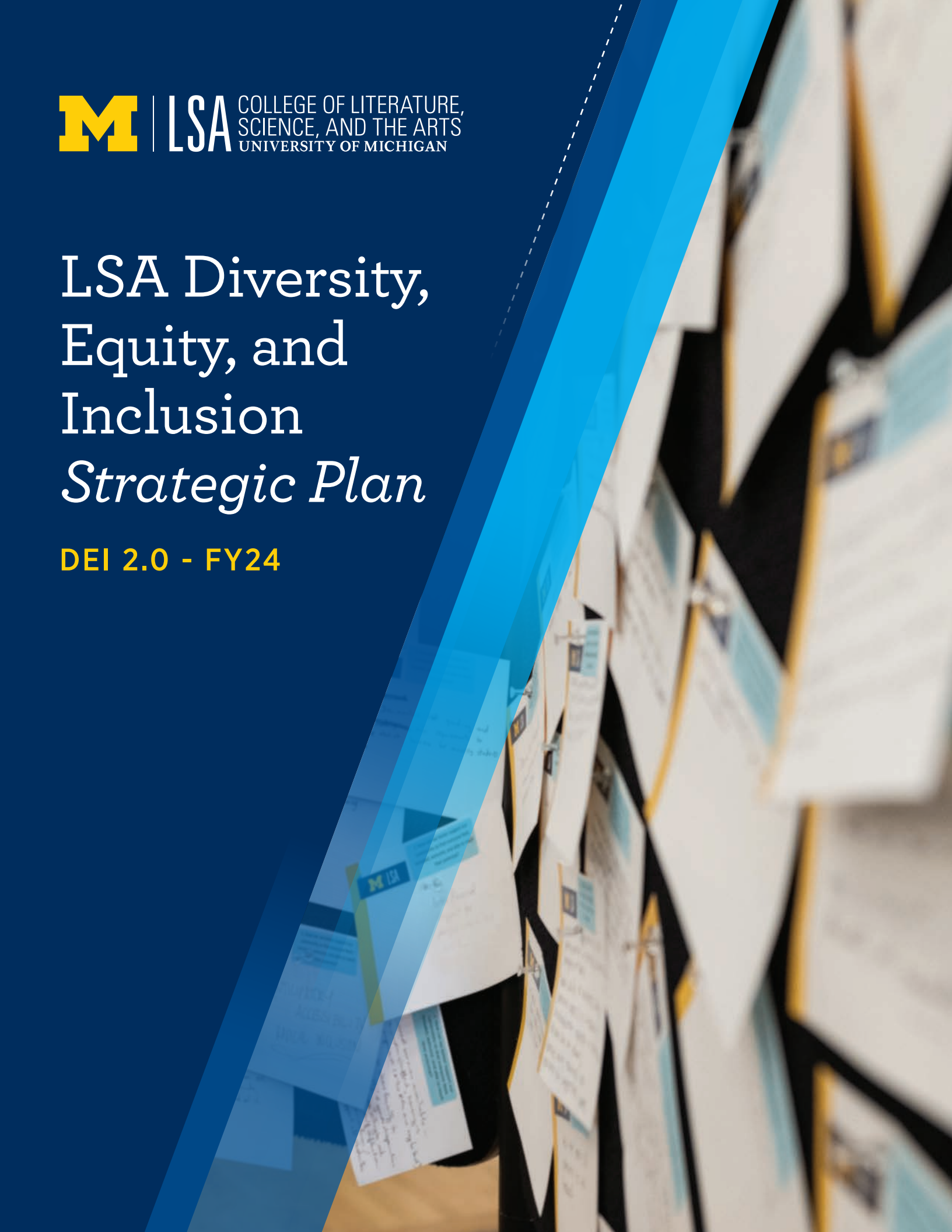


LSA Diversity, Equity, and Inclusion *Strategic Plan*

DEI 2.0 - FY24



College of Literature, Science, and the Arts

Diversity, Equity, and Inclusion Strategic Plan | FY 2024

TABLE OF CONTENTS

| | |
|--|----|
| Strategic Plan Overview | 5 |
| Structure of the Strategic Plan | 6 |
| LSA Vision, Mission, and Values | 6 |
| LSA's DEI Commitment | 8 |
| LSA's Approach to the DEI Strategic Plan | 8 |
| LSA Planning Process | 17 |
| Planning Leads | 17 |
| Planning Team | 17 |
| Planning Process | 17 |
| Data and Analysis: Key Findings | 22 |
| Summary of Data | 22 |
| Key Findings, Themes, and Recommendations | 22 |
| Themes | 25 |
| Strategic Goals, Measures of Success, and Action Plans | 27 |
| LSA's 10 Strategic Goals | 28 |
| PEOPLE: Recruit, Retain, and Develop a Diverse Community | 29 |
| Strategic Goal 1 | 29 |
| Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, and recruitment practices | 29 |
| Strategic Goal 2 | 38 |
| Increase the number of faculty and staff with demonstrated DEI competencies | 38 |
| PROCESS: Create an Equitable and Inclusive Campus Climate | 44 |
| Strategic Goal 3 | 44 |
| Increase equity and inclusion within LSA through improved policies and practices | 44 |
| Strategic Goal 4 | 51 |
| Improve the climate within LSA through greater belonging and support | 51 |
| PRODUCTS: Support Innovative and Inclusive Teaching, Research, and Service | 58 |

| | |
|--|-----|
| Strategic Goal 5 | 58 |
| Increase opportunities for LSA community members to develop DEI competencies | 58 |
| Strategic Goal 6 | 66 |
| Increase infrastructure to support the needs of LSA members from different groups | 66 |
| Strategic Goal 7 | 71 |
| Develop and implement a DEI communications strategy | 71 |
| Strategic Goal 8 | 73 |
| Support the development of unit-level DEI plans for all LSA units | 73 |
| Strategic Goal 9 | 75 |
| Articulate and develop (where needed) pathways to conflict resolution | 75 |
| Strategic Goal 10 | 77 |
| Identify priorities for DEI Fundraising | 77 |
| Goal-related Metrics – College of LSA Measures Tracked Over Time | 78 |
| All | 78 |
| Faculty | 78 |
| Staff | 79 |
| Undergraduate Students | 80 |
| Graduate Students | 80 |
| Action Planning Tables with Details and Accountabilities | 82 |
| PEOPLE: Recruit, Retain, and Develop a Diverse Community | 82 |
| Strategic Goal 1: Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, and recruitment practices | 82 |
| Strategic Goal 2: Increase the number of faculty and staff with demonstrated DEI competencies | 86 |
| PROCESS: Create an Equitable and Inclusive Campus Climate | 90 |
| Strategic Goal 3: Increase equity and inclusion within LSA through improved policies and practices | 90 |
| Strategic Goal 4: Improve the climate within LSA through greater belonging and support | 92 |
| PRODUCTS: Support Innovative and Inclusive Teaching, Research, and Service | 96 |
| Strategic Goal 5: Increase opportunities for LSA community members to develop DEI competencies | 96 |
| Strategic Goal 6: Increase infrastructure to support the needs of LSA members from different groups | 100 |

| | |
|---|-----|
| Strategic Goal 7: Develop and implement a DEI communications strategy | 103 |
| Strategic Goal 8: Support the development of unit-level DEI plans for all LSA units | 104 |
| Strategic Goal 9: Articulate and develop (where needed) pathways to conflict resolution | 105 |
| Strategic Goal 10: Identify priorities for DEI Fundraising | 105 |
| Plans for Supporting, Tracking, and Updating the Strategic Plan | 106 |
| Appendix | 107 |
| Table 1. Strategic Plan Goals and Objectives (SO) At-A-Glance | 107 |

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, 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 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

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>

series 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

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

body. The recommendations of the Task Force in relation to recruitment and admissions 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 are forthcoming.

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

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.

Eastern/North African.

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 Inclusion¹¹ 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

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/>

initiatives address climate in a range of settings including the workplace and the classroom. 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 activities 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, veteran, 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 students now receive a free laptop through the Michigan Undergraduate Laptop Program (ULP).

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

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

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 faculty¹⁷ (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.

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

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 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.

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 Plans¹⁹

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)

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

- Pathways for conflict resolution (includes roles, procedures, communication, deeper analyses)

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, 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. Increase infrastructure to support the needs of LSA members from different groups.
7. Develop and implement a DEI communications strategy.
8. Support the development of unit-level DEI plans for all LSA units.
9. Articulate and develop (where needed) pathways to conflict resolution.
10. Identify priorities for DEI fundraising.

These 10 strategic goals serve as a broader overarching framework for 48 strategic objectives, detailed in the following sections, that are tailored to the needs of specific constituencies (see Table 1). Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of Year 1 activities we will take to accomplish those objectives. We also note future strategic objectives to address strategic goals that will start after Year 1. For additional detail on objectives, timelines, and accountabilities, see the Action Planning Tables.

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, 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 1 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 1 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 1 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 UM 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 1 action items will focus on examining data on dual-career needs (e.g., % of partners who desire U-M faculty vs. U-M staff vs. non-U-M positions), outcomes (e.g., number of partner placements; faculty satisfaction with the process), and impact (e.g., number of faculty who decline offer due to partner needs; number of faculty citing dual-career as a reason they leave) to determine if there are areas where we could enhance our support.

Year 1 Action Items for SO2

- Examine data to assess dual-career needs
- Examine data to assess dual-career outcomes
- Examine data to assess dual-career impact
- Provide recommendations on any ways that dual-career support might be enhanced

Metrics for SO2

Year 1 Metrics:

- Recommendations developed

Long-Term Metrics:

- Composition of LSA faculty

Primary DEI Goal: Diversity

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 1.

STAFF

Strategic Objective 3 (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 result in 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, the Chief People Officer plans to hire a dedicated Talent Acquisition Specialist to be the single point of contact in LSA HR to streamline the training, posting, search, and hiring processes. This Specialist would partner 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. It is our hope that this role will have a meaningful positive impact on attrition in the first six months of new first-time employment in LSA (with an emphasis on the attrition of individuals with identities that have been historically marginalized). Our Year 1 action items focus on building capacity in the DEI Office and senior HR spaces and identifying next steps to maximize effectiveness and mitigate bias in the staff search process.

Year 1 Action Items for SO3

- Hire a dedicated Talent Acquisition Specialist with DEI expertise to assist with staff search and hiring processes
- 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
- Mandate Hire the Best for all search committee chairs
- Audit unit search practices

Metrics for SO3

Year 1 Metrics:

- Talent Acquisition Specialist with DEI expertise hired
- 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

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 1.

UNDERGRADUATE STUDENTS

Strategic Objective 4 (SG1-U1): Enhance undergraduate student recruitment and enrollment of transfer students

Our overarching goal for all undergraduate-focused action items 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. In this action item, we are focused on transfer students and building on the success of the Transfer Bridges to the Humanities (TB2H) program, which has successfully recruited more students from three community colleges across the state. In Year 1, we plan to launch phase 2 of TB2H with Henry Ford Community College, Grand Rapids Community College, and Schoolcraft College; additionally, we wish to establish formal Transfer Bridges to Michigan relationships with 10 Michigan community colleges while also establishing more robust transfer programs for U-M Dearborn and Flint students. Finally, we plan to offer pre-transfer advising, academic, and co-curricular opportunities to community college students across this network. 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 1 Action Items for SO4

- Launch phase 2 of the Transfer Bridges to the Humanities Project with Henry Ford Community College, Grand Rapids Community College, and Schoolcraft College
- Establish formal Transfer Bridges to Michigan relationships with 10 Michigan community colleges
- Establish transfer program for U-M Dearborn and Flint students
- Offer pre-transfer advising, academic, and co-curricular opportunities to community college students across this network

Metrics for SO4

Year 1 Metrics:

- Number of applications from transfer students overall
- Number of applications from community colleges and tribal colleges where historically we have not received many or any applications

Long-Term Metrics:

- Number and percentage of LSA transfer undergraduate students overall and from community and tribal colleges in Michigan
- Composition of LSA undergraduate students

Primary DEI Goal: Diversity

Strategic Objective 5 (SG1-U2): 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 U-M previously, we plan to grow our 'Intend to Attend' (I2A) program, which offers digital college access support to students around Michigan to learn about the variety of postsecondary options that are available to Michigan high school graduates. In Year 1, we plan to pilot GROE, a summer academic enrichment program; we will launch I2A online coaching platform for partner students and will expand the UM I2A student ambassador program. These efforts support the goal of achieving abundant representation of students from across the State of Michigan.

Year 1 Action Items for SO5

- Pilot GROE summer academic enrichment program
- Launch I2A online coaching platform for partner students
- Expand UM I2A student ambassador program

Metrics for SO5

Year 1 Metrics:

- Number of applications from target population

- Number of applications from counties across the state
- Assessment of GROE summer enrichment program
- Usage assessment of coaching platform

Long-Term Metrics:

- 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 6 (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, Flint, Lansing, and Grand Rapids. In Year 1, we will launch 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. Additionally, we will develop a plan and fundraise for the LSA-wide FirstGen Initiative, which will be rolled out in subsequent years, pending funding. These activities build off DEI 1.0 assessment and recommendations from the Anti-Racism Task Force to increase student diversity through recruitment efforts.

Year 1 Action Items for SO6

- Launch Bridge Scholars Plus in Fall 2023
- Develop a plan and fundraise for LSA-wide FirstGen program

Metrics for SO6

Year 1 Metrics:

- Number of applications from target population (and target locations across the state)
- Development of new cohort infrastructure and programming
- Number of cohorts housed in the residence halls

Long-Term Metrics:

- Undergraduate student graduation rates
- Composition of LSA undergraduate students

Primary DEI Goal: Diversity

Strategic Objective 7 (SG1-U4): Build support programs for pre-existing undergraduate student cohorts and/or scholarship cohorts once they arrive on campus

Our assessment of DEI 1.0 revealed there are several pre-college cohorts (e.g., Shiawassee Scholars) as well as campus scholarship cohorts (e.g., HAIL scholars) that do not receive specific support or services once they matriculate to campus. In Year 1, we would like to identify the needs of cohorts that exist *before* coming to campus (pre-existing cohorts) and whether we can support them intentionally once they are here. What needs exist? How can LSA contribute to their success once they matriculate? Have barriers been identified by past cohorts that we could address in future years?

Year 1 Action Items for SO7

- Identify the needs of cohorts that exist *before* coming to campus (pre-existing cohorts) and whether we can support them intentionally once they are here

Metrics for SO7

Year 1 Metrics:

- Development of a proposal for supporting pre-existing cohorts and other scholarship cohorts

Long-Term Metrics:

- Composition of LSA undergraduate students
- Retention rates among undergraduate student groups
- Undergraduate student graduation rates

Primary DEI Goal: Diversity

GRADUATE STUDENTS

Strategic Objective 8 (SG1-G1): Reconfigure LSA Dean's Office Preview Weekend to increase graduate applicant pool diversity

We will rebrand our current Preview Weekend recruitment event for potential graduate students to become "Know Before U Go Blue." This redesign will allow the Dean's Office to create content that is similar to our NextProf program in the natural sciences, in which attendees leave the event with something tangible to use in their applications to UM 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 1, our action items will focus on developing a proposal for the reconfigured recruitment event.

Year 1 Action Items for SO8

- Rebrand Preview Weekend event to "Know Before U Go (Blue)"
- Develop a proposal for a reconfigured event that features more programming focused on skill building for prospective applicants

- Determine a new Preview model for Humanities units with input from chairs

Metrics for SO8

Year 1 Metrics:

- Development of proposal for Know Before U Go (Blue)
- Determine Humanities model of Preview

Long-Term Metrics:

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

Primary DEI Goal: Diversity

Strategic Objective 9 (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 UM graduate programs. This will also include the launch of virtual information sessions in partnership with LSA departments (including faculty, staff, and current graduate students) to provide an overview of UM 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 as the precursor to a future "Know Before U Go Blue" application. 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 1 action items will focus on researching existing practices to inform the development of a recruitment strategy.

Year 1 Action Items for SO9

- 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 PhD 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

Metrics for SO9

Year 1 Metrics:

- Development of a recruitment strategy plan to generate a more 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 10 (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. 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 original LSA Collegiate Fellows program will end in AY 2022-23.

Building on the success of this program, we are launching 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 1 action items will focus on launching this program with a goal of the first round of offers being made in AY 2023-24.

Year 1 Action Items for SO10

- Develop program guidelines in collaboration with NCID
- Update LSA Collegiate Fellows website with program guidelines and application details
- In collaboration with LSA Advancement, announce the re-launch of the program
- Host chair informational sessions regarding the program
- Post advertisements regarding LSA Collegiate Fellows hiring in relevant outlets
- Engage in Year 1 search and hiring process in collaboration with NCID and LSA departments

Metrics for SO10

Year 1 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 11 (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 10), we will also launch 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 1 action items will focus on launching this program with a goal of the first round of offers being made in AY 2023-24.

Year 1 Action Items for SO11

- Develop program guidelines in collaboration with NCID
- Develop a LSA Senior Collegiate Fellows Program website with program guidelines and application details
- In collaboration with LSA Advancement, announce the launch of the program
- Host chair informational sessions regarding the program
- Post advertisements regarding LSA Senior Collegiate Fellows Program hiring in relevant outlets
- Engage in Year 1 search and hiring process in collaboration with NCID and LSA departments

Metrics for SO11

Year 1 Metrics:

- Number of LSA Senior Collegiate Fellow applications
- Number of LSA Senior Collegiate Fellows hired

Long-Term Metrics:

- Number of LSA Senior Collegiate Fellows hired and retained

- Number and percentage of LSA faculty with DEI competencies

Primary DEI Goal: Diversity

Strategic Objective 12 (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 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 will 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 1 action items will focus on developing this program with a planned start date in Year 2.

Year 1 Action Items for SO12

- Develop program guidelines in collaboration with NCID

Metrics for SO12

Year 1 Metrics:

- Development of Cohort Mentoring 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 13 (SG2-F4): 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

Drawing from research conducted by NCID, in 2021 LSA implemented a pilot program that required all tenure-track faculty search committees include applicant diversity statements as part of their evaluation. Diversity statements are a way for faculty applicants to demonstrate their diversity, equity, and inclusion competencies through their research, teaching, service/leadership, and outreach. Having more faculty with diversity, equity, and inclusion competences aids in achieving our other strategic objectives as well, including increasing the diversity of our community (Strategic Objective 1) and improving the climate (Strategic Objective 4). As part of DEI 2.0, we have expanded this into a formal requirement for all faculty searches, including tenure-track faculty searches and Lecturer I and Lecturer III faculty searches. This is consistent with

recommendations from the Anti-Racism Task Force and focus groups with faculty. Our Year 1 action items will focus on formalizing the use of diversity statements in all LSA tenure-track faculty searches and extending this requirement to Lecturer I and Lecturer III faculty searches.

Year 1 Action Items for SO13

- Update the policy on tenure-track faculty searches to include the inclusion of a required Diversity, Equity, and Inclusion Statement
- Update the policy on Lecturer I and Lecturer III faculty searches to include the inclusion of a required Diversity, Equity, and Inclusion Statement
- Provide search committees with guidance and training on how to evaluate diversity, equity, and inclusion competencies

Metrics for SO13

Year 1 Metrics:

- Requirement of Diversity, Equity, and Inclusion Statement in all tenure-track faculty searches and Lecturer I and Lecturer III faculty searches

Long-Term Metrics:

- Number and percentage of LSA faculty with DEI competencies

Primary DEI Goal: Diversity

Strategic Objective 14 (SG2-F5): 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. Because diversity statements have only been required since 2021, we will integrate their use into faculty promotion and tenure evaluations gradually. We acknowledge that hiring of LSA Collegiate Fellows has required diversity statements since 2016 (with the first fellow entering the tenure-track in 2018) and will develop a mechanism for this group to have their DEI competencies integrated as part of their promotion and tenure evaluations. Our Year 1 action items will focus on developing a proposal for the integration of DEI competencies in promotion and tenure. The proposal would allow candidates who did not submit diversity statements with their job applications to include an optional diversity statement as part of their promotion and tenure materials. This proposal would also require candidates who submitted diversity statements with their job applications to include a diversity statement as part of their promotion and tenure materials.

Year 1 Action Items for SO14

- Develop a proposal for the integration of DEI competencies in promotion and tenure
- Develop resources for departmental and college evaluation committees on how to assess

DEI competencies in faculty research, teaching, and service/leadership

Metrics for SO14

Year 1 Metrics:

- Development of a policy proposal

Long-Term Metrics:

- Number and percentage of LSA faculty with DEI competencies

Primary DEI Goal: Diversity

STAFF

Strategic Objective 15 (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 1 action items focus on identifying appropriate strategies to evaluate DEI competencies in the staff hiring process.

Year 1 Action Items for SO15

- Identify DEI competencies relevant to unique job families
- Investigate effective models to evaluate DEI competencies in the staff hiring process

Metrics for SO15

Year 1 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 review. 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 1.

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 16 (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, will audit current data collection methods, collaborating with University HR, Office of Undergraduate Admissions, Rackham Graduate School and related offices, and identify best practices to collect sensitive data from underrepresented groups while maintaining their confidentiality and protecting their privacy. Our Year 1 action items will focus on auditing current data collection methods for the university and the college.

Year 1 Action Item for SO16

- 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

Metrics for SO16

Year 1 Metrics:

- Benchmark data currently available

Long-Term Metrics:

- Improved data collection and data reporting

Primary DEI Goal: Equity

MULTI-CONSTITUENCY: FACULTY & STAFF

Strategic Objective 17 (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 and compensation 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. Our Year 1 action items will focus on conducting an equity review related to staff and faculty service.

Year 1 Action Items for SO17

- Collaborate with a campus-wide working group to identify best practices for assessing service for faculty and methods to increase equity in these areas
- 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 SO17

Year 1 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 1.

STAFF

Strategic Objective 18 (GS3-S1): Review and update staff job family classifications

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 equity of salaries for a series of titles. Over the next five years, we seek to continue the practice of market compensation analysis and utilize a Position Management System to source, digest, and better understand where our systems are creating disparate experiences for LSA staff. This action item addresses equity concerns seen in the 2021 U-M Campus Climate Survey and input from focus groups with staff. Our Year 1 action items will focus on compensation equity.

Year 1 Action Items for SO18

- Identify key functions of each job
- Review and update job family classification

Metrics for SO18

Year 1 Metrics:

- Number of titles and job responsibilities reviewed and reconciled

Long-term Metrics:

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

Primary DEI Goal: Equity

Strategic Objective 19 (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. Initial changes will be presented for review to the DEI Office and other relevant stakeholders to provide feedback and recommended edits before the finalization of newly modified processes in Summer 2023. This activity will continue with Chief Administrators in 2023-2024 and continue with other LSA units in the years that follow. Our Year 1 action items will focus on aligning practices and revising policies for Chief Administrators and the LSA HR team which may lead to disparate employee experiences.

Year 1 Action Items for SO19

- Revise and standardize, where appropriate, policies for Chief Administrators and the LSA HR team
- Identify staff systems and processes across all remaining LSA service units to audit in Year 2

Metrics for SO19

Year 1 Metrics:

- Number of systems and processes revised

Long-Term Metrics:

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

Primary DEI Goal: Equity

Future Strategic Objectives: Utilize relevant DEI feedback from staff exit interviews and declined offers. 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. This is a future activity and will not take place in Year 1.

Future Strategic Objective: Establish reporting mechanism to regularly share status and findings of staff equity reviews and 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 Objective 7, the DEI Office in conjunction with the Chief People Officer and LSA HR, will explore mechanisms to best report out equity reviews 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.

UNDERGRADUATE STUDENTS

Strategic Objective 20 (SG3-U1): Expand undergraduate course equity reporting

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. We will expand course equity reporting to include more courses and to provide course equity reports to departments on a 3-year cycle. In Year 1, we will 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. Course equity reporting is part of a larger equity initiative discussed more thoroughly in Strategic Objective 5, which includes expanded support for inclusive teaching through the LSA Inclusive Teaching website, the large Course Initiative, and the Teaching Academy. This action item builds on DEI 1.0 initiatives and assessments regarding disparate student experiences and outcomes, especially in large courses. Our Year 1 action items will focus on equity and inclusion in large courses.

Year 1 Action Items for SO20

- 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 STEM Equity Learning Communities
- Continue to expand support for inclusive teaching through the website, Large Course Initiative, and the Teaching Academy

Metrics for SO20

Year 1 Metrics:

- Provide course equity reports for departments on a 3-year cycle
- Provide departmental equity reports (students in majors/minors, grades across courses, graduates)
- Develop materials for individual course faculty and departments to remedy equity gaps

Long-Term Metrics:

- Equity gaps in specific undergraduate courses
- Number of undergraduate course equity reports

Primary DEI Goal: Equity

Strategic Objective 21 (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 charged an Initiative Planning Group with launching a Student Success Initiative during Summer 2023. The Undergraduate Education Associate Dean will participate in and contribute to the Provost's Student Success initiative aimed at closing equity gaps in graduation rates and participation. Outcomes to be determined by the committee.

Year 1 Action Item for SO21

- Undergraduate Education Associate Dean will participate in and contribute to the Provost's Student Success initiative

Metrics for SO21

Year 1 Metrics:

- Outcomes to be determined by the committee

Long-Term Metrics:

- Undergraduate student graduation rates

Primary DEI Goal: Equity

GRADUATE STUDENTS

Strategic Objective 22 (SG3-G1): Develop an emergency or need-based graduate student laptop support program 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. Therefore, in collaboration with college leadership, we will conduct a 1-year pilot of a similar program to support the technology needs of graduate students in the LSA by providing funding to help offset costs associated with select computer equipment. Our Year 1 action items will focus on developing and implementing a Technology Support Micro Grant pilot program.

Year 1 Action Items for SO22

- Develop a proposal for a 1-year pilot Technology Support Micro Grant for graduate students
- Implement the 1-year pilot Technology Support Micro Grant for graduate students

Metrics for SO22:

Year 1 Metrics:

- Implementation of pilot Technology Support Micro Grant
- Number and percentage of student applications for a Technology Support Micro Grant

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 continue to explore mentorship models and share best practices with LSA units. This is a future activity and will not take place in Year 1.

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 1.

Strategic Goal 4

Improve the climate within LSA through greater belonging and support

ALL CONSTITUENCIES

Strategic Objective 23 (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, we will undertake a 3-year climate consultant pilot program to offer support to department leaders. Through this program, department leaders of LSA units will have access to approved consultants with expertise related to DEI climate, and the college will subsidize 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 1 action items will focus on putting a climate consultant program in place.

Year 1 Action Items SO23

- Identify consultants to provide DEI support to LSA units
- Formalize agreements with climate consultants
- Announce climate consultant program to LSA unit leaders
- Support access to climate consultants for LSA unit leaders

Metrics for SO23

Year 1 Metrics:

- Agreements in place with climate consultants
- Number of climate consultations

Long-Term Metrics:

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

Primary DEI Goal: Inclusion

Strategic Objective 24 (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 1, LSA Faculty and Staff Navigators will focus on sustaining, scaling, and building upon these resources.

Year 1 Action Items for SO24

- Provide event accessibility funding recipients with sponsorship materials to help raise awareness about centralized funding
- Continue to develop and deliver training on planning accessible events
- Partner with Facilities and Operations to document and publicly share the accessibility features of LSA-managed events and meeting spaces
- Collaborate with LSA Technology Services on enhanced event technology support, such as equipment to facilitate on-site caption display and assistance with integrating captioning and ASL interpretation into on-site, hybrid, and virtual events
- Curate event accessibility best practices and troubleshooting guidance available in different formats and on-demand

Metrics for SO24

Year 1 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 25 (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 will deliver 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.

Year 1 Action Items for SO25

- Analyze and prioritize DAAT recommendations related to digital accessibility strategy
- Begin the implementation of DAAT recommendations related to digital accessibility strategy

Metrics for SO25

Year 1 Metric:

- Prioritization of action items for digital accessibility strategy

Long-Term Metrics:

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

Primary DEI Goal: Inclusion

Strategic Objective 26 (SG4-A4): 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. There has been limited public engagement with this offering to date. In Year 1, we will examine opportunities to increase and improve communication channels around the digital affinity group space. Additionally, we will examine the staff affinity group model to evaluate how affinity groups could be expanded as an offering for other constituents (i.e., faculty and students). 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. Our Year 1 action items will focus on enhancing staff affinity spaces and identifying opportunities for faculty, undergraduate students, and graduate students to build community across shared interests.

Year 1 Action Items for SO26

- Host an "affinity fair" for LSA staff

- Identify strategies to better support and promote LSA affinity groups
- Explore models of affinity-based communities for faculty, undergraduate students, and graduate students within the university and at peer institutions
- Roll-out a platform to connect LSA community members to inclusion and accessibility resources

Metrics for SO26

Year 1 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, faculty, and students
- Number and percentage of active participants in affinity groups for staff, faculty, and students
- U-M Campus Climate Survey responses of belonging and support for all constituencies

Primary DEI Goal: Inclusion

MULTI-CONSTITUENCY: UNDERGRADUATE AND GRADUATE STUDENTS

Strategic Objective 27 (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 members of recognized student groups focused on supporting graduate students from underrepresented backgrounds

- 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 1 Action Items for SO27

- Create an Undergraduate Education group to create a plan for intentional focus on cultural events
- Create an Undergraduate Education student advisory committee on intergroup interaction/cultural programming
- Create partnerships between Undergraduate Education and Student Life to imagine joint events
- Offer up to four LSA DEI-branded cultural events for undergraduate students in 2023-24 utilizing the planning and resources of the LSA@Play brand
- Meet with graduate student groups (recognized student organizations)
- Sponsor events for graduate students at various locations across campus

Metrics for SO27

Year 1 Metrics:

- Student engagement plan
- Number of co-sponsored cultural events for undergraduate students
- Number of events co-sponsored for graduate students

Long-term Metrics:

- Develop annual engagement plan for DEI Office with students
- 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

Strategic Objective 28 (SG4-F1): 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 1 action items will focus on continuing to offer these professional development supports.

Year 1 Action Item for SO28

- Administer and support existing faculty professional development activities

Metrics for SO28

Year 1 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: 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 1.

STAFF

Strategic Objective 29 (SG4-S1): 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. The DEI Office, in collaboration with LSA HR, will audit 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 1 action items will focus on identifying current mentoring models, both formal and informal, for faculty and staff in the college and university.

Year 1 Action Item for SO29

- Benchmark formal and informal mentoring practices for faculty and staff to identify models of staff mentoring.

Metrics for SO29

Year 1 Metrics:

- Models of practices for mentoring staff to share with administrative leadership and staff

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

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 1.

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 5

Increase opportunities for LSA community members to develop DEI competencies

ALL CONSTITUENCIES

Strategic Objective 30 (SG5-A1): Provide opportunities for all LSA employees and graduate students to develop DEI knowledge and competencies

In order 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. Our Year 1 action items will focus on maintaining and updating our current portfolio of DEI workshops, identifying gaps in our current offerings, and increasing engagement in these workshops.

Year 1 Action Items for SO30

- 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
- Finalize the development of a DEI Certificate for staff

Metrics for SO30

Year 1 Metrics:

- Number of workshops hosted and/or hosted annually
- Number of participants at workshops

Long-Term Metrics:

- Longitudinal evaluations of workshops
- U-M Campus Climate Survey responses on DEI engagement

Primary DEI Goal: Inclusion

FACULTY

Strategic Objective 31 (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 1 action items will focus on developing the curriculum for LSA faculty prior to the program’s launch in 2024-25.

Year 1 Action Items for SO31

- Evaluate existing curriculum
- Revise and adapt the curriculum for LSA faculty
- Develop programming and materials

Metrics for SO31

Year 1 Metrics:

- Development of DEI leadership curriculum

Long-Term Metrics:

- U-M Campus Climate Survey responses on DEI engagement

Primary DEI Goal: Inclusion

Strategic Objective 32 (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. Our Year 1 action items will focus on the development of a faculty-led Race & Ethnicity learning community.

Year 1 Action Items for SO32

- Identify potential faculty leads for a Race & Ethnicity learning community
- In collaboration with the faculty leads, develop a proposal for the learning community model including resources needed

Metrics for SO32

Year 1 Metrics:

- Development of a Race & Ethnicity learning community proposal

Long-Term Metrics:

- Participation numbers in Race & Ethnicity Learning Community
- 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 33 (SG5-F3): 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

Picking up on the work within UGED on the inclusive teaching website and the anti-racism faculty engagement workshops previously hosted, we plan to continue to support faculty learning in these areas. In Year 1, we will develop a new committee to tackle Equity-Minded Practice/Pedagogy (including the website) and develop an infrastructure for where this work will live. Continuing the work of the website team, we plan to develop materials to highlight the robust website content while also continuing to add content. Finally, we will partner with the SEISMIC NSF learning community project planned for 2023-24 to learn from and build a faculty learning community model that could be piloted in year 2. This action item builds on the assessment of DEI 1.0, responds to findings from the 2021 U-M Campus Climate Survey report, and feedback from focus groups with faculty and students related to the need to increase DEI competencies among faculty.

Year 1 Action Items for SO33

- Develop a new subcommittee to consider Equity-Minded Practice/Pedagogy (including website) and develop an infrastructure for where this work will live
- Develop materials to highlight website content while also continuing to add content
- Partner with SEISMIC NSF learning community project to learn from and build a faculty learning community model that could be piloted in Year 2

Metrics for SO33

Year 1 Metrics:

- Development of a proposal for Equity-Minded Practice/Pedagogy support

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 34 (SG5-S1): Hire a dedicated staff Trainer for the People Team

Currently, employees receive onboarding training through LSA HR in the New Employee Orientation and additional programming that is not captured, recorded, or assessed in any organization-wide manner. This can result in inconsistency of the teaching and learning experience for new staff. By hiring a full-time dedicated Trainer who would be available to partner in the development of materials prior to delivering them to the campus community, there would be a single, reliable, and available individual to deliver content. We expect that this will reduce variation in experience, improve consistency of timely information sharing, and allow for regular campus-wide updates on changes in processes and policies. This position will support action items which address recommendations from the Anti-Racism Task Force, feedback from our staff focus groups, and assessment results of DEI 1.0. Our Year 1 action items will focus on building capacity in the DEI Office and senior LSA HR spaces to support the staff search process.

Year 1 Action Items for SO34

- Develop a plan for hiring a dedicated staff Trainer with HR and DEI expertise

Metrics for SO34

Year 1 Metrics:

- Development of a hiring plan for a Staff Trainer with HR and DEI expertise

Long-Term Metrics:

- U-M Campus Climate Survey responses on DEI engagement

Primary DEI Goal: Diversity

Strategic Objective 35 (SG5-S2): 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, we are developing full-day offerings for different cohort groups (e.g., Chief Administrators, Directors, Administrative Leadership Team, Cabinet, Managers) to upskill them 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. 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 1 action items will focus on developing and delivering DEI-relevant content to administrative leadership across the college.

Year 1 Action Item for SO35

- Develop mandatory DEI training for Chief Administrators, Directors, and other senior-level administrators

Metrics for SO35

Year 1 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 36 (SG5-S3): 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 plan to identify specific knowledge areas to be enhanced for academic advisors and pilot some new opportunities for training based on these findings. This action item supports recommendations from students and student-facing staff.

Year 1 Action Items for SO36

- Identify specific knowledge areas to be enhanced for academic advisors
- Pilot some new opportunities for training

Metrics for SO36

Year 1 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 37 (SG5-U1): Scale-up the Student Employee DEI Certificate (SEDC) program to reach more student employees

This action item emphasizes identifying and creating greater opportunities for student employees to build their knowledge and understanding of proactive workplace equity-minded practice. In Year 1, we will primarily build infrastructure within the DEI certificate model to handle an increase in numbers of student employees who take Part 1 (10 hours) of training. While this goal primarily focuses on the student employee DEI certificate, LSA Undergraduate Education will also identify DEI training opportunities across Undergraduate Education (and possibly college-wide) that already exist for student staff (such as the Tutor Summit) and create clearer pipelines to this 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 increased professional development opportunities for undergraduate students.

Year 1 Action Items for SO37

- Identify DEI training opportunities across Undergraduate Education (and possibly across LSA) for student staff, create clearer pipelines to this training
- Build infrastructure in the DEI certificate to handle an increase in the numbers of student

employees who enroll in the DEI certificate program

Metrics for SO37

Year 1 Metrics:

- Number of student employees in the DEI certificate program
- Creation of a map of DEI training opportunities that already exist and a plan to funnel students toward those opportunities

Long-Term Metrics:

- Number of student employees who have participated in the Student Employee DEI Certificate (SEDC) program over time
- U-M Campus Climate Survey responses on DEI engagement

Primary DEI Goal: Inclusion

GRADUATE STUDENTS

Strategic Objective 38 (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 determine best practices in delivering the training, and partner with SAPAC to deliver their Engendering Respectful Communities workshops. Students still report sexual and gender-based misconduct and have told us in focus groups that in-person training (vs online) is most effective, which is consistent with the NASEM report on preventing the sexual harassment of women. We will explore requiring this training as well as the best methods of advertising/marketing the training, 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 1 action items will focus on developing a plan to deliver the workshop with high engagement.

Year 1 Action Items for SO38

- Determine the best delivery method for workshops and ways to increase participation
- Raise awareness of the workshops among faculty, staff, and students
- Partner with SAPAC to administer the workshops

Metrics for SO38

Year 1 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

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

ALL CONSTITUENCIES

Strategic Objective 39 (SG6-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 action item 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. Our Year 1 action items will focus on completing the hires mentioned throughout this document and developing a plan to meet additional capacity needs.

Year 1 Action Item for SO39

- Develop a DEI capacity-building plan

Metrics for SO39

Year 1 Metrics:

- Development of a DEI capacity-building plan and implementation of any Y1 recommendations

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 40 (SG6-M1): Following the 3-year pilot, evaluate whether and how to institutionalize the LSA 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. These positions were posted in Fall 2021 and filled in early 2022. The pilot will end January 2025. Our Year 1 action items will focus on evaluating the disability navigator pilot program. Based on the assessment, we will determine whether to institutionalize the LSA Disability Navigators within LSA or central university to provide broader support of accessibility practices throughout the college. This action item builds on DEI 1.0 efforts and feedback from faculty and staff.

Year 1 Action Items for SO40

- Evaluate the LSA Disability Navigators pilot program
- Develop a plan whether to institutionalize the LSA Disability Navigators position

Metrics for SO40

Year 1 Metrics:

- Evaluate the LSA Disability Navigators position
- Development of 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 41 (SG6-M2): Pilot the Mental Health and Well-being Student Advocates

In alignment with the Okanagan Charter, the Well-being Collective, 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, two new full-time roles were developed within LSA, the Mental Health and Well-Being Student Advocates. 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 reimaged 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 three-year pilot. Our Year 1 action items will focus on assessing the needs of LSA undergraduate and graduate students related to mental health and well-being. 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 raise concerns about student mental health and well-being, especially among students from historically marginalized groups.

Year 1 Action Items for SO41

- Engage in listening tour for faculty and staff
- Engage in listening circles/focus groups for students
- Administer the Student Well-being Institutional Support Survey (SWISS)

Metrics for SO41

Year 1 Metrics:

- Student Well-being Institutional Support Survey Responses
- Qualitative data from student listening tour, listening circles, feedback form

Long-Term Metrics:

- Infrastructure related to student mental health and well-being

Primary DEI Goal: Inclusion

STAFF

Strategic Objective 42 (SG6-S1): Institutionalize the Inclusive Culture Liaison role to enhance their ability to contribute to 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 LSA increases planning and programming in the DEI space, the role of Inclusive Culture Liaison is beginning to exceed peripheral service. 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 to these issues, this action item 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. They have repeatedly called on the DEI Office and LSA leadership to make clearer paths for engagement that exist regardless of supervisor support and elevate their DEI expertise as contributions to the college rather than time spent away from their “official” job responsibilities. Our Year 1 action items will focus on continuing the FY23 efforts to institutionalize these Inclusive Culture Liaison roles and recommend potential new ways to recognize Inclusive Culture Liaison service.

Year 1 Action Items for SO42

- Institutionalize expectations and scope of the Inclusive Culture Liaison role
- Benchmark how other institutions shift similar DEI work from service to formal effort
- Provide recommendation to LSA leadership for recognizing Inclusive Culture Liaison DEI work
- Inclusive Culture Liaison Survey

Metrics for SO42

Year 1 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 43 (SG6-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're 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 1 action items will focus 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 1 Action Items for SO43

- DEI Strategic Plan:
 - 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 SO43

Year 1 Metrics:

- Student focus group data
- Program evaluations and Hub Qualtrics dashboard
- Audience assessment (for storytelling)

Long-Term Metrics:

- Opportunity Hub assessment data

Primary DEI Goal: Inclusion

Strategic Objective 44 (SG6-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 goal is 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 plan to create a timeline of the likely need for specific communication over the life of an undergraduate student (e.g., academic advising support, internship support, tutoring support) and create or better utilize communication tools with more direct access to students.

Year 1 Action Items for SO44

- Create a timeline of the likely need for specific communication over the life of an undergraduate student with an emphasis on the needs of underrepresented students
- Create or better utilize communication tools with more direct access to students
- Identify gaps in resources that may not currently exist for students

Metrics for SO44**Year 1 Metrics:**

- Development of a plan (and potentially a tool) to provide better communication strategies about U-M's robust resources, particularly with respect to underrepresented students

Long-Term Metrics:

- Infrastructure related to undergraduate student communications

Primary DEI Goal: Inclusion

Strategic Goal 7

Develop and implement a DEI communications strategy

ALL CONSTITUENCIES

Strategic Objective 45 (SG7-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

Our Year 1 action items will focus on a comprehensive rollout of the LSA DEI 2.0 plan. We aim to ensure that every member of the LSA community receives information about the new plan. We’ll achieve this through web content, news stories, infographics, emails, and in-person meetings and events. Additionally, our work next year will include several public relations efforts to earn positive media coverage in national and state media outlets and to utilize LSA’s social media channels and new LSA’s People Team social media channels to reach multiple constituencies about upcoming events and opportunities.

Year 1 Action Items for SO45

- Comprehensive rollout of the LSA DEI 2.0 plan
- Several public relations efforts to earn positive media coverage in national and state media outlets
- Utilize LSA’s social media channels to reach constituents about upcoming events and opportunities
- Conduct a website gap analysis

Metrics for SO45

Year 1 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

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 8

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

ALL CONSTITUENCIES

Strategic Objective 46 (SG8-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 AY 2023-24, units will evaluate their infrastructure for DEI work and determine the needs of their unit which will inform their DEI goals. In AY 2024-25, units will prepare 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 1 action items will focus on building the infrastructure and resources to support unit-level DEI plans.

Year 1 Action Items for SO46

- Hire a postdoctoral research fellow to assist with needs assessments and resource development
- Create a community group comprising all the DEI points-of-contact (‘LSA unit DEI leads’) for each unit
- Build capacity and scale-up DEI workshops to support LSA unit-level DEI plans
- Determine how units within LSA undergraduate education and LSA service units will be organized as “units” that require a unit-level DEI plan
- Support LSA unit DEI leads in assessing the DEI infrastructure and needs within their unit
- Begin to develop resources to assist units with their DEI planning (e.g., guides for creating DEI committees; types of activities that might be included in a plan)

Metrics for SO46

Year 1 Metrics:

- Postdoctoral research fellow hired
- Identification of “unit” requiring plans
- LSA unit DEI leads complete an infrastructure and needs assessment
- Number and percentage of LSA unit DEI leads participating in workshops related to DEI planning

- Develop resources for Y1 and identify Y2 resource needs

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 9

Articulate and develop (where needed) pathways to conflict resolution

ALL CONSTITUENCIES

Strategic Objective 47 (SG9-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 1 action items will focus on identifying and promoting existing structures for conflict resolution and unit-level needs for support.

Year 1 Action Items for SO47:

- Identify and publicize existing pathways in the university for reporting concerns and encourage students, faculty, and staff to report concerns for resolution
- Integrate psychological safety, as a means for reducing conflict, into workshops for administrative leadership

Metrics for SO47

Year 1 Metrics:

- Identify unit-level needs for conflict resolution and reduction
- Workshops addressing psychological safety

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 circles²⁰, 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.

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

Strategic Goal 10

Identify priorities for DEI Fundraising

ALL CONSTITUENTS

Strategic Objective 48 (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, and transfer student support programs
- Graduate Education: Technology Support Grants
- LSA Collegiate Fellows and LSA Senior Collegiate Fellows
- Endowed Professorships, especially in departments currently without them as a way to recruit and retain outstanding faculty

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

Year 1 Action Items for SO48:

- Associate Dean for DEI and Assistant Dean for Advancement to meet bi-annually to discuss DEI funding needs and priorities
- Develop specific fundraising strategies and goals in the above areas

Metrics for SO48

Year 1 Metrics:

- Establish fundraising strategies and goals

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

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, 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 | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> 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 <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Composition of the applicant pool for LSA faculty searches Composition of LSA faculty | <ul style="list-style-type: none"> 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 | LSA Associate Dean for DEI |
| Faculty | SO2: Evaluate ways to enhance faculty dual-career support | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Recommendations developed <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Composition of LSA faculty | <ul style="list-style-type: none"> Examine data to assess dual-career needs Examine data to assess dual-career outcomes Examine data to assess dual-career impact Provide recommendations on any ways that dual-career support might be enhanced | LSA Associate Dean for DEI LSA Director of Faculty Academic Affairs 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, and recruitment practices

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|------------------------|---|---|--|--|
| Staff | SO3: Ensure all staff search processes are conducted in an inclusive and equitable manner | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Talent Acquisition Specialist with DEI expertise hired • Number of participants in Hired-In • Number of participants in Hire the Best • Percentage of staff searches that incorporate best practices <p>Long-term Metrics:</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Hire a dedicated Talent Acquisition Specialist with DEI expertise to assist with staff search and hiring processes • 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 • Mandate Hire the Best for all search committee chairs • Audit unit search practices | <p>LSA Talent Acquisition Specialist</p> <p>LSA HR Director</p> <p>DEI Manager</p> |
| Undergraduate students | SO4: Enhance undergraduate student recruitment and enrollment of transfer students | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Number of applications from transfer students overall • Number of applications from community colleges and tribal colleges where historically we have not received many or any applications <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Number and percentage of LSA transfer undergraduate students overall and from community and tribal colleges in Michigan | <ul style="list-style-type: none"> • Launch phase 2 of the Transfer Bridges to the Humanities Project with Henry Ford Community College, Grand Rapids Community College, and Schoolcraft College • Establish formal Transfer Bridges to Michigan relationships with 10 Michigan community colleges • Establish transfer program for U-M Dearborn and Flint students • Offer pre-transfer advising, academic, and co-curricular opportunities to community | <p>LSA recruitment team</p> <p>LSA UGED Assoc Dean</p> |

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

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|------------------------|--|---|---|---|
| | | <ul style="list-style-type: none"> Composition of LSA undergraduate students | college students across this network | |
| Undergraduate students | SO5: Enhance undergraduate student recruitment and enrollment of in-state students through the Intend to Attend program | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of applications from target population Number of applications from counties across the state Assessment of GROE summer enrichment program Usage assessment of coaching platform <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Number and percentage of LSA in-state undergraduate student applications and admissions Retention rates among undergraduate student groups Composition of LSA undergraduate students | <ul style="list-style-type: none"> Pilot GROE summer academic enrichment program Launch I2A online coaching platform for partner students Expand UM I2A student ambassador program | <p>LSA Recruitment Team</p> <p>LSA Intend to Attend Team</p> <p>LSA UGED Associate Dean</p> |
| Undergraduate students | SO6: Enhance undergraduate student recruitment and enrollment of underrepresented student populations, broadly defined, through existing and new cohort programs and other efforts | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of applications from target population (and target locations across the state) Development of new cohort infrastructure and programming Number of cohorts housed in the residence halls <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Undergraduate student | <ul style="list-style-type: none"> Launch Bridge Scholars Plus in Fall 2023 Develop a plan and fundraise for LSA-wide FirstGen initiative | <p>LSA Cohorts Team</p> <p>LSA Comprehensive Studies Program Staff</p> <p>LSA UGED Assistant Deans</p> <p>LSA UGED Associate Dean</p> |

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

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|------------------------|--|---|--|--|
| | | graduation rates • Composition of LSA undergraduate students | | |
| Undergraduate students | SO7: Build support programs for pre-existing undergraduate student cohorts and/or scholarship cohorts once they arrive on campus | Year 1 Metrics: • Development of a proposal for supporting pre-existing cohorts and other scholarship cohorts Long-Term Metrics: • Composition of LSA undergraduate students • Retention rates among undergraduate student groups • Undergraduate student graduation rates | • Identify the needs of cohorts that exist before coming to campus (pre-existing cohorts) and whether we can support them intentionally once they are here | LSA UGED Assistant and Associate Deans |
| Graduate Students | SO8: Reconfigure LSA Dean’s Office Preview Weekend to increase graduate applicant pool diversity | Year 1 Metrics: • Development of proposal for Know Before U Go (Blue) • Determine Humanities model of Preview Long-Term Metrics: • Composition of the applicant pool for LSA graduate programs • Composition of LSA graduate students | • Rebrand Preview Weekend event to “Know Before U Go (Blue)” • Develop a proposal for a reconfigured event that features more programming focused on skill building for prospective applicants • Determine a new Preview model for Humanities units with input from chairs | LSA Graduate Education |
| Graduate Students | SO9: Explore and identify new graduate recruitment strategies | Year 1 Metrics: • Development of a recruitment strategy plan to generate a more diverse applicant pool Long-Term Metrics: • Composition of the | • Research regional universities to determine best matches for recruitment with special focus on urban, rural, and tribal communities • Review ways to leverage current summer | 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, and recruitment practices

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|------------------|---------------------|--|---|--------------------------|
| | | applicant pool for LSA graduate programs • Composition of LSA graduate students | opportunities for recruitment to LSA graduate programs • Review ways to utilize our PhD 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 | |

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 |
|------------------|---|---|--|---|
| Faculty | SO10: Launch and administer the LSA Collegiate Fellows 2.0 Hiring Program | Year 1 Metrics: • Number of LSA Collegiate Fellow applications • Number of LSA Collegiate Fellows hired Long-Term Metrics: • Number and percentage of LSA Collegiate Fellows hired and retained • Number and percentage of LSA faculty with DEI competencies | • Develop program guidelines in collaboration with NCID • Update LSA Collegiate Fellows website with program guidelines and application details • In collaboration with LSA Advancement, announce the re-launch of the program • Host chair informational sessions regarding the program • Post advertisements regarding LSA Collegiate Fellows hiring in relevant outlets | LSA Associate Dean for DEI 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 |
|------------------|---|---|--|---|
| | | | <ul style="list-style-type: none"> Engage in Year 1 search and hiring process in collaboration with NCID and LSA departments | |
| Faculty | SO11: Launch and administer the LSA Senior Collegiate Fellows Hiring Program | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of LSA Senior Collegiate Fellow applications Number of LSA Senior Collegiate Fellows hired <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Number and percentage of LSA Senior Collegiate Fellows hired and retained Number and percentage of LSA faculty with DEI competencies | <ul style="list-style-type: none"> Develop program guidelines in collaboration with NCID Develop a LSA Senior Collegiate Fellows Program website with program guidelines and application details In collaboration with LSA Advancement, announce the launch of the program Host chair informational sessions regarding the program Post advertisements regarding LSA Senior Collegiate Fellows Program in relevant outlets Engage in Year 1 search and hiring process in collaboration with NCID and LSA departments | LSA Associate Dean for DEI NCID Director |
| Faculty | SO12: Launch and administer a pilot DEI Cohort Mentoring program for current LSA Collegiate Fellows who are pre-tenure assistant professors | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Development of Cohort Mentoring program <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Number of eligible of LSA Collegiate Fellows promoted to associate professor with tenure Number and percentage of LSA faculty with DEI competencies | <ul style="list-style-type: none"> Develop program guidelines in collaboration with NCID | LSA Associate Dean for DEI 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 |
|------------------|--|---|--|---|
| Faculty | SO13: 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 | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Requirement of Diversity, Equity, and Inclusion Statement in all tenure-track faculty searches and Lecturer I and Lecturer III faculty searches <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Number and percentage of LSA faculty with DEI competencies | <ul style="list-style-type: none"> Update the policy on tenure-track faculty searches to include the inclusion of a required Diversity, Equity, and Inclusion Statement Update the policy on Lecturer I and Lecturer III faculty searches to include the inclusion of a required Diversity, Equity, and Inclusion Statement Provide search committees with guidance and training on how to evaluate diversity, equity, and inclusion competencies | <p>LSA Associate Dean for DEI</p> <p>LSA Director of Faculty Academic Affairs</p> |
| Faculty | SO14: Integrate DEI competencies as part of promotion and tenure evaluations for tenure-track faculty | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Development of a policy proposal <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Number and percentage of LSA faculty with DEI competencies | <ul style="list-style-type: none"> Develop a proposal for the integration of DEI competencies in promotion and tenure. Develop resources for departmental and college evaluation committees on how to assess DEI competencies in faculty research, teaching, and service/leadership | <p>LSA Associate Dean for DEI</p> <p>LSA Divisional Associate Deans</p> |
| Staff | SO15: Integrate demonstrated DEI competencies as part of the staff hiring process | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Benchmark industry standards and best practices to evaluate DEI competencies in the staff hiring process <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Number and percentage of staff searches that incorporate DEI | <ul style="list-style-type: none"> Identify DEI competencies relevant to unique job families Investigate effective models to evaluate DEI competencies in the staff hiring process | <p>LSA DEI Office</p> <p>LSA HR Director</p> |

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

| Key Constit- uency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|-----------------------|------------------------|---|---|-----------------------------|
| | | competencies into the hiring process | | |

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 | SO16: Improve data collection and disaggregation of underrepresented groups | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Benchmark data currently available <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Improved data collection and data reporting | <ul style="list-style-type: none"> 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 | LSA DEI Office |
| Multi | SO17: Conduct multi-system college-wide faculty and staff reviews for equity | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Benchmark assessment of service strategies for faculty and staff <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Structures to sustain recurring equity analyses for faculty and staff U-M Campus Climate Survey responses to "Equity in the unit" items | <ul style="list-style-type: none"> Collaborate with a campus-wide working group to identify best practices for assessing service for faculty and methods to increase equity in these areas Collaborate with LSA HR and administrative leadership to identify best practices for assessing service for staff and methods to increase equity in these areas | <p>LSA DEI Office</p> <p>LSA HR Director</p> |
| Staff | SO18: Review and update staff job family classifications | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of titles and job responsibilities reviewed and reconciled <p>Long-term Metrics:</p> <ul style="list-style-type: none"> U-M Campus Climate Survey responses to "Equity in the unit" items | <ul style="list-style-type: none"> Identify key functions of each job Review and update job family classification | LSA HR Director |
| Staff | SO19: Review unit policies and expectations for staff and standardize where appropriate | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of systems and processes revised <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> U-M Campus Climate Survey responses to "Equity in the unit" items | <ul style="list-style-type: none"> Revise and standardize, where appropriate, policies for Chief Administrators and the LSA HR team Identify staff systems and processes across all remaining LSA service units to audit in Year 2 | <p>LSA HR Director</p> <p>LSA DEI Office</p> |

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 |
|------------------------|---|---|---|--|
| Undergraduate students | SO20: Expand undergraduate course equity reporting | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Provide course equity reports for departments on a 3-year cycle • Provide departmental equity reports (students in majors/minors, grades across courses, graduates) • Develop materials for individual course faculty and departments to remedy equity gaps <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Equity gaps in specific undergraduate courses • Number of undergraduate course equity reports | <ul style="list-style-type: none"> • 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 STEM Equity Learning Communities • Continue to expand support for inclusive teaching through the website, Large Course Initiative, and the Teaching Academy | <p>LSA Department Chairs</p> <p>LSA Curriculum Committee Staff</p> <p>LSA UGED Assistant and Associate Deans</p> |
| Undergraduate students | SO21: Participate in the launch of the Provost’s Student Success Initiative | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Outcomes to be determined by the committee <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Undergraduate student graduation rates | <ul style="list-style-type: none"> • UGED Associate Dean will participate in and contribute to the Provost’s Student Success initiative | LSA UGED Associate Dean |
| Graduate Students | SO22: Develop an emergency or need-based graduate student laptop support program to reduce the digital divide | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Implementation of pilot Technology Support Micro Grant • Number and percentage of student applications for a Technology Support Micro Grant <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Graduate student time to degree • Graduate student degree completion rates | <ul style="list-style-type: none"> • Develop a proposal for a 1-year pilot Technology Support Micro Grant for graduate students • Implement the 1-year pilot Technology Support Micro Grant for graduate students | LSA Graduate Education |

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 |
|------------------|---------------------|---|--|--------------------------|
| | | <ul style="list-style-type: none"> U-M Campus Climate Survey responses to “Equity in the unit” items | | |

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 |
|------------------|--|---|---|----------------------------|
| All | SO23: Implement a 3-year pilot Climate Consultant program | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Agreements in place with climate consultants Number of climate consultations <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> U-M Campus Climate Survey responses of belonging and support for all constituencies | <ul style="list-style-type: none"> Identify consultants to provide DEI support to LSA units Formalize agreements with climate consultants Announce climate consultant program to LSA unit leaders Support access to climate consultants for LSA unit leaders | LSA Associate Dean for DEI |
| All | SO24: Develop guidance and infrastructure to support accessible LSA events | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of workshops provided on planning accessible events Develop guidelines for event accessibility <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Provide event accessibility funding recipients with sponsorship materials to help raise awareness about centralized funding Continue to develop and deliver training on planning accessible events Partner with Facilities and Operations to document and publicly share the accessibility features of LSA-managed events and meeting spaces Collaborate with LSA Technology Services on enhanced event technology | LSA Disability Navigators |

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 |
|------------------|--|---|---|---|
| | | all constituencies | <p>support, such as equipment to facilitate on-site caption display and assistance with integrating captioning and ASL interpretation into on-site, hybrid, and virtual events</p> <ul style="list-style-type: none"> • Curate event accessibility best practices and troubleshooting guidance available in different formats and on-demand | |
| All | SO25: Increase digital accessibility through guidance and training | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Prioritization of action items for digital accessibility strategy <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • U-M Campus Climate Survey responses of belonging and support for all constituencies | <ul style="list-style-type: none"> • Analyze and prioritize DAAT recommendations related to digital accessibility strategy • Begin the implementation of DAAT recommendations related to digital accessibility strategy | LSA Disability Navigators |
| All | SO26: Enhance community/affinity groups | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Number of active LSA staff affinity groups • Number and percentage of LSA staff actively participating in affinity groups <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Number of active affinity groups for staff, faculty, and students • Number and percentage of active participants in affinity groups for staff, faculty, and students • U-M Campus Climate | <ul style="list-style-type: none"> • Host an “affinity fair” for LSA staff • Identify strategies to better support and promote LSA affinity groups • Explore models of affinity-based communities for faculty, undergraduate students, and graduate students within the university and at peer institutions • Roll-out a platform to connect LSA community members to inclusion and accessibility resources | <p>LSA Chief People Officer</p> <p>LSA Facilities and Operations Director</p> |

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 |
|---|--|---|---|---|
| | | Survey responses of belonging and support for all constituencies | | |
| Multi - Undergraduate and Graduate Students | SO27: Improve connection and engagement among undergraduate and graduate students | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Student engagement plan • Number of co-sponsored cultural events for undergraduate students • Number of events co-sponsored for graduate students <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Develop annual engagement plan for DEI Office with students • Number of LSA student events co-sponsored annually • U-M Campus Climate Survey responses of belonging and support for all constituencies | <ul style="list-style-type: none"> • Create an Undergraduate Education group to create a plan for intentional focus on cultural events • Create an Undergraduate Education student advisory committee on intergroup interaction/cultural programming • Create partnerships between Undergraduate Education and Student Life to imagine joint events • Offer up to four LSA DEI-branded cultural events for undergraduate students utilizing the planning and resources of the LSA@Play brand • Meet with graduate student groups (recognized student organizations) • Sponsor events for graduate students at various locations across campus | <p>LSA Division of UGED</p> <p>LSA Graduate Education</p> |
| Faculty | SO28: Continue to provide faculty professional development support through existing mechanisms | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Number of faculty supported through ongoing professional development support mechanisms <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Faculty retention rates • Faculty promotion rates • U-M Campus Climate Survey responses of belonging and support for | <ul style="list-style-type: none"> • Administer and support existing faculty professional development activities | <p>LSA Associate Dean for DEI</p> <p>LSA Director of Faculty Academic Affairs</p> |

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 constituencies | | |
| Staff | SO29: Facilitate mentoring opportunities for staff, particularly those with historically marginalized identities | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Models of practices for mentoring staff to share with administrative leadership and staff <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Benchmark formal and informal mentoring practices for faculty and staff to identify models of staff mentoring | <p>LSA DEI Manager</p> <p>LSA Talent Acquisition Specialist</p> |

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

| 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 |
| All | SO30: Provide opportunities for all LSA employees and graduate students to develop DEI knowledge and competencies | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of workshops hosted and/or hosted annually Number of participants at workshops <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Longitudinal evaluations of workshops U-M Campus Climate Survey responses on DEI engagement | <ul style="list-style-type: none"> 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 Finalize the development of a DEI Certificate for staff | <p>LSA People Team Trainer</p> <p>LSA DEI Manager</p> |
| Faculty | SO31: Develop and administer Diversity, Equity, and Inclusion Leadership training for small cohorts of new associate professors | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Development of DEI leadership curriculum <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> U-M Campus Climate Survey responses on DEI engagement | <ul style="list-style-type: none"> Evaluate existing curriculum Revise and adapt the curriculum for LSA faculty Develop programming and materials | <p>LSA Associate Dean for DEI</p> <p>NCID Director</p> |
| Faculty | SO32: Increase support for faculty teaching Race & Ethnicity courses | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Development of a Race & Ethnicity learning community proposal <p>Long-term Metrics:</p> <ul style="list-style-type: none"> Participation numbers in Race & Ethnicity Learning Community U-M Campus Climate Survey responses on DEI engagement U-M Campus Climate Survey responses on | <ul style="list-style-type: none"> Identify potential faculty leads for a Race & Ethnicity learning community In collaboration with the faculty leads, develop a proposal for the learning community model including resources needed | <p>LSA Associate Dean for DEI</p> <p>LSA UGED Assistant (DLH) and Associate Deans</p> |

| 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 |
| | | “Feeling valued in unit” | | |
| Faculty | SO33: 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 | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Development of a proposal for Equity-Minded Practice/Pedagogy support <p>Long-Term Metrics</p> <ul style="list-style-type: none"> U-M Campus Climate Survey responses on DEI engagement U-M Campus Climate Survey responses on “Feeling valued in unit” | <ul style="list-style-type: none"> Develop a new subcommittee to consider Equity-Minded Practice/Pedagogy (including website) and develop an infrastructure for where this work will live Develop materials to highlight website content while also continuing to add content Partner with SEISMIC NSF learning community project to learn from and build a faculty learning community model that could be piloted in Year 2 | <p>LSA Associate Dean for Undergraduate Education</p> <p>LSA Assistant Dean for Undergraduate Education</p> <p>LSA Inclusive Teaching Liaisons</p> |
| Staff | SO34: Hire a dedicated staff Trainer for the People Team | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Development of a hiring plan for a Staff Trainer with HR and DEI expertise <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> U-M Campus Climate Survey responses on DEI engagement | <ul style="list-style-type: none"> Develop a plan for hiring a dedicated staff Trainer with HR and DEI expertise | LSA People Team |
| Staff | SO35: Provide increased support for Chief Administrators and other staff leaders related to inclusive leadership and managing emerging DEI issues at the unit-level | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of DEI offerings for administrative leadership Number and percentage of administrative leadership participating in DEI-related training <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Longitudinal evaluations of workshops U-M Campus Climate Survey responses of | <ul style="list-style-type: none"> Develop mandatory DEI training for Chief Administrators, Directors, and other senior-level administrators | <p>LSA DEI Manager</p> <p>LSA Senior Manager, LSA Units</p> |

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 |
|------------------------|--|--|--|--|
| | | <ul style="list-style-type: none"> belonging and support U-M Campus Climate Survey responses on DEI engagement | | |
| Staff | SO36: Provide more robust training for Academic Advisors | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Produce materials or trainings available for academic advisors <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Identify specific knowledge areas to be enhanced for academic advisors Pilot some new opportunities for training | <p>LSA Assistant Dean for Student Academic Affairs</p> <p>Director, Newnan Advising Center</p> |
| Undergraduate Students | SO37: Scale-up the Student Employee DEI Certificate (SEDC) program to reach more student employees | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of student employees in the DEI certificate program Creation of a map of DEI training opportunities that already exist and a plan to funnel students toward those opportunities <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Number of student employees who have participated in the Student Employee DEI Certificate (SEDC) program over time U-M Campus Climate Survey responses on DEI engagement | <ul style="list-style-type: none"> Identify DEI training opportunities across Undergraduate Education (and possibly across LSA) for student staff, create clearer pipelines to this training Build infrastructure in the DEI certificate to handle an increase in the numbers of student employees who enroll in the DEI certificate program | <p>LSA DEI Manager</p> <p>LSA Assistant Dean for UGED</p> |
| Graduate Students | SO38: Offer and increase | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Number of graduate | <ul style="list-style-type: none"> Determine the best delivery method for workshops and | LSA Graduate Education |

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 |
|------------------|--|---|--|--------------------------|
| | graduate student participation in LSA/SAPAC sexual harassment prevention training (Engendering Respectful Communities) | students participating in SAPAC Engendering Respectful Communities training Long-Term Metrics: <ul style="list-style-type: none"> • Number of graduate students participating in SAPAC Engendering Respectful Communities training over time • U-M Campus Climate Survey responses on DEI engagement | ways to increase participation <ul style="list-style-type: none"> • Raise awareness of the workshops among faculty, staff, and students • Partner with SAPAC to administer the workshops | |

Strategic Goal 6: 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 | SO39: Build DEI capacity to support 2.0 plan | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Development of a DEI capacity-building plan and implementation of any Y1 recommendations <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Infrastructure related to college-wide DEI initiatives: DEI training, DEI communications, data and reporting | <ul style="list-style-type: none"> Develop a DEI capacity-building plan | <p>LSA Associate Dean for DEI</p> <p>LSA Chief People Officer</p> |
| Multi - Faculty & Staff | SO40: Following the 3-year pilot, evaluate whether and how to institutionalize the LSA Disability Navigators | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Evaluate the LSA Disability Navigators position Development of a plan regarding next steps regarding the LSA Disability Navigators position <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Disability Navigator pilot assessment data Infrastructure related to faculty and staff disability support (e.g., Disability Navigators) | <ul style="list-style-type: none"> Evaluate the LSA Disability Navigators pilot program Develop a plan whether to institutionalize the LSA Disability Navigators position | LSA Chief People Officer |
| Multi - Undergraduate and Graduate Students | SO41: Pilot the Mental Health and Well-being Student Advocates | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Student Well-being Institutional Support Survey Responses Qualitative data from student listening tour, listening circles, feedback form <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Infrastructure related to student mental health and | <ul style="list-style-type: none"> Engage in listening tour for faculty and staff Engage in listening circles/focus groups for students Administer the Student Well-being Institutional Support Survey (SWISS) | <p>LSA Assistant Dean of Student Development & Career Initiatives</p> <p>LSA UGED Associate Dean</p> |

Strategic Goal 6: 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 |
|------------------------|--|---|---|--|
| | | well-being | | |
| Staff | SO42: Institutionalize the Inclusive Culture Liaison role to enhance their ability to contribute to college-wide DEI efforts | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • 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 <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Inclusive Culture Liaisons assessment data • Infrastructure related to Inclusive Culture Liaisons | <ul style="list-style-type: none"> • Institutionalize expectations and scope of the Inclusive Culture Liaison role • Benchmark how other institutions shift similar DEI work from service to formal effort • Provide recommendation to LSA leadership for recognizing Inclusive Culture Liaison DEI work • Inclusive Culture Liaison Survey | <p>LSA DEI Manager</p> <p>LSA Chief People Officer</p> <p>LSA HR Director</p> |
| Undergraduate Students | SO43: Promote the Opportunity Hub, especially to students from historically underserved groups | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Student focus group data • Program evaluations and Hub Qualtrics dashboard • Audience assessment (for storytelling) <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Opportunity Hub assessment data | <ul style="list-style-type: none"> • DEI Strategic Plan: <ul style="list-style-type: none"> ○ 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, particular, to promote connection with resources • Collaborations: <ul style="list-style-type: none"> ○ Identify collaboration opportunities with units/departments ○ Increase council members' understanding of resources to serve as advocates organically | <p>LSA Assistant Dean of Student Development & Career Initiatives</p> <p>LSA UGED Associate Dean</p> |

Strategic Goal 6: Increase infrastructure to support the needs of LSA members from different groups

| Key Constit- ency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|-------------------------|--|--|--|---|
| | | | <ul style="list-style-type: none"> ○ Partner on data collecting/sharing/analysis ● Communications: <ul style="list-style-type: none"> ○ Focus on storytelling and understanding how to tell our story to different audiences | |
| Under-graduate Students | SO44: Build a stronger communication infrastructure to share resources with undergraduate students | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> ● Development of a plan (and potentially a tool) to provide better communication strategies about U-M's robust resources, particularly with respect to underrepresented students <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> ● Infrastructure related to undergraduate student communications | <ul style="list-style-type: none"> ● Create a timeline of the likely need for specific communication over the life of an undergraduate student with an emphasis on the needs of underrepresented students ● Create or better utilize communication tools with more direct access to students ● Identify gaps in resources that may not currently exist for students | <p>LSA UGED Executive Director</p> <p>LSA UGED Associate Dean</p> |

Strategic Goal 7: Develop and implement a DEI communications strategy

| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
|------------------|---|--|--|--|
| All | SO45: Develop and implement a DEI communications strategy | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • 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 <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Comprehensive rollout of the LSA DEI 2.0 plan • Several public relations efforts to earn positive media coverage in national and state media outlets • Utilize LSA’s social media channels to reach constituents about upcoming events and opportunities • Conduct a website gap analysis | <p>LSA DEI Office</p> <p>LSA People Team</p> |

| Strategic Goal 8: Support the development of unit-level DEI plans for all LSA units | | | | |
|--|--|--|---|---------------------------------|
| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
| All | SO46: All LSA Academic, Undergraduate Education, and Service Units will develop 3-year DEI plans | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> • Postdoctoral research fellow hired • Identification of “unit” requiring plans • LSA unit DEI leads complete an infrastructure and needs assessment • Number and percentage of LSA unit DEI leads participating in workshops related to DEI planning • Develop resources for Y1 and identify Y2 resource needs <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> • Number and percentage of LSA units that have developed and implemented a 3-year unit-level DEI plan | <ul style="list-style-type: none"> • Hire a postdoctoral research fellow to assist with needs assessments and resource development • Create a community group comprising all the DEI points-of-contact (‘LSA unit DEI leads’) for each unit • Build capacity and scale-up DEI workshops to support LSA unit-level DEI plans • Determine how units within LSA undergraduate education and LSA service units will be organized as “units” that require a unit-level DEI plan • Support LSA unit DEI leads in assessing the DEI infrastructure and needs within their unit • Begin to develop resources to assist units with their DEI planning (e.g., guides for creating DEI committees; types of activities that might be included in a plan) | LSA DEI Office |

| Strategic Goal 9: Articulate and develop (where needed) pathways to conflict resolution | | | | |
|--|--|---|--|---|
| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
| All | SO47: Articulate and develop (where needed) pathways to seek conflict resolution through existing structures | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Identify unit-level needs for conflict resolution and reduction Workshops addressing psychological safety <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> U-M Campus Climate Survey measures of "General and DEI Climate factors" | <ul style="list-style-type: none"> Identify and publicize existing pathways in the university for reporting concerns and encourage students, faculty, and staff to report concerns for resolution Integrate psychological safety, as a means for reducing conflict, into workshops for administrative leadership | <p>LSA DEI Office</p> <p>LSA HR Manager</p> |

| Strategic Goal 10: Identify priorities for DEI Fundraising | | | | |
|---|---|---|---|--|
| Key Constituency | Strategic Objective | Associated Metrics | Detailed Actions Plan (measurable, specific) | Group/person accountable |
| All | SO48: Identify priorities for DEI Fundraising | <p>Year 1 Metrics:</p> <ul style="list-style-type: none"> Establish fundraising strategies and goals <p>Long-Term Metrics:</p> <ul style="list-style-type: none"> Funds raised to support identified DEI priorities | <ul style="list-style-type: none"> Associate Dean for DEI and Assistant Dean for Advancement to meet bi-annually to discuss DEI funding needs and priorities Develop specific fundraising strategies and goals in the above areas | <p>LSA Advancement</p> <p>LSA Associate Dean for DEI</p> |

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, Beth Dutridge-Corp; Chief People Officer, Karla Renee Williams; 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 1 strategic objectives and make any necessary adjustments to Year 1 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. 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 |
|---|--|---|---|---|
| <p>1. Increase the diversity of LSA faculty, staff, and students to achieve abundant representation of marginalized groups through equitable search, outreach, and recruitment practices</p> | <ul style="list-style-type: none"> • SO1: Develop application resources for faculty applicants • SO2: Evaluate ways to enhance faculty dual-career support • Future: Examine processes around lecturer hiring | <ul style="list-style-type: none"> • SO3: Ensure all staff search processes are conducted in an inclusive and equitable manner • Future: Standardize use of rubrics for evaluating all staff job candidates | <ul style="list-style-type: none"> • SO4: Enhance undergraduate student recruitment and enrollment of transfer students • SO5: Enhance undergraduate student recruitment and enrollment of in-state students through the Intend to Attend program • SO6: Enhance undergraduate student recruitment and enrollment of underrepresented student populations, broadly defined, through existing and new cohort programs and other efforts • SO7: Build support programs for pre-existing undergraduate cohorts and/or scholarship cohorts once they arrive on campus | <ul style="list-style-type: none"> • SO8: Reconfigure LSA Dean’s Office Preview Weekend to increase graduate applicant pool diversity • SO9: Explore and identify new graduate recruitment strategies |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|--|--|--|---|--|
| <p>2. Increase the number of faculty and staff with demonstrated DEI competencies</p> | <ul style="list-style-type: none"> • SO10: Launch and administer LSA Collegiate Fellows Hiring Program 2.0 • SO11: Launch and administer LSA Senior Collegiate Fellows Hiring Program • SO12: Launch and administer a pilot DEI Mentoring Program for current LSA Collegiate Fellows who are pre-tenure assistant professors • SO13: 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 • SO14: Integrate DEI competencies as part of promotion and tenure evaluations for tenure-track faculty | <ul style="list-style-type: none"> • SO15: Integrate demonstrated DEI competencies as part of the staff hiring process • Future: Integrate demonstrated DEI competencies as part of staff performance review | <p>N/A</p> | <p>N/A</p> |

| 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 | <ul style="list-style-type: none"> SO16: Improve data collection and disaggregation of underrepresented groups | | | |
| | <ul style="list-style-type: none"> SO17: Conduct multi-system college-wide faculty and staff reviews for equity | | | |
| | <ul style="list-style-type: none"> Future: Examine retention data to determine equity gaps in retention | <ul style="list-style-type: none"> SO18: Review and update staff job family classifications SO19: Review unit policies and expectations for staff and standardize where appropriate Future: Utilize relevant DEI feedback from exit interviews and declined offers Future: Establish reporting mechanism to regularly share status and findings of staff equity reviews and policy revisions | <ul style="list-style-type: none"> SO20: Expand undergraduate course equity reporting SO21: Participate in the launch of the Provost’s Student Success Initiative | <ul style="list-style-type: none"> SO22: Develop an emergency or need-based graduate student laptop support program to reduce the digital divide Future: Develop resources to support academic units in reviewing their academic policies and milestones Future: Review the inclusion of DEI curriculum within graduate student onboarding and training |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|--|--|--|---|--|
| 4. Improve the climate within LSA through greater belonging and support | <ul style="list-style-type: none"> • SO23: Implement a 3-year pilot Climate Consultant program • SO24: Develop guidance and infrastructure to support accessible LSA events • SO25: Increase digital accessibility through guidance and training • SO26: Enhance community/affinity groups | | | |
| | | | <ul style="list-style-type: none"> • SO27: Improve connection and engagement among undergraduate and graduate students | |
| | <ul style="list-style-type: none"> • SO28: Continue to provide faculty professional development support through existing mechanisms • Future: Explore mechanisms to increase sense of belonging and support among postdoctoral scholars | <ul style="list-style-type: none"> • SO29: Facilitate mentoring opportunities for staff, particularly those with historically marginalized identities | | <ul style="list-style-type: none"> • Future: Increase support for successful graduate student mentoring |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|---|---|---|--|---|
| <p>5. Increase opportunities for LSA community members to develop DEI competencies</p> | <ul style="list-style-type: none"> • SO31: Develop and administer the Diversity, Equity, and Inclusion Leadership training for small cohorts of new associate professors • SO32: Increase support for faculty teaching Race & Ethnicity courses • SO33: 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 | <ul style="list-style-type: none"> • SO34: Hire a dedicated staff Trainer for the People Team • SO35: Provide increased support for Chief Administrators and other staff leaders related to inclusive leadership and managing emerging DEI issues at the unit-level • SO36: Provide more robust training for Academic Advisors | <ul style="list-style-type: none"> • SO37: Scale-up the Student Employee DEI Certificate (SEDC) program to reach more student employees | <ul style="list-style-type: none"> • SO38: Offer and increase graduate student participation in LSA/SAPAC sexual harassment prevention training (Engendering Respectful Communities) |

| Strategic Goal | Faculty Strategic Objectives | Staff Strategic Objectives | Undergraduate Students Strategic Objectives | Graduate Students Strategic Objectives |
|---|---|--|--|--|
| 6. Increase infrastructure to support the needs of LSA members from different groups | <ul style="list-style-type: none"> SO39: Build DEI capacity to support 2.0 plan | | | |
| | <ul style="list-style-type: none"> SO40: Following the 3-year pilot, evaluate whether and how to institutionalize the LSA Disability Navigators | <ul style="list-style-type: none"> SO41: Pilot the Mental Health and Well-being Student Advocates program | | |
| | | <ul style="list-style-type: none"> SO42: Institutionalize the Inclusive Culture Liaison role to enhance their ability to contribute to college-wide DEI efforts | <ul style="list-style-type: none"> SO43: Promote the Opportunity Hub, especially to students from historically underserved groups SO44: Build a stronger communication infrastructure to share resources with undergraduate students | |
| 7. Develop and implement a DEI communications strategy | <ul style="list-style-type: none"> SO45: Develop and implement a DEI Office communications strategy | | | |
| 8. Support unit-level DEI plans for all LSA units | <ul style="list-style-type: none"> SO46: All LSA Academic, Undergraduate Education, and Service Units will develop 3-year DEI plans | | | |
| 9. Articulate and develop (where needed) pathways to conflict resolution | <ul style="list-style-type: none"> SO47: Articulate and develop (where needed) pathways to seek conflict resolution through existing structures Future: Investigate whether a restorative justice framework could be implemented as an additional pathway for conflict resolution | | | |
| 10. Identify priorities for DEI Fundraising | <ul style="list-style-type: none"> SO48: Identify priorities for DEI Fundraising | | | |