Year 2 Action Items for SO34
- Administration of the first year of the summer grant program
- Distribute the call for Year 2 applications
- Identify Year 2 grant recipients
- Identify program mentors
- Assess Year 1 of the grant program

### Metrics for SO34

#### Year 2 Metrics:
- Number of faculty grant recipients
- Assessment of Year 1 of the summer grant program

#### Long-Term Metrics:
- Participation numbers in Race & Ethnicity Summer Grant program
- U-M Campus Climate Survey responses on DEI engagement
- U-M Campus Climate Survey responses on "Feeling valued in unit"

**Primary DEI Goal:** Equity and Inclusion

_____

## Strategic Objective 35 (SG5-F3): Build more opportunities for faculty to engage in equity-minded practice while also continuing to support and market the resources within the Equitable Teaching Website

Picking up on the work within Undergraduate Education on the Equitable Teaching Website, we plan to continue to support faculty learning in this area. In Year 2, we will have two graduate research assistants develop new equitable teaching content (including blogposts, social media accounts, and newsletters for the website). Continuing the work of the website team, we plan to develop materials to highlight the robust website content we've created in the past. We will also form a new subcommittee dedicated to Equity-Minded Practice/Pedagogy. These action items build on the assessment of DEI 2.0.

### Year 2 Action Items for SO35
- Develop a new subcommittee to consider Equity-Minded Practice/Pedagogy and develop an infrastructure for where this work will live
- Develop materials to highlight website content while also adding more blogposts, social media content, and newsletters
- Maintain existing content

### Metrics for SO35

#### Year 1 Metrics:
- Development of social media platforms, newsletters, and blogposts
- Traffic to the Equitable Teaching Website from users across all three U-M campuses

*Long-Term Metrics***:**
- U-M Campus Climate Survey responses on DEI engagement
- U-M Campus Climate Survey responses on "Feeling valued in unit"

*Primary DEI Goal:* Inclusion

_____

# STAFF

**Strategic Objective 36 (SG5-S1): Provide increased support for Chief Administrators and other staff leaders related to inclusive leadership and managing emerging DEI issues at the unit-level**

In 2021-2022, LSA piloted a cohort-model supervisor training program with a substantial associated time commitment. In assessing this program, we identified that this time commitment is too high for most supervisors and does not allow for consistent level-setting across all supervisors in the college. In response to this, LSA HR hired a Senior Trainer, Kumail Lassi, to upskill supervisors together in best practices in human resources management, leadership, strategy, and DEI. We anticipate that this type of offering will improve access to critical information about effective, equitable, and inclusive leadership, while also more quickly surfacing any obstacles to cultivating and nurturing healthy, balanced, and productive work environments. Additionally, the DEI Office developed a full-day training, "Advancing DEI in the Workplace," that all LSA administrative leadership are encouraged to attend. This action item addresses the need for greater DEI training among staff leaders, informed by the 2021 U-M Campus Climate Survey and feedback from the anonymous survey and focus groups with staff and administrative leadership. Our Year 2 action items will focus on the Senior Trainer and the DEI Office identifying additional DEI training and upskilling needs and develop new programming where applicable.

## Year 2 Action Item for SO36
- Senior Trainer to identify leadership training gaps and fill them as needed in collaboration with the DEI Office
- Determine the frequency of mandatory DEI training for Chief Administrators, Directors, and other senior-level administrators

## *Metrics for SO36*

### *Year 2 Metrics:*
- Number of DEI offerings for administrative leadership
- Number and percentage of administrative leadership participating in DEI-related training

### *Long-Term Metrics***:**
- Longitudinal evaluations of workshops
- U-M Campus Climate Survey responses of belonging and support
- U-M Campus Climate Survey responses on DEI engagement

*Primary DEI Goal:* Inclusion

_____

**Strategic Objective 37 (SG5-S2): Provide more robust training for Academic Advisors**

Academic advisors play a crucial role in providing academic and social support resources for all undergraduate students. Increased knowledge of the equity challenges students face will allow advisors to play a more proactive role with their advisees. In Year 1, we identified specific knowledge areas to be enhanced for academic advisors by conducting a first-ever college-wide advising survey. This went to all faculty and staff with advising duties. With a strong response rate, we have good ideas and interested teams to begin planning to address these knowledge areas for Year 2 (2024-25). In Year 2, we plan to pilot some new opportunities for training based on these findings as well as form a committee to lead this work. This action item supports recommendations from students and student-facing staff.

*Year 2 Action Items for SO37*
- Pilot some new opportunities for training
- Create an advising DEI committee in conjunction with the Advising Council of U-M

*Metrics for SO37*

*Year 2 Metrics:*
- Produce materials or trainings available for academic advisors

*Long-Term Metrics:*
- Number of DEI workshops offered and/or hosted
- Number of participants in workshops annually
- Longitudinal evaluations of workshops
- U-M Campus Climate Survey responses on DEI engagement

*Primary DEI Goal:* Inclusion

_____

# UNDERGRADUATE STUDENTS

**Strategic Objective 38 (SG5-U1): Scale-up the Foundations of DEI program to reach more student employees**

This objective emphasizes identifying and creating greater opportunities for student employees to build their knowledge and understanding of proactive workplace equity-minded practice. In Year 2, we will primarily build infrastructure within the Foundations of DEI model to handle an increase in numbers of student employees who take part in the training. This action item builds on DEI 1.0 efforts and supports recommendations from the Anti-Racism Task Force to increase DEI competencies among all employees and increase professional development opportunities for undergraduate students.

*Year 2 Action Items for SO38*
- Identify DEI training opportunities across Undergraduate Education (and possibly across LSA) for student staff, create clearer pipelines to this training
- Build infrastructure in the Foundations of DEI program to handle an increase in the numbers of student employees who enroll in the DEI certificate program

*Metrics for SO38*

### Year 2 Metrics:
- Number of student employees in the Foundations of DEI program

### Long-Term Metrics:
- Number of student employees who have participated in the Foundations of DEI program over time
- U-M Campus Climate Survey responses on DEI engagement

*Primary DEI Goal:* Inclusion

_____

# GRADUATE STUDENTS

## Strategic Objective 39 (SG5-G1): Offer and increase graduate student participation in LSA/SAPAC sexual harassment prevention training (Engendering Respectful Communities)

LSA aims to ensure that graduate students have in-person sexual harassment prevention training to supplement what is offered online by the university. We will continue to partner with SAPAC to deliver their Engendering Respectful Communities workshops.  We have support of our department chairs in offering this training and the soft rollout of the training in Year 1 bodes well for the launch of required training in Year 2. We will continue advertising/marketing the training and communicating how it intersects with our values as a campus community and demonstrating the workshop as good professional development. This action item aligns with recommendations from the Sexual and Gender-Based Misconduct Prevention Working Group. Our Year 2 action items will focus on workshop delivery with high engagement. To convey our commitment to the initiative, we are making the Engendering Respectful Communities training mandatory for all incoming LSA graduate students starting in Fall 2024. Units will either embed the training into existing programming or students will be able to select to attend the training on a date and time of their choosing.

### Year 2 Action Items for SO39
- Continue to raise awareness of the workshops among faculty, staff, and students
- Partner with SAPAC to administer the workshops to all new master's and Ph.D. students in LSA Departments
- Monitor completion of training by new students starting in Fall 2024, either through embedded courses within departments, or through general sessions
- Follow up with non-completing students

### Metrics for SO39

### Year 2 Metrics:
- Number of graduate students participating in SAPAC Engendering Respectful Communities training

### Long-Term Metrics:
- Number of graduate students participating in SAPAC Engendering Respectful Communities

training over time
- U-M Campus Climate Survey responses on DEI engagement

***Primary DEI Goal:*** Inclusion

_____

## Strategic Goal 6

### Develop and implement a DEI communications strategy

# ALL CONSTITUENCIES

### Strategic Objective 40 (SG6-A1): Develop and implement a DEI communications strategy

Our communications goal is to increase awareness of and participation in LSA's DEI progress, plans, resources, and events among key audiences over the next five years. Our priority audiences are faculty, staff, students, alumni, and donors. Feedback from our community (faculty, staff, and students) has indicated that: 1) many individuals are unaware of available DEI initiatives, events, programming, training, and resources; 2) it is difficult to find DEI-related information on the website; and 3) the DEI work being conducted by members of the LSA community could be amplified for greater impact. Effective DEI communication can enhance inclusion and help prospective LSA faculty, staff, and students to get a sense of the LSA climate and culture.

To address this feedback, our key areas of communications focus are:
- DEI 2.0 plan rollout
- Annual report-outs via email and social media
- Ongoing communications around new initiatives, events, and progress

In Year 1, we focused on a comprehensive rollout of the LSA DEI 2.0 plan.  We aimed to ensure that every member of the LSA community received information about the new plan through web content, news stories, infographics, emails, and in-person meetings and events. In Year 2, we will continue to strengthen our communications around annual reports of DEI 2.0 as well as new initiatives, events, and progress. Additionally, we will continue to utilize LSA's social media channels to reach multiple constituencies about upcoming events and opportunities.

### Year 2 Action Items for SO40
- Report-out on DEI 2.0 via email and social media
- Utilize LSA's social media channels to reach constituents about upcoming events and opportunities
- Conduct a website gap analysis
- Consider how to best create a central LSA accessibility website to house information and resources related to physical accessibility, digital accessibility, and disability accommodations for students, staff, faculty, and visitors

### Metrics for SO40

#### Year 2 Metrics:
- Meet or exceed attendance goals for all events
- Number of social media posts promoting DEI events
- Number of positive media placements
- Plan for DEI communications

- Plan for website improvements developed based on gap analysis
- Plan for central LSA accessibility website

*Long-Term Metrics***:**
- Meet or exceed attendance goals for all events annually
- Number and percentage of key audience landing pages with DEI content
- Number of positive media placements annually
- Number of DEI events promoted on social media annually
- Number of physical LSA spaces with DEI presence

*Primary DEI Goal:* Inclusion

_____

## Strategic Goal 7

### Articulate and develop (where needed) pathways to conflict resolution

## ALL CONSTITUENCIES

**Strategic Objective 41 (SG7-A1): Articulate and develop (where needed) pathways to seek conflict resolution through existing structures**

LSA strives to create a work atmosphere that is equitable and inclusive, where members of our community treat each other, our constituents, and those outside of our community with respect, civility, and professionalism. In DEI 2.0, the DEI Office will work collaboratively with units to identify and publicize existing structures within the university to mediate conflict and enhance skills related to resolving conflict and building a more respectful and inclusive environment such as the Ombuds, the Office of Student Conflict Resolution (OSCR), and Prevention Education, Assistance & Resources department (PEAR). We will further work to encourage staff to report concerns for resolution to management and/or the Equity, Civil Rights and Title IX Office (ECRT) as needed. The DEI Office will also explore ways in which we can best support our units to address interpersonal conflicts and power dynamics internally, especially as they relate to DEI-specific issues and consequences. These efforts are consistent with the recommendations of the Sexual and Gender-Based Misconduct Prevention Working Group and requests from focus groups with administrative leadership for greater support and professional development in these areas. Our Year 2 action items will continue to focus on identifying and promoting existing structures for conflict resolution and unit-level needs for support as well as designing and providing trainings on this topic for our community.

*Year 2 Action Items for SO41:*
- Continue to identify and publicize existing pathways in the university for reporting concerns and encourage students, faculty, and staff to report concerns for resolution
- Continue integrating psychological safety, as a means for reducing conflict, into workshops for administrative leadership
- Offer workshops designed to teach and demonstrate techniques for managing workplace conflicts in a psychologically safe manner
- Develop and distribute materials demonstrating psychologically safe conflict management guidelines and resources

*Metrics for SO41*

*Year 2 Metrics:*
- Identify unit-level needs for conflict resolution and reduction
- Number of workshops provided on conflict management in the workplace

*Long-Term Metrics*:

- U-M Campus Climate Survey measures of "General and DEI Climate Factors"

*Primary DEI Goal:* Inclusion

_____

**Future Strategic Objective: Investigate whether a restorative justice framework could be implemented as an additional pathway for conflict resolution.** The Office of Student Conflict Resolution (OSCR) offers a number of pathways to addressing and resolving conflicts that involve students including restorative justice circles[20], mediation, and facilitated dialogue. Restorative justice circles are rooted in indigenous practices to repair harm through a structured process of accountability and co-constructed resolution. Faculty Ombuds, Staff Ombuds, and the Equity, Civil Rights and Title IX Office (ECRT) similarly offer mediation services related to workplace concerns. One possible strategy LSA could explore to reduce intradepartmental conflict is to equip unit-leadership to address conflict in real time and facilitate conversations through resolution before they escalate to the point of needing external support. Alternatively, LSA might consider building its capacity to manage conflict across the college with trained mediators who sit outside of other units, to engage as needed in coaching and facilitating dialogue when concerns arise. Both strategies were recommended by the Sexual and Gender-Based Misconduct Prevention Working Group. These and other options should be explored as pathways toward conflict resolution in DEI 2.0. This is a future activity and will not take place in Year 2.

_____

---

[20] Learn more about restorative justice circles here: https://oscr.umich.edu/article/restorative-justice-circles

# PRODUCTS: Support Innovative and Inclusive Teaching, Research, and Service

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

> ## Strategic Goal 8
>
> **Increase infrastructure to support the needs of LSA members from different groups**

## ALL CONSTITUENCIES

### Strategic Objective 42 (SG8-A1): Build DEI capacity to support 2.0 plan

In order to successfully implement the DEI 2.0 strategic plan and achieve the desired organizational change, we will need to build capacity. Based on feedback from our constituencies regarding needs they would like addressed in the strategic plan, and from our Implementation Leads Group regarding how to achieve the plan goals, we identified capacity needs related to communications, equity data analysis and reporting, programming, and support for unit-level DEI plans. This objective enhances our ability to address issues raised in the 2021 U-M Campus Climate Survey report and recommendations from the Anti-Racism Task Force, Sexual and Gender-Based Misconduct Prevention Working Group, results from the anonymous survey, and feedback from focus groups across communities. In Year 1, we hired an inaugural LSA DEI Office Research and Evaluation Specialist to assist with data collecting, analysis, reporting across initiatives, and unit-level plans. Our Year 2 action items will focus on examining our DEI portfolio to determine if there are additional capacity needs.

*Year 2 Action Item for SO42*
- Determine if there are additional unmet DEI capacity needs

*Metrics for SO42*

*Year 2 Metrics:*
- Determination of whether there are additional unmet DEI capacity needs

*Long-Term Metrics:*
- Infrastructure related to college-wide DEI initiatives: DEI training, DEI communications, data and reporting

*Primary DEI Goal:* Equity

## MULTI-CONSTITUENCY: FACULTY AND STAFF

**Strategic Objective 43 (SG8-M1): Following the 3-year pilot, evaluate whether and how to institutionalize the LSA Faculty & Staff Disability Navigators**

In 2020, a committee worked to benchmark the disability needs of our faculty and staff, survey available resources and vendors, identify language and best practices for accommodations, and review the practices at peer institutions. Through these efforts, LSA requested two full-time positions to provide ongoing, high-quality support for faculty and staff in all units. While these budget requests could not be met by the Provost's Office, LSA Dean Curzan used available discretionary gift funds to run a 3-year pilot for the two full-time disability accommodations navigator positions. The pilot was extended through June 30, 2025. In Year 1, we evaluated the disability navigator pilot program. In Year 2, the pilot was extended and we will continue assessment, taking into account substantial investments by the central university to provide broader support for accessibility practices across U-M. This action item builds on DEI 1.0 efforts and feedback from faculty and staff.

*Year 2 Action Items for SO43*

- Continue LSA Disability Navigators pilot program assessment with an eye towards centralization of some existing service offerings and institutionalization of non-centralized offerings

*Metrics for SO43*

*Year 2 Metrics:*

- Implement a plan for next steps regarding the LSA Disability Navigators position

*Long-Term Metrics:*

- Disability Navigator pilot assessment data
- Infrastructure related to faculty and staff disability support (e.g., Disability Navigators)

*Primary DEI Goal:* Inclusion

_____

## MULTI-CONSTITUENCY: UNDERGRADUATE AND GRADUATE STUDENTS

**Strategic Objective 44 (SG8-M2): Expand the work of the Mental Health and Well-being Student Advocates**

In alignment with the Okanagan Charter, being a newly joined JED Campus (a nationwide student mental health initiative of the Jed Foundation), and the pressing need to address student mental health and well-being at an institutional level, LSA is committed to making systems-level change to ensure a thriving environment for LSA students. As part of this commitment, alongside the Well-being Collective, LSA launched the Mental Health and Well-being Student Advocates roles in Year 1. The Mental Health and Well-being Student Advocates seek out and address barriers to the psychological well-being of students to create a learning environment that prioritizes thriving. They advocate for practices and policies to improve well-being, recognizing that traditional approaches can often be reimagined to become more equitable, enjoyable, and beneficial to all

students. Our vision is to transform LSA into a thriving, healthier, and equitable student community for this generation and beyond. This program will be evaluated at the end of the 3-year pilot. In Year 1, we focused on assessing LSA by reviewing our current data and reports, and generating new data through listening circles and focus groups with faculty, staff, and students. Our Year 2 action items will continue assessing the needs of LSA undergraduate and graduate students related to mental health and well-being, as well as review and analyze our current data, and begin developing recommendations to report to the college. This action item addresses results from the 2021 U-M Campus Climate Survey report, feedback from the anonymous survey, and focus groups across communities that raised concerns about student mental health and well-being, especially among students from historically marginalized groups.

### *Year 2 Action Items for SO44*
- Continue to engage in listening tour for faculty and staff
- Continue to engage in listening circles/focus groups for students
- Administer the Student Well-being Institutional Support Survey (SWISS)
- Provide recommendations based on findings
- Serve as the JED Implementation team for LSA

### *Metrics for SO44*

#### *Year 2 Metrics:*
- Student Well-being Institutional Support Survey responses
- Qualitative data from listening tour, listening circles, and feedback form

#### *Long-Term Metrics:*
- Infrastructure related to student mental health and well-being

***Primary DEI Goal:*** Inclusion

_____

## STAFF

### Strategic Objective 45 (SG8-S1): Leverage the Inclusive Culture Liaison community to enhance college-wide DEI efforts

Early in DEI 1.0, it became apparent that additional capacity was needed to both complete the goals and tasks set forth in the 1.0 Strategic Plan, but also to effectively disseminate information about the DEI programming across the college and university. The response to this need was the establishment of an Inclusive Culture Liaison role. As units implement their DEI 2.0 plans, the Inclusive Culture Liaisons will serve the necessary role of adding to the DEI capacity and expertise in their units. In addition, this objective supports feedback from the Inclusive Culture Liaisons themselves. In their responses to a 2022 survey and again in our focus group discussions, Inclusive Culture Liaisons have expressed a desire to be more involved in the implementation of DEI efforts, especially in their units. Our Year 2 action items will focus on continuing the FY23 efforts to leverage these Inclusive Culture Liaison roles and recommend potential new ways to for LSA units to collaborate with their Inclusive Culture Liaisons.

### *Year 2 Action Items for SO45*
- Recommend potential new ways for LSA units to collaborate with their Inclusive Culture

Liaisons
- Inclusive Culture Liaison Survey

### Metrics for SO45

#### Year 2 Metrics:
- Number of Inclusive Culture Liaisons
- Number and percentage of units with representation in the Inclusive Culture Liaison community
- Number and percentage of Inclusive Culture Liaisons actively involved in the Liaison community
- Inclusive Culture Liaison survey responses

#### Long-Term Metrics:
- Inclusive Culture Liaisons assessment data
- Infrastructure related to Inclusive Culture Liaisons

***Primary DEI Goal:*** Inclusion

_____

## UNDERGRADUATE STUDENTS

### Strategic Objective 46 (SG8-U1): Promote the Opportunity Hub, especially to students from historically underserved groups

The LSA Opportunity Hub supports students in connecting the liberal arts to purposeful work and meaningful lives. The Opportunity Hub provides resources for students to identify interests they are passionate about and convert those interests into action. Part of this work is learning how to articulate the value of an LSA degree and relating the knowledge, skills, and abilities acquired through a liberal arts education to future educational or career goals. We believe all LSA students should have access to people, resources, and opportunities in an equitable and just way. A crucial part of the Hub's work involves identifying and taking action on inequalities of access and opportunity. To deliver on our mission, the Hub creates programming; mobilizes alumni, employers, and donors; and identifies resources and funding to ensure that all students have a level playing field when accessing opportunities. Our Year 2 action items are continuations from Year 1, focusing on connecting the Hub's activities with its internal DEI plan, identifying and building collaborations, and enhancing communications. This action item will enhance the scope and impact of this DEI 1.0 initiative.

#### Year 2 Action Items for SO46
- DEI Strategic Plan for the Opportunity Hub:
    - Identify focus areas for DEI strategic plan
    - Examine who is not using Hub resources/who is the Hub not reaching yet
    - Focus on outreach to historically underserved communities, in particular, to promote connection with resources
- Collaborations:
    - Identify collaboration opportunities with units/departments
    - Increase council members' understanding of resources to serve as advocates

organically
- Partner on data collecting/sharing/analysis
- Communications:
  - Focus on storytelling and understanding how to tell our story to different audiences

### Metrics for SO46

#### Year 2 Metrics:
- Student focus group data
- Program evaluations and Hub Qualtrics dashboard
- Development of a DEI framework for the Opportunity Hub to ensure equity and inclusion for all students

#### Long-Term Metrics:
- Opportunity Hub assessment data

**Primary DEI Goal:** Inclusion

_____

## Strategic Objective 47 (SG8-U2): Build a stronger communication infrastructure to share resources with undergraduate students

Based on feedback from students about their desired support needs in DEI 2.0, it became clear that LSA and/or the campus at large often offers support services that students do not know about. These supports (e.g., free tutoring or study groups, advising, Hub programming) are open to all students, yet it was clear that underrepresented, first-generation, and low-income students were less likely to know about these often free resources that help with long-term student success or that build cultural capital among students who use them. This objective aims to address the communication gap so students, especially those from underrepresented groups, are better informed about the robust support that is offered on campus. In Year 1, we began a plan to identify a new technology tool that will replace our current academic advising and student communication tools. We have called this our "Student Success Technology Platform Project." This project has secured support from relevant stakeholders in LSA, U-M Information and Technology Services, and the Office of Enrollment Management. For Year 2, we expect to submit a proposal for a new technology platform that we can select and begin implementation for 2025-26.

### Year 2 Action Items for SO47
- Finalize a project team and charter
- Complete a requirement building process, potential request for proposals, and final proposal for the implementation of a comprehensive student success and communication platform
- Identify gaps in resources and communication that may not currently exist for students so that we can ensure the new technology helps to mitigate them

### Metrics for SO47

#### Year 2 Metrics:
- Development of a proposal and selection of a tool to provide better proactive student success communication with a particular lens on closing equity gaps for student success

***Long-Term Metrics:***
- Infrastructure related to undergraduate student communications

***Primary DEI Goal:*** Inclusion

_____

## Strategic Goal 9

### Support the development of unit-level DEI plans for all LSA units

## ALL CONSTITUENCIES

### Strategic Objective 48 (SG9-A1): All LSA Academic, Undergraduate Education, and Service Units will develop 3-year DEI plans

The 2021 Anti-Racism Task Force report included, as one of its cross-cutting recommendations, that LSA create a culture of accountability and partnership by having local departments develop DEI plans. Following this recommendation, all LSA units will develop unit-level DEI plans over the course of the DEI 2.0 strategic plan. This includes LSA's academic units, undergraduate education units, and Dean's office service units. Due to the large size and complexity of LSA, units will develop their local DEI plans over a two-year period. In Year 1 (AY 2023-24), units evaluated their infrastructure for DEI work and determined the needs of their unit which will inform their DEI goals. In Year 2 (AY 2024-25), units will develop and submit their 3-year local DEI plans. From AYs 2025-28, units will enact their 3-year DEI plans. Unit-level DEI plans will focus on impactful goals, and they will report on progress towards meeting goals annually. During 2023-25, as units are preparing to implement this strategic objective, the LSA DEI Office will support these efforts with resources, training, and consultation. Our Year 2 action items will focus on supporting the development of unit-level DEI plans.

### Year 2 Action Items for SO48
- Support units in their development of unit-level DEI plans
- Evaluate unit-level DEI plans
- Make unit-level DEI plans publicly available

### Metrics for SO48

#### Year 2 Metrics:
- Number of unit-level DEI plans

#### Long-Term Metrics:
- Number and percentage of LSA units that have developed and implemented a 3-year unit-level DEI plan

*Primary DEI Goal:* Equity

_____

## Strategic Goal 10

### Identify priorities for DEI Fundraising

## ALL CONSTITUENTS

### Strategic Objective 49 (SG10-A1): Identify priorities for DEI Fundraising

Working in collaboration with LSA Advancement, we have identified the following DEI fundraising priorities:

- Undergraduate Education: First-Generation Scholar program, Opportunity Hub, Comprehensive Studies Program, Mental Health and Well-being Student Advocates, and transfer student support programs
- Graduate Education: Technology Support Grants
- Faculty: LSA Collegiate Fellows, LSA Senior Collegiate Fellows, and Endowed Professorships, especially in departments currently without them as a way to recruit and retain outstanding faculty
- Raoul Wallenberg Institute

The DEI Office will continue to meet with Advancement bi-annually to identify other funding priorities as they emerge.

### Year 2 Action Items for SO49:

- Associate Dean for DEI and Assistant Dean for Advancement to meet bi-annually to discuss DEI funding needs and priorities
- Ongoing development of specific fundraising strategies and goals in the above areas
- Identify target fundraising amounts for fundraising priorities where possible

### Metrics for SO49

#### Year 2 Metrics:

- Ongoing fundraising in the above areas
- Advancement outreach regarding DEI fundraising priorities

#### Long-Term Metrics:

- Funds raised to support identified DEI priorities

*Primary DEI Goal:* Diversity

_____

# Goal-related Metrics – College of LSA Measures Tracked Over Time

## All

- Number of college-wide DEI initiatives
- Number of attendees at college-wide DEI events
- Number of DEI workshops provided and/or hosted
- Number of participants in workshops annually
- Longitudinal evaluations of workshops
- Number of positive media placements annually
- Number of DEI events promoted on social media annually
- Number of physical LSA spaces with DEI presence
- Number and percentage of unit-level DEI plans
- Funds raised for DEI priorities

## Faculty

### Demographic Composition:
- Headcount
- Race/ethnicity
- Sex
- Tenure status
- Retention rates

### Climate Survey Indicators:
- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness and support in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College
- "General and DEI Climate Factors"
- "Equity in the unit" items
- "Feeling valued for teaching"
- DEI engagement

*Other Indicators:*
- Promotion rates
- Composition of the applicant pool for LSA faculty searches
- Number of LSA Collegiate Fellows hired and retained
- Number of LSA Senior Collegiate Fellows hired and retained
- Number and percentage of eligible LSA Collegiate Fellows promoted to associate professor with tenure
- Number of LSA Senior Collegiate Fellows hired
- Number and percentage of LSA faculty with DEI competencies
- Number of participants in the Race & Ethnicity Learning Community

# Staff

*Demographic Composition:*
- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

*Climate Survey Indicators:*
- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness and support 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
- "General and DEI Climate Factors"
- "Equity in the unit" items
- DEI engagement

*Other Indicators:*
- Composition of the applicant pool for LSA staff searches
- Attrition rates for first-time, full-time staff after 6 months of employment
- Follow-up survey results of reflection room usage and experiences

# Undergraduate Students

## *Demographic Composition:*
- Headcount
- Race/ethnicity
- Sex

## *Graduation Rates:*
- 4-Year
- 6-Year

## *Enrollment:*
- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)
- Retention rates among undergraduate student groups
- Number of applications from community colleges and tribal colleges where historically we have not received many or any applications
- Number and percentage of LSA transfer undergraduate students overall and from community and tribal colleges in Michigan
- Number and percentage of LSA in-state undergraduate student applications and admissions
- Equity gaps in specific undergraduate courses

## *Climate Survey Indicators:*
- Satisfaction with overall U-M climate/environment
- Semantic aspects of the general climate of U-M campus overall
- Semantic aspects of the DEI climate at U-M campus overall
- Feeling valued at U-M campus overall
- Feeling of belongingness and support at U-M campus overall
- Assessment of U-M institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at U-M campus overall
- Feeling able to perform up to full potential at U-M campus overall
- Feelings of academic growth at U-M campus overall
- Feelings of discrimination at U-M campus overall
- "General and DEI Climate Factors"
- DEI engagement

# Graduate Students

## *Demographic Composition*
- Headcount
- Race/Ethnicity
- Sex

## *Enrollment:*

- Composition of the applicant pool for LSA graduate programs
- Student class level (Graduate-Masters/Doctoral/Professional)
- Time to degree
- Degree completion rates

## *Climate Survey Indicators:*

- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness and support in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College
- "General and DEI Climate Factors"
- DEI engagement

# Action Planning Tables with Details and Accountabilities

## PEOPLE: Recruit, Retain, and Develop a Diverse Community

| Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices | | | | |
|---|---|---|---|---|
| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
| Faculty | SO1: Develop application resources for faculty applicants | Year 2 Metrics: <br>• Number of resources developed <br>• Number and percentage of LSA faculty searches including the link to the landing page in their job advertisements <br>• Number of visits to the website <br><br>Long-Term Metrics: <br>• Composition of the applicant pool for LSA faculty searches <br>• Composition of LSA faculty | • Rebrand "Diversity Statement" as "Diversity, Equity, and Inclusion Statement" <br>• Identify existing resources on writing diversity statements that are relevant to LSA faculty applicants <br>• Compile and summarize existing guidance into a resource on writing diversity statements for LSA faculty applicants <br>• Develop a new LSA web page that will serve as a landing page for LSA faculty applicants to access application preparation resources <br>• Request that all search committees include the link to the landing page in their job advertisements | LSA Associate Dean for DEI |
| Faculty | SO2: Evaluate ways to enhance faculty dual-career support | Year 2 Metrics: <br>• Recommendations developed on ways to enhance dual-career support <br><br>Long-Term Metrics: <br>• Composition of LSA faculty | • Examine data to assess dual-career needs <br>• Examine data to assess dual-career outcomes <br>• Determine if additional data are needed to assess the dual-career program <br>• Provide recommendations on any ways that dual-career support might be | LSA Associate Dean for DEI <br><br>LSA Director of Faculty Academic Affairs <br><br>LSA Dual-career manager |

## Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | | enhanced | |
| Faculty | SO3: Continue to provide faculty professional development support through existing mechanisms | Year 2 Metrics:<br>• Number of faculty supported through ongoing professional development support mechanisms<br><br>Long-Term Metrics:<br>• Faculty retention rates<br>• Faculty promotion rates<br>• U-M Campus Climate Survey responses of belonging and support for all constituencies | • Administer and support existing faculty professional development activities | LSA Associate Dean for DEI<br>LSA Director of Faculty Academic Affairs |
| Staff | SO4: Ensure all staff search processes are conducted in an inclusive and equitable manner | Year 2 Metrics:<br>• Talent Acquisition Specialist has identified and communicated their portfolio<br>• Number of participants in Hired-In<br>• Number of participants in Hire the Best<br>• Percentage of staff searches that incorporate best practices<br><br>Long-term Metrics:<br>• Composition of the applicant pool for LSA staff searches<br>• Average time to completion in the staff search process<br>• Attrition rates for first-time, full-time staff after 6 months of employment | • Review current educational offerings on staff search and hiring processes to identify gaps between LSA HR and DEI Office resources<br>• Continue mandating Hired-In for all staff search committee members<br>• Continue mandating Hire the Best for all search committee chairs<br>• Audit unit search practices | LSA Talent Acquisition Specialist<br><br>LSA HR Director<br><br>DEI Manager |

**Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices**

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | • Composition of staff | | |
| Staff | SO5: Facilitate mentoring opportunities for staff, particularly those with historically marginalized identities | Year 2 Metrics:<br>• Staff survey completed<br>• Implementation plan developed, if applicable<br><br>Long-Term Metrics:<br>• Mentoring process for staff<br>• Number of staff mentors<br>• Number of staff mentees<br>• U-M Campus Climate Survey responses of belonging and support for all constituencies | • Survey staff to identify which mentoring model is most preferred by staff<br>• Establish an implementation plan for staff mentoring, if applicable | LSA DEI Manager<br><br>LSA Talent Acquisition Specialist |
| Under-graduate students | SO6: Enhance undergraduate student recruitment and enrollment of transfer students | Year 2 Metrics:<br>• Number of applications, admits, and enrolled transfer students overall<br>• Number of applications, admits, and enrolled transfer students from Michigan tribal and community colleges<br><br>Long-Term Metrics:<br>• Number and percentage of LSA transfer undergraduate students overall and from community and tribal colleges in Michigan<br>• Composition of LSA undergraduate students<br>• Number of community college students completing their LSA undergraduate degree | • Continue Phase 2 of the Transfer Bridges to the Humanities Project with Henry Ford Community College, Grand Rapids Community College, and Schoolcraft College<br>• Plan to establish formal Transfer Bridges to Michigan relationships with up to 10 Michigan community colleges<br>• Continue to offer pre-transfer advising, academic, and co-curricular opportunities to Michigan community college students | LSA recruitment team<br><br>LSA UGED Assoc Dean |

**Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices**

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| Under-graduate students | SO7: Expand outreach and enhance undergraduate student recruitment and enrollment of in-state students through the *Intend to Attend* program | Year 2 Metrics:<br>• Number of applications from target regions<br>• Number of applications from counties across the state<br>• Assessment of GROE with I2A<br>• Usage assessment of I2A's ECoach and Lettersmith<br><br>Long-Term Metrics:<br>• Number of 12th grade I2A participants who submit at least one college application<br>• Number and percentage of LSA in-state undergraduate student applications and admissions<br>• Retention rates among undergraduate student groups<br>• Composition of LSA undergraduate students | • Increase the number of students in GROE with I2A in 2024<br>• Launch a state-wide self-enrollment campaign for I2A's ECoach<br>• Increase the number of students using I2A's Lettersmith<br>• Expand I2A student ambassador team | LSA Recruitment Team<br><br>LSA Intend to Attend Team<br><br>LSA UGED Associate Dean |
| Under-graduate students | SO8: Enhance undergraduate student recruitment and enrollment of underrepresented student populations, broadly defined, through existing and new cohort programs and other efforts | Year 2 Metrics:<br>• Number of applications from Summer Bridge Scholars participants into the Bridge Scholars Plus community<br>• Number of applications from target areas of the state<br><br>Long-Term Metrics:<br>• Undergraduate student | • Continue Bridge Scholars Plus in Fall 2024 with a plan to increase enrollment | LSA Cohorts Team<br><br>LSA Comprehensive Studies Program Staff<br><br>LSA UGED Assistant Deans<br><br>LSA UGED Associate Dean |

| Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices | | | | |
|---|---|---|---|---|
| **Key Constit-uency** | **Strategic Objective** | **Associated Metrics** | **Detailed Actions Plan (measurable, specific)** | **Group/person accountable** |
| | | graduation rates<br>• Composition of LSA undergraduate students | | |
| Under-graduate students | SO9: Build a college-wide initiative for first-generation students | Year 2 Metrics:<br>• Launch of the First-Generation Commitment<br>• Enrollment of LSA first-generation students into the Commitment's elements<br><br>Long-Term Metrics:<br>• First-generation student engagement in high-impact opportunities<br>• Retention rates among undergraduate first-generation college students<br>• Undergraduate first-generation student graduation rates | • Outline and implement the First-Generation Commitment and launch it to the LSA community<br>• Hire two additional colleagues to oversee the continued development of the initiative | LSA UGED Assistant and Associate Deans |
| Graduate Students | SO10: Launch newly reconfigured LSA Dean's Office Preview Weekend to increase graduate applicant pool diversity | Year 2 Metrics:<br>• Determine Humanities model of Preview<br>• Number of participating departments for Know B4 U Go Blue event<br>• Number of student applicants and participants for Know B4 U Go Blue event<br><br>Long-Term Metrics:<br>• Composition of the applicant pool for LSA graduate programs<br>• Matriculation | • Launch Preview Weekend event, Know B4 U Go Blue<br>• Determine a new Preview model for Humanities units with input from department chairs and staff as well as the LSA and Rackham Associate Deans | LSA Graduate Education |

## Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | percentage of the Know B4 U Go Blue participants<br>• Composition of LSA graduate students | | |
| Graduate Students | SO11: Explore and identify new graduate recruitment strategies | Year 2 Metrics:<br>• Ongoing development of a recruitment strategy plan to generate a more diverse applicant pool<br><br>Long-Term Metrics:<br>• Composition of the applicant pool for LSA graduate programs<br>• Composition of LSA graduate students | • Continue to research regional universities to determine best matches for recruitment with special focus on urban, rural, and tribal communities<br>• Review ways to leverage current summer opportunities (e.g., SROP, MICHHERS, and summer REUs) for recruitment to LSA graduate programs<br>• Review ways to utilize our Ph.D. alumni connections at other universities and U-M campus partners to promote graduate school to our own undergraduates, including attention to first-generation students and community college transfers and other pipeline initiatives such as IRT, the Institute for the Recruitment of Teachers. We plan to utilize Rackham's Career Outcomes Survey data to search for LSA graduate student alumni, as well as the National Name Exchange and McNair network resources for undergraduates interested | LSA Graduate Education |

## Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, retention, and recruitment practices

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | | in graduate school. | |

**Strategic Goal 2: Increase the number of faculty and staff with demonstrated DEI competencies**

| Key Consti-tuency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| Faculty | SO12: Launch and administer the LSA Collegiate Fellows 2.0 Hiring Program | Year 2 Metrics:<br>• Number of LSA Collegiate Fellow applications<br>• Number of LSA Collegiate Fellows hired<br><br>Long-Term Metrics:<br>• Number and percentage of LSA Collegiate Fellows hired and retained<br>• Number and percentage of LSA faculty with DEI competencies | • Host chair informational sessions regarding the program<br>• Post advertisements regarding LSA Collegiate Fellows hiring in relevant outlets<br>• Engage in Year 2 search and hiring process in collaboration with NCID and LSA departments | LSA Associate Dean for DEI<br><br>NCID Director |
| Faculty | SO13: Launch and administer the LSA Senior Collegiate Fellows Hiring Program | Year 2 Metrics:<br>• Number of LSA Senior Collegiate Fellow applications<br>• Number of LSA Senior Collegiate Fellows hired<br><br>Long-Term Metrics:<br>• Number and percentage of LSA Senior Collegiate Fellows hired and retained<br>• Number and percentage of LSA faculty with DEI competencies | • Host chair informational sessions regarding the program<br>• Post advertisements regarding LSA Senior Collegiate Fellows Program in relevant outlets<br>• Engage in Year 2 search and hiring process in collaboration with NCID and LSA departments | LSA Associate Dean for DEI<br><br>NCID Director |
| Faculty | SO14: Launch and administer a pilot DEI Cohort Mentoring program for current LSA | Year 2 Metrics:<br>• Determination of need for program, and if so, development of the program<br><br>Long-Term Metrics: | • Determine need for program and if so, develop program guidelines in collaboration with NCID | LSA Associate Dean for DEI<br><br>NCID Director |

## Strategic Goal 2: Increase the number of faculty and staff with demonstrated DEI competencies

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | Collegiate Fellows who are pre-tenure assistant professors | • Number and percentage of eligible of LSA Collegiate Fellows promoted to associate professor with tenure<br>• Number and percentage of LSA faculty with DEI competencies | | |
| Faculty | SO15: Integrate DEI competencies as part of promotion and tenure evaluations for tenure-track faculty | Year 2 Metrics:<br>• Implementation of the updated policy guidelines for cases submitted in Winter 2025<br><br>Long-Term Metrics:<br>• Number and percentage of LSA faculty with DEI competencies | • In Winter 2025, roll out the new policy changes<br>• In Winter 2025, provide training on new policies and equitable evaluations to faculty members, unit leadership, and promotion panels | LSA Associate Dean for DEI<br><br>LSA Divisional Associate Deans |
| Staff | SO16: Integrate demonstrated DEI competencies as part of the staff hiring process | Year 2 Metrics:<br>• Benchmark industry standards and best practices to evaluate DEI competencies in the staff hiring process<br><br>Long-Term Metrics:<br>• Number and percentage of staff searches that incorporate DEI competencies into the hiring process | • Identify DEI competencies relevant to unique job families<br>• Investigate effective models to evaluate DEI competencies in the staff hiring process | LSA DEI Office<br><br>LSA HR Director |

# PROCESS: Create an Equitable and Inclusive Campus Climate

| Strategic Goal 3: Increase equity and inclusion within LSA through improved policies and practices | | | | |
|---|---|---|---|---|
| **Key Constituency** | **Strategic Objective** | **Associated Metrics** | **Detailed Actions Plan (measurable, specific)** | **Group/person accountable** |
| All | SO17: Improve data collection and disaggregation of underrepresented groups | Year 2 Metrics:<br>• Benchmark data currently available<br>• Development of best practice recommendations for collecting sensitive data while maintaining individual confidentiality and privacy<br><br>Long-Term Metrics:<br>• Improved data collection and data reporting | • Collaborate with LSA HR to audit current data collection methods for faculty and staff and explore the availability of student data at the university and college levels<br>• Develop best practices for collecting sensitive data while maintaining individual confidentiality and privacy | LSA DEI Office |
| Multi | SO18: Conduct multi-system college-wide faculty and staff reviews for equity | Year 2 Metrics:<br>• Benchmark assessment of service strategies for faculty and staff<br><br>Long-Term Metrics:<br>• Structures to sustain recurring equity analyses for faculty and staff<br>• U-M Campus Climate Survey responses to "Equity in the unit" items | • Continue to collaborate with a campus-wide working group to identify best practices for assessing service for faculty and methods to increase equity in these areas<br>• Continue to collaborate with LSA HR and administrative leadership to identify best practices for assessing service for staff and methods to increase equity in these areas | LSA DEI Office<br><br>LSA HR Director |
| Staff | SO19: Review and update staff salaries by job family | Year 2 Metrics:<br>• Completion of market compensation analysis by selected job classifications<br>• Number and percentage of staff whose salaries were adjusted due to the market compensation | • Review and update the most commonly used salaries by job title | LSA HR Director |

**Strategic Goal 3: Increase equity and inclusion within LSA through improved policies and practices**

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | analysis<br><br>Long-term Metrics:<br>• U-M Campus Climate Survey responses to "Equity in the unit" items | | |
| Staff | SO20: Review unit policies and expectations for staff and standardize where appropriate | Year 2 Metrics:<br>• Completion of the standardization of expectations for Chief Administrators<br><br>Long-Term Metrics:<br>• U-M Campus Climate Survey responses to "Equity in the unit" items | • Continue to revise and standardize, where appropriate, policies for Chief Administrators and others | LSA HR Director<br><br>LSA DEI Office |
| Staff | SO21: Utilize relevant DEI feedback from staff exit interviews and turnover data | Year 2 Metrics:<br>• Development of staff turnover report<br><br>Long-Term Metrics:<br>• U-M Campus Climate Survey responses to "Equity in the unit" items | • Evaluate existing staff exit data and staff turnover data<br>• Develop template for reporting | LSA Chief People Officer<br><br>LSA HR Director |
| Staff | SO22: Establish reporting mechanism to regularly share status of staff policy revisions | Year 2 Metrics:<br>• Number of policy updates or revisions communicated<br>• Evaluation of alternative communication methods<br><br>Long-Term Metrics:<br>• U-M Campus Climate Survey responses to "Equity in the unit" items | • Continue to communicate policy updates and revisions to staff using existing channels<br>• Evaluate whether there are alternative communication methods to provide staff with policy updates and revisions | |

## Strategic Goal 3: Increase equity and inclusion within LSA through improved policies and practices

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| Under-graduate students | SO23: Pilot Departmental Action Teams for Equitable Teaching (DATETs) | **Year 2 Metrics:**<br>• Provide departmental equity reports (students in majors/minors, grades across courses, graduates) for the four participating DATET departments<br>• Develop materials for departments to remedy equity gaps<br><br>**Long-Term Metrics:**<br>• Address equity gaps in participating academic departments<br>• Number of departmental equity reports | • Investigate whether and how the LSA Curriculum Committee can be involved in developing course equity reports more widely to departments, and especially for large courses<br>• Pilot four Departmental Action Teams for Equitable Teaching | LSA Department Chairs<br><br>LSA Curriculum Committee Staff<br><br>LSA UGED Assistant and Associate Deans |
| Under-graduate students | SO24: Participate in the launch of the Provost's Student Success Initiative | **Year 2 Metrics:**<br>• Number of students taking 30 credits in their first year<br>• Number of students returning for their second year who completed 30 credits<br><br>**Long-Term Metrics:**<br>• Undergraduate student graduation rates | • Unveil the Early Momentum initiative to encourage all students to take 30 credits within their first academic year, which has shown to be a successful indicator of positive retention and graduation in all groups of students, including those historically marginalized or underserved<br>• Increased training for academic advisors and communication to students and parents about this compelling data | LSA UGED Associate Dean |
| Graduate Students | SO25: Continue to pilot the LSA Need-based Technology Grant Program | **Year 2 Metrics:**<br>• Number and percentage of student applications for an LSA Need-based Technology Grant | • Continue implementation of the 3-year pilot LSA Need-based Technology Grant Program for Ph.D. Students | LSA Graduate Education |

## Strategic Goal 3: Increase equity and inclusion within LSA through improved policies and practices

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | for Ph.D. Students to reduce the digital divide | Program for Ph.D. Students<br>• Number and percentage of student awards for an LSA Need-based Technology Grant Program for Ph.D. Students<br><br>Long-Term Metrics:<br>• Graduate student time to degree<br>• Graduate student degree completion rates<br>• U-M Campus Climate Survey responses to "Equity in the unit" items | • Send survey to students receiving laptop grant in Year 1 and utilize feedback to improve our process<br>• Monitor/modify application and standardize application review and awards process | |

## Strategic Goal 4: Improve the climate within LSA through greater belonging and support

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| All | SO26: Implement a 3-year pilot Climate Consultant program | Year 2 Metrics:<br>• Number of climate consultations<br>• Assessment of climate consultant program<br><br>Long-Term Metrics:<br>• U-M Campus Climate Survey responses of belonging and support for all constituencies | • Support access to climate consultants for LSA unit leaders<br>• Assess unit leader perceptions of the program | LSA Associate Dean for DEI |
| All | SO27: Develop guidance and infrastructure to | Year 2 Metrics:<br>• Number of workshops provided on planning | • Continue to develop and deliver training on planning accessible events | LSA Disability Navigators |

## Strategic Goal 4: Improve the climate within LSA through greater belonging and support

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | support accessible LSA events | accessible events<br>• Develop guidelines for event accessibility<br><br>Long-Term Metrics:<br>• Budget for accessible events<br>• Digital repository of accessibility features of LSA-managed events and meeting spaces<br>• U-M Campus Climate Survey responses of belonging and support for all constituencies | • Partner with LSA Facilities and Operations to develop guides for LSA-managed events and meeting spaces that highlight key accessibility features, utilizing the template developed in Year 1, and distributing guides via the LSA website and relevant community of practice groups in the college<br>• Continue to collaborate with LSA Technology Services on enhanced event technology support, such as equipment to facilitate on-site caption display<br>• Curate event accessibility best practices and troubleshooting guidance available in different formats and on-demand | |
| All | SO28: Increase digital accessibility through guidance and training | Year 2 Metrics:<br>• Completion of tasks associated with U-M's Digital Accessibility Strategy<br>• Number of training resources available for LSA employees<br>• Number of accessible templates available for digital assets<br><br>Long-Term Metrics:<br>• U-M Campus Climate Survey responses of belonging and support | • Continue implementation of DAAT recommendations related to digital accessibility strategy<br>• Partner and participate in the Digital Accessibility Strategy being overseen by ITS<br>• Populate new LSA Accessibility website with relevant educational resources<br>• Expand digital accessibility training opportunities for LSA employees<br>• Delivery of accessible | Digital Accessibility Specialist<br><br>LSA Technology Services |

## Strategic Goal 4: Improve the climate within LSA through greater belonging and support

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | for all constituencies | templates for key digital assets, such as LSA webpages | |
| All | SO29: Enhance inclusive reflection rooms | **Year 2 Metrics:**<br>• Clarify purpose and responsibility for oversight and ongoing management of LSA reflection rooms<br>• Upgrades to LSA reflection rooms<br><br>**Long-Term Metrics:**<br>• Follow-up survey results of reflection room usage and experiences | • Meet with key stakeholders and college and university leadership to identify priorities for inclusive reflection rooms<br>• Begin upgrades to LSA reflection rooms | LSA DEI Office<br><br>LSA Facilities |
| Multi - Under-graduate and Graduate Students | SO30: Improve connection and engagement among undergraduate and graduate students | **Year 2 Metrics:**<br>• Number of co-sponsored cultural events for undergraduate students<br>• Number of events co-sponsored for graduate students<br><br>**Long-Term Metrics:**<br>• Develop annual student engagement plan for DEI Office<br>• Number of LSA student events co-sponsored annually<br>• U-M Campus Climate Survey responses of belonging and support for all constituencies | • Offer up to four LSA DEI-branded cultural events for undergraduate students utilizing the planning and resources of the LSA@Play brand<br>• Look for ways to create more intentional cultural programming for undergraduate students<br>• Continue to meet with graduate student groups (recognized student organizations); build upon current relationships so when there are changes in student leadership, the graduate education/student organization connection remains<br>• Sponsor events for graduate students at | LSA Division of UGED<br><br>LSA Graduate Education |

**Strategic Goal 4: Improve the climate within LSA through greater belonging and support**

| Key Consti-tuency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | | various locations across campus (plan for multiple pop-up events per year, rotating through all graduate program departments/buildings by the end of DEI 2.0)<br>• Host a Graduate Student Appreciation-Wellness event as a collaboration between Graduate Education and the LSA DEI Office | |
| Staff | SO31: Enhance community/affinity groups | Year 2 Metrics:<br>• Number of active LSA staff affinity groups<br>• Number and percentage of LSA staff actively participating in affinity groups<br><br>Long-Term Metrics:<br>• Number of active affinity groups for staff<br>• Number and percentage of active participants in affinity groups for staff<br>• U-M Campus Climate Survey responses of belonging and support for staff | • Host a second "affinity fair" for LSA staff<br>• Identify strategies to better support and promote LSA staff affinity groups | LSA Chief People Officer |

## Strategic Goal 5: Increase opportunities for LSA community members to develop DEI competencies

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| All | SO32: Provide opportunities for all LSA employees and graduate students to develop DEI knowledge and competencies | Year 2 Metrics:<br>• Number of workshops hosted and/or hosted annually<br>• Number of participants at workshops<br>• Assessment of DEI Certificate for staff<br><br>Long-Term Metrics:<br>• Longitudinal evaluations of workshops<br>• U-M Campus Climate Survey responses on DEI engagement | • Revise existing workshops with timely and relevant content<br>• Explore additional opportunities to collaborate or host workshops with units and/or offices outside of the DEI Office<br>• Launch and assess the first year of the DEI Certificate for staff | LSA People Team Trainer<br><br>LSA DEI Manager |
| Faculty | SO33: Develop and administer Diversity, Equity, and Inclusion Leadership training for small cohorts of new associate professors | Year 2 Metrics:<br>• Number of faculty LSA-LEAD participants<br>• LSA-LEAD participant evaluation of the program<br><br>Long-Term Metrics:<br>• U-M Campus Climate Survey responses on DEI engagement | • Administer the LSA-LEAD program in 2024-25<br>• At the end of the program, evaluate it to determine changes for the following year | LSA Associate Dean for DEI<br><br>NCID Director |
| Faculty | SO34: Increase support for faculty teaching Race & Ethnicity courses | Year 2 Metrics:<br>• Number of faculty grant recipients<br>• Assessment of Year 1 of the summer grant program<br><br>Long-term Metrics:<br>• Participation numbers in Race & Ethnicity Summer Grant program<br>• U-M Campus Climate Survey responses on DEI engagement | • Administration of the first year of the summer grant program<br>• Distribute the call for Year 2 applications<br>• Identify Year 2 grant recipients<br>• Identify program mentors<br>• Assess Year 1 of the grant program | LSA Associate Dean for DEI<br><br>LSA UGED Assistant (AP) and Associate Deans |

**Strategic Goal 5: Increase opportunities for LSA community members to develop DEI competencies**

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | • U-M Campus Climate Survey responses on "Feeling valued in unit" | | |
| Faculty | SO35: Build more opportunities for faculty to engage in equity-minded practice while also continuing to support and market the resources within the Equitable Teaching Website | Year 2 Metrics: <br>• Development of social media platforms, newsletters, and blogposts <br>• Traffic to the Equitable Teaching Website from users across all three U-M campuses <br><br>Long-Term Metrics <br>• U-M Campus Climate Survey responses on DEI engagement <br>• U-M Campus Climate Survey responses on "Feeling valued in unit" | • Develop a new subcommittee to consider Equity-Minded Practice/Pedagogy and develop an infrastructure for where this work will live <br>• Develop materials to highlight website content while also adding more blogposts, social media content, and newsletters <br>• Maintain existing content | LSA Associate Dean for Undergraduate Education <br><br>LSA Assistant Dean for Undergraduate Education <br><br>LSA Inclusive Teaching Liaisons |
| Staff | SO36: Provide increased support for Chief Administrators and other staff leaders related to inclusive leadership and managing emerging DEI issues at the unit-level | Year 2 Metrics: <br>• Number of DEI offerings for administrative leadership <br>• Number and percentage of administrative leadership participating in DEI-related training <br><br>Long-Term Metrics: <br>• Longitudinal evaluations of workshops <br>• U-M Campus Climate Survey responses of belonging and support <br>• U-M Campus Climate Survey responses on DEI engagement | • Senior Trainer to identify leadership training gaps and fill them as needed in collaboration with the DEI Office <br>• Determine the frequency of mandatory DEI training for Chief Administrators, Directors, and other senior-level administrators | LSA DEI Manager <br><br>LSA Senior Manager <br><br>LSA Units |

**Strategic Goal 5: Increase opportunities for LSA community members to develop DEI competencies**

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| Staff | SO37: Provide more robust training for Academic Advisors | Year 2 Metrics:<br>• Produce materials or trainings available for academic advisors<br><br>Long-Term Metrics:<br>• Number of DEI workshops offered and/or hosted<br>• Number of participants in workshops annually<br>• Longitudinal evaluations of workshops<br>• U-M Campus Climate Survey responses on DEI engagement | • Pilot some new opportunities for training<br>• Create an advising DEI committee in conjunction with the Advising Council of U-M | LSA Assistant Dean for Student Academic Affairs<br><br>Director, Newnan Advising Center |
| Under-graduate Students | SO38: Scale-up the Foundations of DEI program to reach more student employees | Year 2 Metrics:<br>• Number of student employees in the Foundations of DEI program<br><br>Long-Term Metrics:<br>• Number of student employees who have participated in the Foundations of DEI program over time<br>• U-M Campus Climate Survey responses on DEI engagement | • Identify DEI training opportunities across Undergraduate Education (and possibly across LSA) for student staff, create clearer pipelines to this training<br>• Build infrastructure in the Foundations of DEI program to handle an increase in the numbers of student employees who enroll in the DEI certificate program | LSA DEI Manager<br><br>LSA Assistant Dean for UGED |
| Graduate Students | SO39: Offer and increase graduate student participation in LSA/SAPAC sexual harassment prevention training | Year 2 Metrics:<br>• Number of graduate students participating in SAPAC Engendering Respectful Communities training<br><br>Long-Term Metrics:<br>• Number of graduate | • Continue to raise awareness of the workshops among faculty, staff, and students<br>• Partner with SAPAC to administer the workshops to all new master's and Ph.D. students in LSA Departments | LSA Graduate Education |

## Strategic Goal 5: Increase opportunities for LSA community members to develop DEI competencies

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | (Engendering Respectful Communities) | students participating in SAPAC Engendering Respectful Communities training over time<br>• U-M Campus Climate Survey responses on DEI engagement | • Monitor completion of training by new students starting in Fall 2024, either through embedded courses within departments, or through general sessions<br>• Follow up with non-completing students | |

## Strategic Goal 6: Develop and implement a DEI communications strategy

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| All | SO40: Develop and implement a DEI communications strategy | Year 2 Metrics:<br>• Meet or exceed attendance goals for all events<br>• Number of social media posts promoting DEI events<br>• Number of positive media placements<br>• Plan for DEI communications Plan for website improvements developed based on gap analysis<br>• Plan for central LSA accessibility website<br><br>Long-Term Metrics:<br>• Meet or exceed attendance goals for all events annually<br>• Number and percentage | • Report-out on DEI 2.0 via email and social media<br>• Utilize LSA's social media channels to reach constituents about upcoming events and opportunities<br>• Conduct a website gap analysis<br>• Consider how to best create a central LSA Accessibility website to house information and resources related to physical accessibility, digital accessibility, and disability accommodations for students, staff, faculty, and visitors | LSA DEI Office<br><br>LSA People Team |

| | | of key audience landing pages with DEI content<br>• Number of positive media placements annually<br>• Number of DEI events promoted on social media annually<br>• Number of physical LSA spaces with DEI presence | | |
|---|---|---|---|---|

| **Strategic Goal 7: Articulate and develop (where needed) pathways to conflict resolution** | | | | |
|---|---|---|---|---|
| **Key Consti-tuency** | **Strategic Objective** | **Associated Metrics** | **Detailed Actions Plan (measurable, specific)** | **Group/person accountable** |
| All | SO41: Articulate and develop (where needed) pathways to seek conflict resolution through existing structures | Year 2 Metrics:<br>• Identify unit-level needs for conflict resolution and reduction<br>• Number of workshops provided on conflict management in the workplace<br><br>Long-Term Metrics:<br>• U-M Campus Climate Survey measures of "General and DEI Climate factors" | • Continue to identify and publicize existing pathways in the university for reporting concerns and encourage students, faculty, and staff to report concerns for resolution<br>• Continue integrating psychological safety, as a means for reducing conflict, into workshops for administrative leadership<br>• Offer workshops designed to teach and demonstrate techniques for managing workplace conflicts in a psychologically safe manner<br>• Develop and distribute materials demonstrating psychologically safe conflict management guidelines and resources | LSA DEI Office<br><br>LSA HR Manager |

# PRODUCTS: Support Innovative and Inclusive Teaching, Research, and Service

| Strategic Goal 8: Increase infrastructure to support the needs of LSA members from different groups | | | | |
|---|---|---|---|---|
| **Key Constituency** | **Strategic Objective** | **Associated Metrics** | **Detailed Actions Plan (measurable, specific)** | **Group/person accountable** |
| All | SO42: Build DEI capacity to support 2.0 plan | Year 2 Metrics:<br>• Determination of whether there are additional unmet DEI capacity needs<br><br>Long-Term Metrics:<br>• Infrastructure related to college-wide DEI initiatives: DEI training, DEI communications, data and reporting | • Determine if there are additional unmet DEI capacity needs | LSA Associate Dean for DEI<br><br>LSA Chief People Officer |
| Multi - Faculty & Staff | SO43: Following the 3-year pilot, evaluate whether and how to institutionalize the LSA Faculty & Staff Disability Navigators | Year 2 Metrics:<br>• Implement a plan for next steps regarding the LSA Disability Navigators position<br><br>Long-Term Metrics:<br>• Disability Navigator pilot assessment data<br>• Infrastructure related to faculty and staff disability support (e.g., Disability Navigators) | • Continue LSA Disability Navigators pilot program assessment with an eye towards centralization of some existing service offerings and institutionalization of non-centralized offerings | LSA Chief People Officer |
| Multi - Under-graduate and Graduate Students | SO44: Expand the work of the Mental Health and Well-being Student Advocates | Year 2 Metrics:<br>• Student Well-being Institutional Support Survey responses<br>• Qualitative data from listening tour, listening circles, and feedback form<br><br>Long-Term Metrics: | • Continue to engage in listening tour for faculty and staff<br>• Continue to engage in listening circles/focus groups for students<br>• Administer the Student Well-being Institutional Support Survey (SWISS)<br>• Provide recommendations | LSA Assistant Dean of Student Development & Career Initiatives<br><br>LSA UGED Associate Dean |

## Strategic Goal 8: Increase infrastructure to support the needs of LSA members from different groups

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | • Infrastructure related to student mental health and well-being | based on findings Serve as the JED Implementation team for LSA | |
| Staff | SO45: Leverage the Inclusive Culture Liaison community to enhance college-wide DEI efforts | Year 2 Metrics:<br>• Number of Inclusive Culture Liaisons<br>• Number and percentage of units with representation in the Inclusive Culture Liaison community<br>• Number and percentage of Inclusive Culture Liaisons actively involved in the Liaison community<br>• Inclusive Culture Liaison survey responses<br><br>Long-Term Metrics:<br>• Inclusive Culture Liaisons assessment data<br>• Infrastructure related to Inclusive Culture Liaisons | • Recommend potential new ways for LSA units to collaborate with their Inclusive Culture Liaisons<br>• Inclusive Culture Liaison Survey | LSA DEI Manager<br><br>LSA Chief People Officer<br><br>LSA HR Director |
| Under-graduate Students | SO46: Promote the Opportunity Hub, especially to students from historically underserved groups | Year 2 Metrics:<br>• Student focus group data<br>• Program evaluations and Hub Qualtrics dashboard<br>• Development of a DEI framework for the Opportunity Hub to ensure equity and inclusion for all students<br><br>Long-Term Metrics:<br>• Opportunity Hub assessment data | • DEI Strategic Plan for the Opportunity Hub:<br>  o Identify focus areas for DEI strategic plan<br>  o Examine who is not using Hub resources/who is the Hub not reaching yet<br>  o Focus on outreach to historically underserved communities, in particular, to promote connection with resources<br>• Collaborations:<br>  o Identify collaboration | LSA Assistant Dean of Student Development & Career Initiatives<br><br>LSA UGED Associate Dean |

## Strategic Goal 8: Increase infrastructure to support the needs of LSA members from different groups

| Key Consti-tuency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| | | | opportunities with units/departments<br>o Increase council members' understanding of resources to serve as advocates organically<br>o Partner on data collecting/sharing/analysis<br>• Communications:<br>o Focus on storytelling and understanding how to tell our story to different audiences | |
| Under-graduate Students | SO47: Build a stronger communication infrastructure to share resources with undergraduate students | Year 2 Metrics:<br>• Development of a proposal and selection of a tool to provide better proactive student success communication with a particular lens on closing equity gaps for student success<br><br>Long-Term Metrics:<br>• Infrastructure related to undergraduate student communications | • Finalize a project team and charter<br>• Complete a requirement building process, potential request for proposals, and final proposal for the implementation of a comprehensive student success and communication platform<br>• Identify gaps in resources and communication that may not currently exist for students so that we can ensure the new technology helps to mitigate them | LSA UGED Executive Director<br><br>LSA UGED Associate Dean |

## Strategic Goal 9: Support the development of unit-level DEI plans for all LSA units

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| All | SO48: All LSA Academic, Undergraduate Education, and Service Units will develop 3-year DEI plans | Year 2 Metrics:<br>• Number of unit-level DEI plans<br><br>Long-Term Metrics:<br>• Number and percentage of LSA units that have developed and implemented a 3-year unit-level DEI plan | • Support units in their development of unit-level DEI plans<br>• Evaluate unit-level DEI plans<br>• Make unit-level DEI plans publicly available | LSA DEI Office |

## Strategic Goal 10: Identify priorities for DEI Fundraising

| Key Constit-uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|---|---|---|---|---|
| All | SO49: Identify priorities for DEI Fundraising | Year 2 Metrics:<br>• Ongoing fundraising in the above areas<br>• Advancement outreach regarding DEI fundraising priorities<br><br>Long-Term Metrics:<br>• Funds raised to support identified DEI priorities | • Associate Dean for DEI and Assistant Dean for Advancement to meet bi-annually to discuss DEI funding needs and priorities<br>• Ongoing development of specific fundraising strategies and goals in the above areas<br>• Identify target fundraising amounts for fundraising priorities where possible | LSA Advancement<br><br>LSA Associate Dean for DEI |

# Plans for Supporting, Tracking, and Updating the Strategic Plan

Associate Dean for DEI, Isis Settles is the key contact for stewardship of the College of Literature, Science, and the Arts' Diversity, Equity, and Inclusion Strategic Plan. She will be assisted by DEI Manager, Jessica Garcia, in tracking and supporting the plan implementation.

The following individuals will also assist in this effort: Associate Dean for Undergraduate Education, Tim McKay; Assistant Dean for Undergraduate Education, Kelly Maxwell; Manager of Graduate Education, Paula Hathaway; Graduate Education Program Manager, Katie Foster; Chief People Officer, Karla Renee Williams; DEI Research and Evaluation Specialist, Eliza Austic; and DEI Administrative and Project Coordinator, Courtney Kliss. They are members of the larger Implementation Leads Group that supports work around the strategic plan.

The Implementation Leads Group will conduct an annual review of the plan and provide updates to all relevant constituencies. We will offer mechanisms for constituencies to provide feedback at least annually, and additional ideas may be implemented throughout the year. Mid-year, the Implementation Leads Group will evaluate progress on the Year 2 strategic objectives and make any necessary adjustments to Year 2 plans, seeking input from LSA leadership as needed. A final evaluation of metrics and accomplishments against the plan, as well as recommendations, will be presented to LSA Leadership in the last quarter of the strategic plan's year.

# Appendix

## Table 1. Year 2 Strategic Plan Goals and Objectives (SO) At-A-Glance

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|---|---|---|---|---|
| 1. **Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, recruitment, and retention practices** | • SO1: Develop application resources for faculty applicants<br>• SO2: Evaluate ways to enhance faculty dual-career support<br>• SO3: Continue to provide faculty professional development support through existing mechanisms<br>• Future: Examine processes around lecturer hiring | • SO4: Ensure all staff search processes are conducted in an inclusive and equitable manner<br>• SO5: Facilitate mentoring opportunities for staff, particularly those with historically marginalized identities<br>• Future: Standardize use of rubrics for evaluating all staff job candidates | • SO6: Enhance undergraduate student recruitment and enrollment of transfer students<br>• SO7: Expand outreach and enhance undergraduate student recruitment and enrollment of in-state students through the *Intend to Attend* program<br>• SO8: Enhance undergraduate student recruitment and enrollment of underrepresented student populations, broadly defined, through existing and new cohort programs and other efforts<br>• SO9: Build a college-wide initiative for first-generation students | • SO10: Launch newly reconfigured LSA Dean's Office Preview Weekend to increase graduate applicant pool diversity<br>• SO11: Explore and identify new graduate recruitment strategies |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|---|---|---|---|---|
| 2. **Increase the number of faculty and staff with demonstrated DEI competencies** | • SO12: Launch and administer LSA Collegiate Fellows Hiring Program 2.0<br>• SO13: Launch and administer LSA Senior Collegiate Fellows Hiring Program<br>• SO14: Launch and administer a pilot DEI Mentoring Program for current LSA Collegiate Fellows who are pre-tenure assistant professors<br>• SO15: Integrate DEI competencies as part of promotion and tenure evaluations for tenure-track faculty | • SO16: Integrate demonstrated DEI competencies as part of the staff hiring process<br>• Future: Integrate demonstrated DEI competencies as part of staff performance review | N/A | N/A |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|---|---|---|---|---|
| **3. Increase equity and inclusion within LSA through improved policies and practices** | • SO17: Improve data collection and disaggregation of underrepresented groups | | | |
| | • SO18: Conduct multi-system college-wide faculty and staff reviews for equity | | | |
| | • Future: Examine retention data to determine equity gaps in retention | • SO19: Review and update staff salaries by job family<br>• SO20: Review unit policies and expectations for staff and standardize where appropriate<br>• SO21: Utilize relevant DEI feedback from staff exit interviews and turnover data<br>• SO22: Establish reporting mechanism to regularly share status of staff policy revisions | • SO23: Pilot Departmental Action Teams for Equitable Teaching (DATETs)<br>• SO24: Participate in the launch of the Provost's Student Success Initiative | • SO25: Continue to pilot the LSA Need-based Technology Grant Program for Ph.D. Students to reduce the digital divide<br>• Future: Develop resources to support academic units in reviewing their academic policies and milestones<br>• Future: Review the inclusion of DEI curriculum within graduate student onboarding and training |
| **4. Improve the climate within LSA through greater belonging and support** | • SO26: Implement a 3-year pilot Climate Consultant program<br>• SO27: Develop guidance and infrastructure to support accessible LSA events<br>• SO28: Increase digital accessibility through guidance and training<br>• SO29: Enhance inclusive reflection rooms | | | |
| | | | • SO30: Improve connection and engagement among undergraduate and graduate students | |
| | • Future: Explore mechanisms to increase sense of belonging and support among postdoctoral scholars | • SO31: Enhance community/affinity groups | | • Future: Increase support for successful graduate student mentoring |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|---|---|---|---|---|
| 5. Increase opportunities for LSA community members to develop DEI competencies | • SO32: Provide opportunities for all LSA employees and graduate students to develop DEI knowledge and competencies | | | |
| | • SO33: Develop and administer the Diversity, Equity, and Inclusion Leadership training for small cohorts of new associate professors<br>• SO34: Increase support for faculty teaching Race & Ethnicity courses<br>• SO35: Build more opportunities for faculty to engage in equity-minded practice while also continuing to support and market the resources within the Equitable Teaching Website | • SO36: Provide increased support for Chief Administrators and other staff leaders related to inclusive leadership and managing emerging DEI issues at the unit-level<br>• SO37: Provide more robust training for Academic Advisors | • SO38: Scale-up the Foundations of DEI program to reach more student employees | • SO39: Offer and increase graduate student participation in LSA/SAPAC sexual harassment prevention training (Engendering Respectful Communities) |
| 6. Develop and implement a DEI communications strategy | • SO40: Develop and implement a DEI Office communications strategy | | | |
| 7. Articulate and develop (where needed) pathways to conflict resolution | • SO41: Articulate and develop (where needed) pathways to seek conflict resolution through existing structures<br>• Future: Investigate whether a restorative justice framework could be implemented as an additional pathway for conflict resolution | | | |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|---|---|---|---|---|
| 8. Increase infrastructure to support the needs of LSA members from different groups | • SO42: Build DEI capacity to support 2.0 plan | | | |
| | • SO43: Following the 3-year pilot, evaluate whether and how to institutionalize the LSA Faculty & Staff Disability Navigators | | • SO44: Expand the work of the Mental Health and Well-being Student Advocates | |
| | | • SO45: Leverage the Inclusive Culture Liaison community to enhance college-wide DEI efforts | • SO46: Promote the Opportunity Hub, especially to students from historically underserved groups<br>• SO47: Build a stronger communication infrastructure to share resources with undergraduate students | |
| 9. Support unit-level DEI plans for all LSA units | • SO48: All LSA Academic, Undergraduate Education, and Service Units will develop 3-year DEI plans | | | |
| 10. Identify priorities for DEI Fundraising | • SO49: Identify priorities for DEI Fundraising | | | |

## Table 2. Tracking of Strategic Objectives (SO) Over DEI 2.0

| Strategic Goals<br>Strategic Objectives | Year 1 SO # | Year 2 SO # |
|---|---|---|
| **Strategic Goal 1 (People): Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, recruitment, and retention practices** | SG 1 | SG 1 |
| Develop application resources for faculty applicants | 1 | 1 |
| Evaluate ways to enhance faculty dual-career support | 2 | 2 |
| Continue to provide faculty professional development support through existing mechanisms | 28 | 3 |
| Examine processes around lecturer hiring | Future | Future |
| Ensure all staff search processes are conducted in an inclusive and equitable manner | 3 | 4 |
| Facilitate mentoring opportunities for staff, particularly those with historically marginalized identities | 29 | 5 |
| Standardize use of rubrics for evaluating all staff job candidates | Future | Future |
| Enhance undergraduate student recruitment and enrollment of transfer students | 4 | 6 |
| Name in Y1: Enhance undergraduate student recruitment and enrollment of in-state students through the Intend to Attend program<br><br>Name in Y2: Expand outreach and enhance undergraduate student recruitment and enrollment of in-state students through the *Intend to Attend* program | 5 | 7 |
| Enhance undergraduate student recruitment and enrollment of underrepresented student populations, broadly defined, through existing and new cohort programs and other efforts | 6 | 8 |
| Name in Y1: Build support programs for pre-existing undergraduate cohorts and/or scholarship cohorts once they arrive on campus<br><br>Name in Y2: Build a college-wide initiative for first-generation students | 7 | 9 |
| Name in Y1: Reconfigure LSA Dean's Office Preview Weekend to increase graduate applicant pool diversity<br><br>Name in Y2: Launch newly reconfigured LSA Dean's Office Preview Weekend to increase graduate applicant pool diversity | 8 | 10 |
| Explore and identify new graduate recruitment strategies | 9 | 11 |
| **Strategic Goal 2 (People): Increase the number of faculty and staff with demonstrated DEI competencies** | SG2 | SG2 |
| Launch and administer LSA Collegiate Fellows Hiring Program 2.0 | 10 | 12 |

| | | |
|---|---|---|
| Launch and administer LSA Senior Collegiate Fellows Hiring Program | 11 | 13 |
| Launch and administer a pilot DEI Mentoring Program for current LSA Collegiate Fellows who are pre-tenure assistant professors | 12 | 14 |
| Integrate the use of Diversity, Equity, and Inclusion Statements as part of the hiring process for tenure-track and Lecturer I and III faculty positions | 13 | Completed |
| Integrate DEI competencies as part of promotion and tenure evaluations for tenure-track faculty | 14 | 15 |
| Integrate demonstrated DEI competencies as part of the staff hiring process | 15 | 16 |
| Integrate demonstrated DEI competencies as part of staff performance review | Future | Future |
| **Strategic Goal 3 (Process): Increase equity and inclusion within LSA through improved policies and practices** | SG3 | SG3 |
| Improve data collection and disaggregation of underrepresented groups | 16 | 17 |
| Conduct multi-system college-wide faculty and staff reviews for equity | 17 | 18 |
| Examine retention data to determine equity gaps in retention | Future | Future |
| Name in Y1: Review and update staff job family classifications<br><br>Name in Y2: Review and update staff salaries by job family | 18 | 19 |
| Review unit policies and expectations for staff and standardize where appropriate | 19 | 20 |
| Name in Y1: Utilize relevant DEI feedback from exit interviews and declined offers<br><br>Name in Y2: Utilize relevant DEI feedback from staff exit interviews and turnover data | Future | 21 |
| Name in Y1: Establish reporting mechanism to regularly share status and findings of staff equity reviews and policy revisions<br><br>Name in Y2: Establish reporting mechanism to regularly share status of staff policy revisions | Future | 22 |
| Name in Y1: Expand undergraduate course equity reporting<br><br>Name in Y2: Pilot Departmental Action Teams for Equitable Teaching (DATETs) | 20 | 23 |
| Participate in the launch of the Provost's Student Success Initiative | 21 | 24 |
| Name in Y1: Develop an emergency or need-based graduate student laptop support program to reduce the digital divide<br><br>Name in Y2: Continue the LSA Need-based Technology Grant Program for Ph.D. Students to reduce the digital divide | 22 | 25 |

| | | |
|---|---|---|
| Develop resources to support academic units in reviewing their academic policies and milestones | Future | Future |
| Review the inclusion of DEI curriculum within graduate student onboarding and training | Future | Future |
| **Strategic Goal 4 (Process): Improve the climate within LSA through greater belonging and support** | SG4 | SG4 |
| Implement a 3-year pilot Climate Consultant program | 23 | 26 |
| Develop guidance and infrastructure to support accessible LSA events | 24 | 27 |
| Increase digital accessibility through guidance and training | 25 | 28 |
| Enhance Inclusive Reflection Rooms | -- | 29 |
| Improve connection and engagement among undergraduate and graduate students | 27 | 30 |
| Explore mechanisms to increase sense of belonging and support among postdoctoral scholars | Future | Future |
| Enhance community/affinity groups | 26 | 31 |
| Increase support for successful graduate student mentoring | Future | Future |
| **Strategic Goal 5 (Process): Increase opportunities for LSA community members to develop DEI competencies** | SG5 | SG5 |
| Provide opportunities for all LSA employees and graduate students to develop DEI knowledge and competencies | 30 | 32 |
| Develop and administer the Diversity, Equity, and Inclusion Leadership training for small cohorts of new associate professors | 31 | 33 |
| Increase support for faculty teaching Race & Ethnicity courses | 32 | 34 |
| Name in Y1: Build more opportunities for faculty to engage in equity-minded practice while also continuing to support and market the resources within the Inclusive Teaching Website<br><br>Name in Y2: Build more opportunities for faculty to engage in equity-minded practice while also continuing to support and market the resources within the Equitable Teaching Website | 33 | 35 |
| Hire a dedicated staff Trainer for the People Team | 34 | Completed |
| Provide increased support for Chief Administrators and other staff leaders related to inclusive leadership and managing emerging DEI issues at the unit-level | 35 | 36 |
| Provide more robust training for Academic Advisors | 36 | 37 |
| Name in Y1: Scale-up the Student Employee DEI Certificate (SEDC) program to reach more student employees<br><br>Name in Y2: Scale-up the Foundations of DEI program to reach more student employees | 37 | 38 |

| | | |
|---|---|---|
| Offer and increase graduate student participation in LSA/SAPAC sexual harassment prevention training (Engendering Respectful Communities) | 38 | 39 |
| **Strategic Goal 6 (Process): Develop and implement a DEI communications strategy** | SG7 | SG6 |
| Develop and implement a DEI Office communications strategy | 45 | 40 |
| **Strategic Goal 7 (Process): Articulate and develop (where needed) pathways to conflict resolution** | SG9 | SG7 |
| Articulate and develop (where needed) pathways to seek conflict resolution through existing structures | 47 | 41 |
| Investigate whether a restorative justice framework could be implemented as an additional pathway for conflict resolution | Future | Future |
| **Strategic Goal 8 (Products): Increase infrastructure to support the needs of LSA members from different groups** | SG6 | SG8 |
| Build DEI capacity to support 2.0 plan | 39 | 42 |
| Following the 3-year pilot, evaluate whether and how to institutionalize the LSA Faculty & Staff Disability Navigators | 40 | 43 |
| Name in Y1: Pilot the Mental Health and Well-being Student Advocates program<br><br>Name in Y2: Expand the work of the Mental Health and Well-being Student Advocates | 41 | 44 |
| Name in Y1: Institutionalize the Inclusive Culture Liaison role to enhance their ability to contribute to college-wide DEI efforts<br><br>Name in Y2: Leverage the Inclusive Culture Liaison community to enhance college-wide DEI efforts | 42 | 45 |
| Promote the Opportunity Hub, especially to students from historically underserved groups | 43 | 46 |
| Build a stronger communication infrastructure to share resources with undergraduate students | 44 | 47 |
| **Strategic Goal 9 (Products): Support unit-level DEI plans for all LSA units** | SG8 | SG9 |
| All LSA Academic, Undergraduate Education, and Service Units will develop 3-year DEI plans | 46 | 48 |
| **Strategic Goal 10 (Products): Identify priorities for DEI Fundraising** | SG10 | SG10 |
| Identify priorities for DEI Fundraising | 48 | 49 |