

UPDATED October 11, 2024

Office of Diversity Equity and Inclusion

Diversity, Equity and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

Selected text from President's Diversity, Equity & Inclusion 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.

– President Santa J. Ono, 15th President of the University of Michigan

Goals [Diversity Equity & Inclusion]:

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

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

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

Rationale: Mission, Vision, Values of Office of Diversity Equity and Inclusion

The mission of the Office of Diversity, Equity, and Inclusion (ODEI) is to serve as a leader and resource for our U-M campus community, working with our campus units to implement and support the use of evidence-informed approaches and practices that enhance diversity, equity, and inclusion– across our campus, in local communities, and at national and global levels.

ODEI's mission serves a broader vision – to catalyze cultural transformation in higher education for broader access. The core pillars and values undergirding our mission and vision align with and extend university DEI values:

- **DIVERSITY:** We work to create and sustain a university community that encompasses the vast, rich heterogeneity of the state and the broader society.
- **EQUITY:** We work to create and sustain a university environment that fosters equal opportunity for all members to be successful. This means we are committed to promoting a university culture that names, dismantles, and eliminates all forms of unlawful bias – at individual and systemic/institutional levels.
- **INCLUSION:** We work to create and sustain a university where every individual has a sense of belonging and the opportunity to contribute to the whole.
- **PARTNERSHIPS:** We engage the internal campus and surrounding communities (locally and nationally) in mission-focused, mutually beneficial partnerships. These partnerships are grounded in respect for diverse expertise and knowledge, integrity, and mutual benefit.

To achieve our mission and vision, ODEI teams and units must have specialized skill and expertise related to broadening access to and advancing DEI in higher education and be available and active partners and collaborators to our campus units, organizations, and community members—in the state of Michigan and nationally. The different teams and units of ODEI contribute in distinct, complementary, and synergistic ways to the ODEI mission.

--DEI Strategic Plan Team: This Team coordinates the planning and implementation of the University's DEI Strategic Plan, as well as the complementary campus wide climate survey process, serving as partners with academic, administrative, and service units; and providing support tools and consultation around practice, policy, and evaluation/assessment based on evidence-grounded practices. The team also coordinates and leads the campus DEI Implementation Leads ("DEI Leads"), a community of professionals across U-M campus units who work within their units to advance DEI in ways that address local unit community needs and priorities.

U-M's first DEI Strategic Plan (launched in 2016, now called "DEI 1.0") was an innovative and ambitious initiative focused on changing the University's organizational culture such that the values of DEI are infused across all areas of operations and standard practice i.e., as part of core mission for academic excellence. A unique hallmark of the plan was its recognition and respect for the decentralized structure and culture at U-M and unit heterogeneity; as such, the planning process was both distributive to engage local challenges and unit expertise and centrally to support cohesion across units. There were 50 planning units involved in DEI 1.0, inclusive of the 19 schools/colleges, the health complex (Michigan Medicine), the Athletics complex (Michigan Athletics), and all major administrative and service units on campus. Implementing and sustaining such massive and pervasive culture change required exceptional leadership on an institutional level, along with an infrastructure to provide ongoing administrative and operational support. The DEI Strategic Plan team provides this expert leadership and support.

Given the evaluated successes of DEI 1.0, the University committed to U-M's second 5-year plan (DEI 2.0). The DEI Strategic Plan Team led the campus planning process in 2022-23 in preparation for leading and implementing the fall 2023 DEI 2.0 launch. DEI 2.0 will again engage a distributive and centralized planning process involving the development of a central University-level plan as well as localized plans; for now, 51 planning units encompassed in the initiative. **During DEI 2.0, the Strategic Plan Team will continue to support the DEI strategic planning and implementation process campus wide, as well as steward the central University-level plan, inclusive of the annual reporting for central action items. The central U-M plan, the 51 unit plans, and annual progress reports can be found at: diversity.umich.edu.**

--**Programming Units:** ODEI includes four programming units – the Center for Educational Outreach (CEO), Office of Academic Multicultural Initiatives (OAMI), Wolverine Pathways (WP), Evaluation and Assessment (E&A), and the National Center for Institutional Diversity (NCID). ODEI's programming units use evidence-informed approaches to broaden student access to higher education and the University of Michigan and support students' thriving as reflected in successful college transition, community-building and well-being, and performance and completion.

- The **Center for Educational Outreach (CEO)** supports and advances U-M's commitment to educational outreach and academic excellence. CEO is a critical partner and resource to K-12 students, families, schools, and communities in the state of Michigan. CEO collaborates with U-M faculty, staff, and students to develop and implement its programs, which focus on (a) fostering communities of practice, (b) consulting and building capacity; (c) developing infrastructure to support outreach; and (d) delivering direct services to K-12 communities. CEO impact indicators demonstrate its effectiveness in providing informational and programmatic support to Michigan families and youth in K-12 schools, as well as in facilitating U-M faculty and students in effective and integrity-based engagement with Michigan communities, especially those that have been historically underserved.
- The **Office of Academic and Multicultural Initiatives (OAMI)** works in alignment with the foundational goals set forth by the student activism that catalyzed its founding 35 years ago. Student-centered initiatives with community- and culturally-grounded emphases drive the services and programming OAMI delivers. OAMI is a resource for our full student community, including serving those from historically marginalized and minoritized populations. Twelve current programs/initiatives recognize and celebrate diversity and provide direct services that support U-M students' academic, social, and personal well-being and success. OAMI's broad and holistic portfolio ranges from individual impacts via one-on-one coaching to small project team leadership, to community-wide public events in order to meet the needs of students at individual and group levels and to support a diverse campus and society.
- **Wolverine Pathways (WP)** is a college preparatory pipeline to the U-M Ann Arbor campus, supporting college readiness and access to highly motivated students from historically underserved schools and communities in the state of Michigan. WP was developed and designed in collaboration with expert faculty and staff from U-M schools and colleges. WP provides free college preparatory enrichment and guidance for 7th through 12th-grade students from historically underserved communities in the state of Michigan. WP student scholars and their families participate in year-round programming designed to facilitate college preparation and academic and social development. The program fosters relationships--both professional and personal--that encourage academic resilience and achievement and continues to provide opportunities through college and beyond. In its short time in existence (since 2016), WP has significantly impacted the representation of underrepresented undergraduates on the U-M campus.
- The **Evaluation and Assessment Unit's (E&A)** DEI 2.0 priorities focus on expanding consultation support to improve data-informed evaluation of campus DEI efforts, including increased training and consultation support provided to the DEI Leads community and increased professional development opportunities related to evaluation and assessment for ODEI staff.
- Starting in summer of 2023, the **National Center for Institutional Diversity (NCID)** joined ODEI, contributing to ODEI's goal of advancing DEI in research and scholarship. NCID produces, catalyzes, and elevates DEI-focused research and scholarship. The center builds multi-generational communities of scholars and leaders to integrate evidence-based approaches in improving higher education and addressing some of the most pressing historical and contemporary issues and challenges in a diverse society. NCID has developed several successful faculty diversity initiatives at U-M (by supporting research/scholarship in areas such as anti-racism and in hiring those with demonstrated commitments to DEI in their research, teaching, or service). Its central positioning within ODEI will enable those

successful models of practice to be scaled, expanded, and adapted across the U-M campus with maximum effectiveness and efficiency.

--Central Office Infrastructure Support: ODEI's mission and successful execution of its leadership and programmatic functions to advance DEI also rely on the knowledge and support of central office units/teams.

- The ***Evaluation & Assessment Unit (E&A)*** collaborates with ODEI programming units to support the varying evaluation needs across their programs and initiatives. The unit also leads and supports broader planning and assessment efforts for our large, decentralized campus, especially for the DEI Strategic Plan. E&A engages tracking and reporting at university, school, college and unit levels. The unit's specialized expertise also allows it to serve as a useful consulting partner to campus units around rigorous evaluation and assessment of DEI impact metrics.
- ODEI's ***Business Operations Teams*** provide critical infrastructure support across ODEI's units, teams, and functions. The *Communications and Marketing Team* supports the Vice Provost for Equity & Inclusion and Chief Diversity Officer, ODEI units and teams, programming units, and affiliate groups. Support services include: communications & marketing strategies, executive communications, news articles & features, photography and videography, social media, and website design and development. The *Business Office Team* supports numerous administrative, financial, communications, marketing and human resource-related needs of ODEI and its teams and units, critical to their effective functioning.

--Affiliates and Partnerships

- ODEI supports affiliate groups and partnerships that, for example, receive sponsorship support and/or collaborate with ODEI on educational, programming, or intervention projects aligned with DEI strategic plan goals. New affiliates and sponsored projects/programs (all of which are open to all interested individuals) include:
 - Women of Color of the Academy Project (WOCAP)
 - Women of Color Task Force (WCTF)
 - Black Employee Association at the University of Michigan (BEAM)
 - Michigan Louis Stokes Alliance for Minority Participation (MI-LSAMP)
- The Office of Diversity, Equity, and Inclusion (ODEI) plays a pivotal role in supporting the broader University in implementing the comprehensive DEI 2.0 Strategic Plan. As a key partner, ODEI is instrumental in advancing initiatives like [Enhancing Black Student Representation & Experiences](#). Building on the rich legacy of Black student activism and the lessons learned from DEI 1.0, ODEI collaborates with university leaders, the Black Student Union and community members to develop and sustain an infrastructure that effectively addresses and dismantles anti-Blackness within institutional policies, systems, and structures. This collaborative approach ensures that the university not only acknowledges its past but also actively works towards creating a more equitable and inclusive environment for all students, particularly Black students. Furthermore, ODEI supports other critical campus-wide initiatives under the DEI 2.0 Strategic Plan. This includes [Enhancing Religious, Spiritual, and Interfaith Diversity on Campus](#) by fostering intentional planning and education around religious and cultural biases such as antisemitism and Islamophobia. ODEI also contributes to [Honoring Article XVI: Native & Indigenous Engagement & Partnership](#), which aids in the development of strategies to support the visibility and well-being of Native American and Indigenous communities on campus. Additionally, through its involvement with the [Wolverine Pathways](#) (WP) program, ODEI helps amplify efforts to increase the admissibility and college preparedness of students from partner schools, ensuring that more WP graduates transition successfully into the university. This comprehensive support underscores ODEI's integral role in

driving forward the University's commitment to diversity, equity, and inclusion across all facets of campus life.

Key Strategies & Constituencies:

ODEI leads and supports university-wide initiatives focused on advancing DEI at the University of Michigan and in society through recruiting, developing, and retaining a broadly diverse faculty, staff and student body; fostering an inclusive and equitable community for thriving and well-being; and supporting and catalyzing innovation in DEI-related education, research and scholarship, and public engagement.

ODEI is committed to ensuring all staff are valued and supported. Our **pathway for conflict resolution** aligns with policies outlined for staff in the University Standard Practice Guide. Each ODEI team is assigned a liaison from the ODEI Management team. If a conflict arises, staff are encouraged to speak first with their liaison or, if preferred, another member of the ODEI Management team. If necessary, ODEI Management will elevate the issue to University Human Resources and/or the Equity, Civil Rights & Title IX Office as necessary. As we also employ students at ODEI, we elevate relevant issues to the Dean of Students Office and the Office of Student Conflict Resolution as necessary. All employees are informed of these practices, and we provide training when needed.

The ODEI internal community (staff members) is one primary constituency of this plan. In addition, ODEI serves numerous constituencies through its programs, initiatives, partnerships, and leadership in fulfilling its mission.

ODEI has partnered with Talent Acquisition (TA) for three years in order to enhance our **hiring and selection process**. Thus far, we have put in place efforts to broaden our reach around recruiting efforts to ensure we attract a diverse pool of applicants. Also, we use a tool called DataPeople, which assists us with removing biased language from the posting, and the tool provides suggestions to help create a robust posting. The TA team has also introduced the behavior-based interview model to ODEI and the recommended training to enhance our interviewing strategies. The training includes [Unconscious Bias in Recruiting and Hiring](#), [Unconscious Bias in Hiring and Selection](#), and [Behavioral-Based Interviews](#). Not only have we focused on hiring the right candidate, but we have also focused on their hiring experience.

The overall goal is to recruit a broadly diverse pool of qualified applicants, use the behavior-based model to gain the information necessary to make an informed hiring decision in a timely manner, and ensure candidates have an equitable hiring experience. Here is a link to our [recruiting/hiring process](#) with links to training and templates.

Our DEI Planning Team, informed by our staff community and supported by senior leadership, has outlined several strategic objectives to further the university-wide goals for DEI. These have been aggregated into three distal objectives determined by the University. Each strategic objective is accompanied by metrics that will be tracked over time and descriptions of single and, in some cases, multiple-year actions ODEI will take to accomplish those objectives. All strategic objectives and related actions will be pursued in accordance with the law and University policy.

Implementation Highlights and Planning Process Used

Planning Leads:

- Hector Galvan, Associate Director, Office of Academic and Multicultural Initiatives
- Sheri Samaha, Senior Program Manager, Center for Educational Outreach

Planning Team:

ODEI's Strategic Planning Group was made up of representatives from the ODEI Leadership Team (listed alphabetically by last name):

- Tabbye Chavous, Vice Provost for Equity & Inclusion and Chief Diversity Officer
- Rachel Dawson, Director, Office of Academic Multicultural Initiatives
- Julie Kelley, Business Administrator
- Kim Lijana, Director, Center for Educational Outreach
- Mike Morland, Director, Communications & Marketing
- Carla O'Connor, Director, Wolverine Pathways
- Catalina Ormsby, Assistant Vice Provost
- Marie Ting, Assistant Vice Provost
- Katrina Wade-Golden, Associate Vice Provost for Equity & Inclusion and Deputy Chief Diversity Officer
- Felicia Webb, Director, Evaluation and Assessment
- Deborah Willis, Assistant Vice Provost

Implementation Highlights and Planning Process Summary:

Over the past year, ODEI has centered on creating a more welcoming, diverse, and inclusive campus community. In the Fall of 2024, we will roll out a professional development series. This initiative will prioritize critical consciousness, social and political navigation skills, and utilizing diversity scholarship for evidence-based decision-making. [Source](#).

We partnered with UM Human Resources Organizational Learning to ensure our professional development supports the university-wide DEI courses available on campus.

Mentorship has also been a significant area of focus. This past year, we began researching different national mentorship models to initiate a successful foundation. This year, we will implement a mentorship framework for guided conversation to foster skill development, professional goal setting, and career advancement exploration.

Several factors contributed to the progress of the Year One Plan. These solid programmatic structures included representation in key functional areas: professional teams, student staff, data, evaluation and assessment, and technology solution partners, as well as a broad range of campus partners who collaborated and supported strategies, products, and deliverables.

The team's collective efforts and their internalization of priorities have truly advanced our work. The significance of staff meetings and retreat structures cannot be overstated. These structures and the use of

existing events and community of practice structures are key to the ongoing learning and development of the CEO team and colleagues across campus.

Our successful fundraising efforts, which expanded from focusing on Wolverine Pathways to supporting the launch of a fundraising pilot and partnership between the Office of Academic Multicultural Initiatives and the Office of University Development, led to the acquisition of several new donors to the program. The OUD DEI team also led a successful fundraising training for the ODEI Leadership Team, further expanding our partnership and collaboration with ODEI units. We have evident charges and a robust infrastructure for implementation.

Plagued by understaffing since COVID, Wolverine Pathways (WP) is nearly fully staffed in Year 1. There was an increase in the number of scholars admitted to U-M this year (i.e., from 47% in 2023 to 51% in 2024). In addition, we secured our Alumni Relations Fellow position to build a more reliable data set of WP alumni.

This year, we made significant progress in guiding meaningful connections between students and faculty mentors involved in outreach efforts. As outlined in CEO's DEI 2.0 plan, six faculty members engaged with Raise Scholars through the Faculty Connections event, where they shared insights and promoted a sense of belonging, significantly impacting students' decisions to commit to U-M. Faculty collaborated with U-M student leaders to conduct roundtable discussions, highlighting resources and support available at U-M. U-M students had the opportunity to join U-M Faculty and Staff to present college access and career preparation activities at local high schools throughout the year.

As we progress on improving the U-M students' first-year experience and transition pathways (including those of minoritized students), emphasis is being placed on expanding and enhancing collaborations and partnerships with other campus units and resources. In August, OAMI will coordinate a freshman transition program for Detroit Promise students to provide connections with faculty, exposure to resources, essential college success skills awareness, and set the foundations for establishing a sense of belonging. Transfer student outreach and support have broadened to provide more significant targeted support efforts to incorporate collaborations for tutorial support in specific courses, and support of transfer students as they enter into their majors.

Broadly, the breadth and amount of activities to support students, including marginalized students, have expanded. The number of workshops, small group/specific focused sessions, and community-building activities continues to grow and program around the diverse needs of the communities served. To increase the visibility and reach of the established First-Generation Gateway services and resources, the coordinating council for First-Gen visioning and guidance for cross-campus collaboration allows for information sharing and a broader reach of advertising for programs. It also ensures student needs are being met and that there is limited duplication of services. The marketing and communications plan is complete and implemented. Five staff and faculty training sessions have been on supporting first-generation students in specific offices and groups. The evaluation and assessment are still developing.

Supporting U-M anti-racism scholars, the National Center for Institutional Diversity (NCID) continues to advance the mission and meet the Anti-Racism Collective's (ARC). This year, we continued with funding opportunities for U-M scholars and graduate students. We funded 20+ graduate students collaborating with the Rackham graduate school and selected six new Research and Community Impact Fellows. This year, we produced an ARC video that elevates their work and showcases the impact of the ARC on scholars' research and public engagement.

In addition, as we enhance our products to incorporate and institutionalize high accessibility standards across

all ODEI units and programs, our Communications Team enhanced our programming's accessibility by providing sign language interpreters for all live events and implementing CART captioning for real-time transcription of spoken dialogue. These are a few new areas of ODEI's work to continue progressing toward creating a diverse, equitable, and inclusive community where everyone thrives.

Data and Analysis: Key Findings

Summary of Data:

2024 Key Findings in DEI Metrics Report

In our ongoing efforts to foster and maintain a culture of diversity, equity, and inclusion (DEI), the Office of Diversity, Equity & Inclusion (ODEI), the Office of Budget and Planning (OBP), and Information Technology Services (ITS) co-developed an update to the DEI Demographic Metrics Report. This update encapsulates key findings and analyses from a five-year comprehensive data set dating from 2019 through 2023.

The DEI Demographic Metrics Results for Staff provide a snapshot of diversity across race/ethnicity, age, and gender from 2019 through 2023. The demographic insights provided herein serve as a foundation for strategic planning and evidence-based decision-making that ensure the success of all staff members within the organization, also ensuring they are in harmony with the goals and priorities of the unit's DEI Strategic Plan.

The Black or African-American female staff in the 30-39 age cohort shows an increase, moving from unreportable numbers to 5 and peaking at 6 in one of the years. Similarly, the count for White females in the same age group reached the reportable threshold by 2021.

For the 40-49 and 50-59 age groups, numbers remain largely unreportable, with Black or African American females in both cohorts reaching a count of 5 in the final year.

Looking at Non-Underrepresented Minority (NUM) and Underrepresented Minority (URM) demographics, an increase in representation is noticeable among URM females aged 30-39, rising to a count of 8 in the latest year. NUM females in the same age bracket also reflect a slight surge, jumping to 7 in the final year.

Overall, the metrics reveal a pattern of low representation across many demographic categories, with some incremental changes in underrepresented groups. The data underscores the need for a continued focus on DEI efforts.

The Staff by Race/Ethnicity section of the DEI Demographic Metrics Results indicates that certain racial/ethnic staff groups at the university varied and grew from Fall 2019 to Fall 2023. For confidentiality reasons, groups with less than five individuals are not specifically represented.

Here is a summarized view of the changes across these years:

- The number of Black or African American staff showed gradual growth over the five years, starting at 18 in Fall 2019 and increasing to 27 by Fall 2023.

- The number of Hispanic or Latino staff members was fairly stable with slight growth, beginning at 8 in Fall 2019 and edging up to 10 in Fall 2023.
- White staff also displayed fluctuating numbers before increasing to 15 by Fall 2023, up from 11 in Fall 2019.

Overall, the data suggest a positive trend in staff diversification, particularly among the Black or African American demographic. The visibility of such trends reinforces the importance of DEI's efforts in nurturing an inclusive work environment that benefits from a wide array of cultural and ethnic perspectives.

The summarized information provided on Staff by Underrepresented Minority (URM) indicates a noticeable trend over the five-year period from Fall 2019 to Fall 2023:

- The number of Underrepresented Minority (URM) staff progressively increased from 28 in the Fall of 2019 to a peak of 38 by the Fall of 2023.

Overall, there is a visible trend of growth in the URM staff population, which highlights a positive direction towards increasing racial diversity within the staff demographic over this period. The increase in URM and NUM staffing figures in the final year suggests successful DEI initiatives in terms of recruitment and retention.

2023: Key Findings and Takeaways from Staff Climate Survey and Community Engagement Activities

Below we outline key takeaways from ODEI's 2021 climate survey data and ODEI's community engagement activities conducted over the 2022-23 DEI 2.0 planning process year. This information led to recommendations for ODEI's 2.0 strategic objectives.

Staff Climate Survey

In Fall 2021, the U-M Office of Diversity, Equity, and Inclusion (ODEI) worked with a third-party vendor, SoundRocket, to administer a confidential, campus wide census-style climate survey at the conclusion of UM's initial five-year DEI Strategic Plan. Each campus unit received a report for its unit and constituencies. ODEI received a Staff Climate Survey Report.

Overall, 2021 ODEI staff respondents rated their job satisfaction and overall perceptions of climate in their primary work unit as positive. The survey indicated that staff perceived a steady commitment to DEI in their unit and a sense of belonging, including contribution, support, and empowerment. In addition, staff generally reported that recognition and processes for determining compensation are equitable.

A majority of ODEI staff participated in the 2021 survey (87.2% response rate). Among participants, 70% identified as women, and 75% identified with racial/ethnic groups categorized as Black, Indigenous, and People of Color (BIPOC). (Indigenous includes those identifying as Native American and People of Color includes those identifying as Hispanic/Latino and Asian). The average age of survey respondents was 40.8. Most respondents identified as heterosexual (85%), and 65% had postgraduate degrees.

-----**Perceptions of the Ann Arbor Campus Overall.** Compared to respondents from 2017, the overall satisfaction with the campus climate was greater among 2021 survey respondents (increased by 44%). Notably, 67.5% of 2021 respondents said they were satisfied/very satisfied with the campus climate. Further, 81.8% of men respondents and 66.7% of women respondents reported satisfaction.

-----**Perceptions of Primary Work Unit Climate.** Compared to respondents from 2017, ODEI respondents in 2021 had more positive perceptions of satisfaction with their work unit climate (increased by 15%).

Respondents rated their work unit on several climate-related factors using a 5-point scale (with 5 reflecting more positive ratings). Across ODEI, staff generally experienced their primary work unit positively: as non-racist (4.6), non-homophobic (4.6), friendly (4.6), and diverse (4.5).

Most respondents said they were satisfied/very satisfied with the climate in their primary work unit. Compared to 2017, in 2021 there was an increase in the proportion of 2021 men respondents indicating satisfaction (90%, +20) as well as women (70.4%, +12). Slightly more BIPOC respondents reported satisfaction (78.6%) than did White respondents (70.0). Further, 83.3% of 2021 respondents who identified as African American/Black reported being Satisfied/Very Satisfied with the climate in their primary work unit, an increase in the percentage from those reported in 2017 (+13).

-----**Perceptions of Primary Work Unit – Specific Characteristics**

- **Commitment to DEI.** Overall, 97.4% of ODEI staff viewed their unit as committed to DEI, well above the U-M-wide ratings (67.1%). In the context of race, (100%) of African American/Black and White (100%) respondents agreed.
- **Sense of Belonging.** A majority (74.4%) of ODEI staff reported feeling valued as an individual; 70% of White staff and 91.7% of African American/Black respondents agreed. With regard to a sense of belonging, 71.3% of staff reported feeling they belonged, and 82.1% of staff have found one or more communities where they feel they belong in their unit. However, fewer women (77.8%) agree. A large majority of staff (89.7%) feel they are treated with respect. However, a small but important percentage of staff (12.8%) reported that they have considered leaving because they don't feel welcome in their unit.
- **Contribution and Empowerment.** Most ODEI staff reported positive perceptions of the value of their contributions to and feelings of empowerment within their units. For instance, 84.6% of ODEI staff reported feeling that their ideas are seriously considered. A majority (79.5%) also agreed that they have a voice in decision-making that affects their work. However, a smaller proportion of women agreed (77.8%, -6 from 2017 respondents) compared to men (100% men, +30 from 2017). Also, the proportion of BIPOC staff who agreed (89.3%, +9 from 2017 respondents) was greater than that of White staff (70%, -8 from 2017). Staff overall reported perceived equity in workload distribution, although the percentage of women perceiving equity (70.4%, -6 from 2017) was lower than that of men (100%, +30). While most reports under this theme area were positive overall, we also note that 20.5% reported believing they have to work harder than others to be valued. Further, nearly 30% of women and 25% of BIPOC respondents agreed, with the latter reflecting an increase compared to the 2017 survey respondents.
- **Support and Development.** With regard to perceived career support and opportunities, a majority (68.4%) of ODEI staff (an increase of +10 from 2017 respondents) reported feeling they have equal opportunities for success within the organization. A majority (74.4%, although -5 from 2017) reported feeling they were able to perform up to their full potential. Further, fewer White staff respondents agreed (70.4%), compared to BIPOC respondents (78.6%). Most staff (87.2%) reported having experienced positive professional growth in their unit, with increases from 2017 to 2021 respondents among women (81.5%, +15) and men (100%, +20). A majority of 2021 ODEI staff respondents (76.9%) reported that their unit provides sufficient resources to foster the success of a diverse staff (+9 from 2017 respondents). A majority, although slightly fewer respondents (68.4%), reported that staff

support is provided equitably, with agreement among a greater proportion of women (74.1%) than among men (66.7%).

- *Recognition.* Finally, 61.5% of ODEI staff reported that the Process for determining compensation in their unit is equitable. There were also noteworthy increases in compensation equity perceptions for 2021 respondents compared to those in 2017 (55.6% of 2021 respondents, +26 from 2017), including for 2021 BIPOC respondents (64.3%, +32 from 2017). Similarly, 56.4% of staff reported feeling that rewards for work performance are distributed fairly, with increases in proportions of those agreeing among women (55.6%, +18) and BIPOC staff (57.1%, +21).

-----*Rating DEI Progress in Work Unit Compared to Before DEI Strategic Plan*

Over 80% of 2021 ODEI staff respondents rated the current DEI climate in their work unit as much better or somewhat better than the climate when the strategic plan first began in 2016. Slightly more BIPOC respondents (92%) agreed than did White respondents (85.7%).

Key Findings from ODEI Town Hall Meetings

Below, we summarize key ideas and suggestions offered by the ODEI staff community in the 2023 ODEI Town Hall meetings. We held a total of 3 town hall meetings to accommodate different staff schedules and maximize participation opportunities; this yielded a total participation of 39 staff members (87%). In each town hall, staff members responded to the following three questions:

1. How can we significantly improve the inclusion and retention of underrepresented groups in the student body, staff, faculty, and in leadership within ODEI and/or our specific units?
2. What programs can we introduce or enhance to provide an environment in which all members of our community can excel?
3. What is one big DEI idea that ODEI could focus on in DEI 2.0? (a new opportunity, an area that is currently overlooked, something else?)

Summary of Town Hall Question Responses

How can we significantly improve the inclusion and retention of underrepresented groups in the student body, staff, faculty, and in leadership within ODEI and/or our specific units?

- A number of staff responses focused on professional development (PD), with an emphasis on the importance of staff feeling that they were growing into the ability to take on more challenging roles and/or be competitive applicants when pursuing position advancement. One idea suggested was a "staff rotation" among units that allows individual staff members to go into different units to connect with and learn from one another.
- Another expressed professional development need was attention to the range of DEI PD resources available to staff during the onboarding process into the organization and beyond.

What programs can we introduce or enhance to provide an environment in which all members of our community can excel?

- Responses focused on the desire for formalized structures, procedures, and processes to support high-quality mentorship that is equitably available across staff and units. Specific suggestions

included establishing a near-peer program for staff to allow for networking and more exposure to and knowledge about work that happens at different position types and levels.

- There was expressed interest in more regular/frequent assessment of staff experience and needs (e.g., implementing an annual or intermittent survey that is offered more regularly than the campus DEI climate survey and that is tailored to ODEI's units and specific structural and cultural features).
- Staff noted a desire for making mental health resources and trauma-informed care training for staff/faculty more available.

What is one big DEI idea that ODEI could focus on in DEI 2.0? (a new opportunity, an area that is currently overlooked, something else?)

- Suggestions included developing a suite of DEI onboarding professional development (PD) experiences for all staff (including students) entering our organization.
- Staff also suggested attention to variety in PD experiences, e.g., bringing in more presenters, speakers, and film screening or other creative and engaging ways to support DEI professional development.
- There was also interest in formalized mentoring structures, e.g., assigning a mentor to all staff or creating mentorship groups within the organization.
- Finally, staff suggested specific attention to retention issues. Examples included exploring factors underlying ODEI's retention rate (with a focus on both positive and negative factors, given ODEI's overall positive climate and retention rates), including sharing themes from staff exit surveys.

Summary of Unit-Level Input for DEI 2.0 Strategic Plan

Finally, we outline priorities for DEI 2.0 emerging from ODEI individual unit discussions during the planning year.

Office of Academic Multicultural Initiatives (OAMI). OAMI's DEI 2.0 priorities focus on increasing accessibility inclusion across its programming, developing a DEI-focused curriculum catered towards undergraduate student staff to further develop their understanding of diversity principles, and continuing to build on its successful SuccessConnects pilot program. Also, OAMI seeks to enhance its data-informed approach to cultivating student engagement in its programming.

Center for Educational Outreach (CEO). CEO's DEI 2.0 priorities focus on career advancement and DEI skill building, fostering greater collaboration between students and faculty members engaged in outreach efforts, and strengthening ties with key campus offices (e.g., Office of Enrollment Management and Office of Undergraduate Admissions) in relation to their work with the University Outreach Council (UOC) programs.

Wolverine Pathways (WP). Wolverine Pathways' DEI 2.0 priorities focus on improving engagement with Wolverine Pathway alumni, including hiring an Alumni Fellow to help manage those relations. A second strategic focus is further utilizing Wolverine Pathways as a program that aids in broadly diversifying the University's undergraduate student population and working more closely with the Office of Enrollment Management and Office of Undergraduate Admissions to achieve this goal.

The National Center for Institutional Diversity (NCID) joins ODEI in the summer of 2023 and will continue signature programming and also scale/expand/adapt programming across the U-M campus. Key foci include continuing its successful LSA Collegiate Fellows partnership and expanding the model across the U-M campus; serving as a co-lead and administrative home for U-M's Inclusive History Project; and catalyzing scholarship

and supporting scholar community and collaboration through leading U-M's Anti-racism Collaborative and the national Diversity Scholars Network, among other programs.

Business and Communications. The Business Office and Communication and Marketing Team priorities focus on standardizing practices for accessibility across ODEI units, as well as creating an equitable distribution of funding and time for professional development opportunities. The third and fourth strategic foci include creating more mentorship opportunities for ODEI staff and increasing ODEI cross-unit collaboration through various initiatives that will aid in accomplishing that goal.

ODEI Central Office. The ODEI Central Office Team (including the DEI 2.0 Strategic Planning Team, Assistant Vice Provosts, and Business Administrator) prioritized achieving a healthy workload and staff work culture, including optimizing its collaborative relationship with the Provost Office. Other priority foci include accessibility and enhancing professional development standardization across the office and organization.

Key Findings, Themes and Recommendations:

Central themes and recommendation areas emerging from data and information gathered from our ODEI staff and unit communities include:

- Enhance accessibility across programming and units, defined broadly, as well as ODEI's support to and collaboration with campus units in the area of accessibility;
- Move toward greater standardization of professional development opportunities for staff; systematically incorporate DEI content into the onboarding process for all ODEI staff (professional staff and students);
- Support and recognize/reward continuous professional development and training around DEI knowledge and skills for all ODEI staff;
- Create and provide formal and informal mentoring structures, processes, and procedures to support staff growth goals, equitably available across ODEI staff and units;
- Create more opportunities for connections and collaboration among ODEI staff as a part of community building and formal and informal mentorship support goals;
- Explore new opportunities for collaboration among ODEI units and of ODEI units with other campus wide units, e.g., in order to enhance recruitment and outreach impacts of efforts led by Wolverine Pathways and CEO, respectively. Other example recommendations include developing learning communities within ODEI;
- Develop ways to assess staff experiences in a regular, ongoing way - to supplement broader campus wide climate assessments.

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

Strategic Objectives, Measures of Success and Action Plans*

Introduction:

The Office of Diversity, Equity, and Inclusion (ODEI) 2.0 strategic plan focuses on ODEI staff, as well as programmatic impacts and outcomes for U-M communities supported and served through ODEI programming and initiatives. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple-year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.

PEOPLE (Recruit, Retain & 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.

STAFF

Strategic Objective 1:

Career Advancement & DEI Skill Building: Building capacity and increasing effectiveness and efficiency of our staff and teams through professional development (PD)

Constituencies: Staff (including Student Staff)

Metrics:

- Completed survey/info gathering to stakeholders (partners, outreach communities) to assess staff interests and needs
- Identification of themes and key content areas
- Assessed the level of expected collaboration by HR and other emerging needs
- Year 5: Number/percentage of ODEI team members participating in career development/growth opportunities; PD hours of staff across/within each ODEI unit

Actions:

1. Develop, implement, and assess survey results from units' internal team and external stakeholders/partners to assess their needs and interests, to help inform career development and DEI training and resources
2. Implement ODEI-wide policy/guidelines for providing flexibility/time to engage in professional development to set expectations/norms
3. In collaboration with HR, develop onboarding materials for new staff members working on outreach and/or direct student service roles at U-M
4. Unit supervisors work with individual team members to develop an annual plan for their staff members' professional development, growth and career interests
5. Consider a centralized ODEI fund to support specialized training/professional development opportunities (beyond what is provided within ODEI, if needed) that may be specific to staff members' roles and capacity-building needs
6. Develop the planning for utilizing internal focus groups for the assessment of the effectiveness of the onboarding and DEI training coursework developed
7. Start to design an implementation plan for the dissemination of the career development and DEI training curriculum and workshops developed for the broader outreach and student services campus community

Primary DEI Goal: Equity

Strategic Objective 2:

Enhance mentorship quality and opportunities for staff across ODEI

Constituencies: Staff (including Student Staff)

Metrics:

- Mentorship activity (as mentor and/or mentee) noted in annual reviews
- Staff reported mentor/mentee relationships, development of mentoring networks (e.g., completed mentoring network map)
- Feedback on quality and impact of mentor/mentee relationships
- Year 5: All ODEI staff report support and success in developing professional mentor relationships and mentoring networks

Actions:

1. Develop a list of individuals who are interested and open to serving as a mentor (area of focus/expertise)
2. Add mentorship as a discussion point for employee's annual review; support supervisors in capacity for mentorship discussions and support staff members' cultivation of mentoring networks
3. Inventory information/resources related to mentorship from across campus to complement within-ODEI efforts
4. Establish guidelines to help mentors and mentees understand expectations and time required

Primary DEI Goal: Equity

UNDERGRADUATE STUDENTS

Strategic Objective 3:

Increase the capacity of Wolverine Pathways to contribute to the diversification, broadly defined, of U-M's undergraduate student body

Constituencies: Students, Staff, Community Members

Metrics:

- Key admissibility shortfalls are identified, their vulnerability to intervention is assessed, and targets for intervention are determined
- Two-year intervention strategy is outlined, and pilots to enhance parent education and advising and coaching systems are fielded and assessed
- Staff receives training/professional development consistent with enacting the 2-year intervention strategy
- Database of strong transfer candidates is created and activated as part of WP's alumni relations efforts
- Continue pilot strategy for communications and programming launched and assessed for effectiveness and sustainability; assessments accounted for in efforts to establish realistic targets for growth in transfer rates/numbers of WP graduates through the end of DEI 2.0
- Year 5: Number and % of students admitted as first-years to U-M Ann Arbor annually and growth indices since DEI 1.0; Number and % of students admitted as transfer to the U-M Ann Arbor annually and growth indices since DEI 1.0; Yield and graduation rates at the Ann Arbor campus; Numbers of students matriculating to, enrolled at, and graduating from the Flint and Dearborn campuses.

Actions:

1. Collaborate with the Office of Undergraduate Admissions (OUA) to identify key shortfalls of inadmissible WP candidates during the DEI 1.0 period
2. Pilot enhanced parent education and advising and coaching systems designed to intervene in these shortfalls where possible
3. Develop a database of WP graduates who are strong transfer candidates (STC) for fall 2024 and fall 2025
4. Collaborate with ODEI units (Evaluation & Assessment, OAMI), as well as the OUA, Office of Financial Aid, and Transfer Office, to field a pilot portfolio of communications and programming to support STC preparation and application for transfer

Primary DEI Goal: Diversity

Strategic Objective 4:

Improve alumni tracking and engagement for Wolverine Pathways

Constituencies: Students, Community Members

Metrics:

- Alumni Fellow hired and helping to chart the course of strategic activity associated with action items for Years 1 and 2
- Focus groups (or other data collection mechanisms) are conducted and analyzed to help determine pilot initiatives for Years 1 and 2
- Database, tracking, and engagement initiatives are piloted and evaluated for effectiveness and sustainability
- Collaboration with ODEI's Evaluation & Assessment unit and the Office of University Development to establish realistic but robust targets for the percentage of alumni responding to the short form and long form of our postgraduate survey with the goal of achieving these targets by year 5 of DEI 2.0 period

- Year 5: % of alumni responding to long-form postgraduate survey; % of alumni responding to short-form postgraduate survey; % of alumni under contract who are complying with the engagement terms of their scholarship agreement; numbers of alumni who constitute a volunteer core even after having graduated from U-M; growth in the number of alumni employed with or volunteering at WP annually.

Actions:

1. Hire an Alumni Fellow to help manage alumni relations
2. Field focus groups (or other data collection mechanisms) with current alumni to assess needs, interests and strategies to guide communication and engagement practices
3. Collaborate with the Office of Multicultural Academic Initiatives (OAMI) and partners across the 3-campus system to chart a course for developing a reliable database (including contact information) of scholars who matriculated to or graduated from the University of Michigan system
4. Continue to pilot new methods to track and engage WP alumni differentiated as might be appropriate via subgroups (e.g., admitted or matriculated to U-M Ann Arbor; matriculated to Flint or Dearborn; matriculated to other college or University; graduates of U-M system; graduates of other colleges or universities)

Primary DEI Goal: Diversity

Strategic Objective 5:

Increased U-M application & yield from strategically identified partner high schools

Constituencies: Students, Community Members

Metrics:

- # of high school applications from partner high schools
- % of students accepted at U-M
- % of students who accept their offer to U-M

Actions:

1. Identify specific programs led by the Center for Educational Outreach (e.g., MCAC, GEAR UP & Raise Scholars High Schools)
2. Provide additional intentional support that complements Office of Enrollment Management efforts with upperclassmen
3. Start identifying a pilot group of 9th & 10th graders

Primary DEI Goal: Diversity

FACULTY

Strategic Objective 6:

Support recruitment and retention of faculty, including those from minoritized communities and faculty with demonstrated commitments to diversity, equity, and inclusion via their scholarship, teaching, and/or engagement and leadership

Metrics:

- # of faculty supported through the National Center for Institutional Diversity programming:
 - o Partnership with LSA in its Collegiate Fellows program
 - o Partnership with other U-M Schools/Colleges to support faculty diversity, broadly defined, in recruitment, hiring, and retention
 - o University Diversity and Social Transformation Professorship

Actions:

1. National Center for Institutional Diversity (NCID) partners with LSA to lead and administer the LSA Collegiate Fellows program
2. NCID works with U-M schools/colleges to expand and adapt the LSA Collegiate Fellows
3. NCID partners with the Office of Provost to lead and administer the University Diversity and Social Transformation Professorship and In-residence Fellows program

Primary DEI Goal: Diversity

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.

STAFF

Strategic Objective 1:

Climate and Capacity Enhancing Activities: Increase ODEI Cross-Unit Collaboration

Constituencies: Staff (including Student Staff)

Metrics:

- Established calendar of monthly social/networking events; achieve a minimum of 50% attendance rate by the beginning of Year 2
- Participation in communities of practice - number of communities/events, % staff attendance

Actions:

1. Establish focused communities of practice to bring staff together for professional development, communicate best practices, identify synergies, increase collaboration, and group problem-solving
2. Create and implement monthly social/networking opportunities for all ODEI staff
3. Begin to offer office hours in units for business office staff
4. Hold an annual open house event for all offices

Primary DEI Goal: Inclusion

Strategic Objective 2:

Climate Enhancing Activities: Guiding and fostering meaningful connections between students and faculty mentors involved in outreach efforts

Constituencies: Students, Faculty, Staff

Metrics:

- Completion of a focus group survey of high school and current students (alumni) to assess their needs and interests related to campus climate
- Survey participating faculty on the impact and benefits of the programming related to campus climate
- Identifying the level of interest and participation rates and level of satisfaction with the programming and faculty/student interactions
- Create a report with results and assess the level of participation/collaboration of campus partners

Actions:

1. Assess the needs and interests of students participating in Center for Educational Outreach programs (GEAR UP and MCAC) or key collaborations such as Wolverine Pathways (including alumni of our programs) about their expectations on campus, needs and sense of belongingness as students get ready to begin their college journey
2. Develop programming to increase the sense of belonging and academic success of students before and while starting their college journey on campus, in collaboration with key units such as the Office of Multicultural Academic Initiatives, Comprehensive Studies Program, and other key student success resources on campus
3. Gather interest and select potential faculty mentors (from the extensive faculty networks of the Center for Educational Outreach and National Center for Institutional Diversity) to foster and create meaningful interactions with students
4. Develop and execute high-impact activities (community service, internship, outreach programming) and events in which students collaborate and partnering with faculty

Primary DEI Goal: Inclusion

Strategic Objective 3:

U-M's University Outreach Council strengthens coordination and collaboration with units overseeing data tracking around recruitment, admissions, and enrollment efforts

Constituencies: Students, Staff, Community Members

Metrics:

- Shared understanding and agreement between the University Outreach Council and data-focused partnering units within ODEI (e.g., Evaluation & Assessment) as well as the broader campus (Office of Enrollment Management and its subunits, etc.) around data-sharing processes
- Data report and dashboard shared for feedback and to increase coordination

Actions:

1. Engage with unit partners to identify preferred data-sharing methods
2. University Outreach Council members share data with the Center for Educational Outreach to be added to Salesforce and shared with partners (such as the Office of Enrollment Management, and Admissions)
3. The Center for Educational Outreach provides data trend report
4. Share out data annually with 8 University Outreach Council programs to be built upon in the year(s) ahead

Primary DEI Goal: Equity

Strategic Objective 4:

Fundraise private support for DEI priorities within the Office of Diversity, Equity and Inclusion. Partner with OUD on amplifying fundraising priorities for all units.

Constituencies: Staff

Metrics:

- Raise over \$1M+ in production annually for ODEI priorities, specifically:
- Wolverine Pathways: Wolverine Pathways seeks to confront the barriers that limit the college and career aspirations of highly motivated students from under-resourced communities by providing free college preparatory enrichment and guidance for 7th through 12th-grade students in Detroit, Southfield, Ypsilanti, and Grand Rapids.
- The Office of Academic Multicultural Initiatives (OAMI): OAMI works collaboratively with campus and external partners to develop strategic programs that provide students with resources, opportunities, and experiences that enrich their academic, social, cultural, and personal development at U-M.
- The Center for Educational Outreach (CEO): CEO supports and advances U-M's commitment to educational outreach and academic excellence. CEO partners with faculty, staff, and students to develop and implement programs that inform, engage, and inspire a broadly diverse community of scholars.

Actions:

- Meet with the internal stakeholders annually to discuss progress on garnering financial support for DEI fundraising priorities
 - o **Tabbye Chavous** (Vice Provost for Equity and Inclusion and Chief Diversity Officer)
 - o **Hector Galvan, Sheri Samaha** (ODEI DEI Leads)
 - o **Erica Jenkins** (Leadership Annual Giving Officer for DEI Initiatives)
 - o **Carla O'Connor** (Director of Wolverine Pathways)
 - o **Rachel Dawson** (Director of OAMI)
 - o **Kim Lijana** (Director of CEO)
 - o **Julie Kelley** Business Administrator Senior
 - o **Kat Walsh** (Senior Executive Director, DEI, OUD)
- Work with the OUD PDA team to identify prospects interested in giving to DEI across U-M.

Primary DEI Goal: Equity

UNDERGRADUATE STUDENTS

Strategic Objective 5:

Improve the first-year experience and transition pathways of students, including in particular minoritized students (first generation, racially and culturally minoritized students), through the SuccessConnects program

Constituencies: Students

Metrics:

- Process evaluation of key program components, e.g.,
 - o Peer coaching effectiveness
 - o Staff/graduate student coaching/advising and academic support effectiveness
- Evaluation of key outcome indicators among first-year student participants, with follow-up across the student pathway (as compared to appropriate comparison groups), e.g.:
 - o Grade performance
 - o Psychosocial engagement (motivation, sense of belonging)
 - o Progress to degree/persistence, completion

Actions:

1. Build on initial SuccessConnects program pilot; integrate evaluation feedback to enhance student academic, social/community, and well-being supports

Primary DEI Goal: Inclusion

FACULTY

Strategic Objective 6:

Support U-M anti-racism scholars through catalyzing and elevating scholars and multi-disciplinary scholarship focused on addressing racial inequality and achieving racial justice

Constituencies: Faculty, Postdoctoral Fellows, Graduate Students, Undergraduate Students

Metrics:

- # of faculty, postdoctoral fellows, and student researchers and scholars supported through the National Center for Institutional Diversity programming
- Grantees awarded through seed and large grant programs focused on anti-racism

Actions:

1. The National Center for Institutional Diversity leads U-M's Anti-racism Collaborative, which catalyzes and elevates the work of scholars focused on racism and racial justice

Primary DEI Goal: Equity

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.

ALL CONSTITUENCIES

Strategic Objective 1:

Incorporate and institutionalize high accessibility standards across all ODEI units and programs

Constituencies: Students, Staff, Faculty, Community Members

Metrics:

- Staff attendance at accessibility learning sessions
- Staff has increased knowledge of how to facilitate disability inclusion and applies knowledge to programming processes (assess with post-presentation/workshop surveys or similar tools)
- Staff includes accessibility as part of the program planning process and demonstrates competency.
- Participating communities are aware of ODEI and ODEI units' values and mechanisms for providing accessibility accommodations and/or supports.
- Program protocols and budgets have been adjusted/enhanced to support sustained accessibility inclusion support.
- Increased traffic to ODEI resource website pages on disability accommodations and culture
- Community feedback, e.g., survey event attendees regarding accessibility
- Year 5: All ODEI programs have clear and articulated pathways (practices, processes, procedures) for accessibility inclusion

Actions:

1. Consult with internal and external units/offices for guidance to increase accessibility for programs and other unit deliverables
2. Increase staff knowledge about accessibility with the aim of better program management and delivery; begin with a presentation on accessibility at an all-staff meeting that highlights best practices and the importance of this work.
3. Promotion and education of accessibility resources across ODEI staff and units (2-hour all-staff summit).
4. Provide focused training for staff as needed (e.g., as related to specific staff roles/functions).
5. Develop ongoing accessibility conversations and educational opportunities (study groups)
6. Require public events/speakers to adhere to digital accessibility requirements. Build in time in procedures to communicate & vet event space, structure, and materials for accessibility.
7. Develop an office mission that explicitly articulates values around disability inclusion, including on marketing and media platforms, among other dissemination approaches
8. Establish procedures to support presenters with disabilities
9. Explore synergistic collaboration and funding opportunities to increase campus support for disability inclusion; consider partnership with other campus units in staff/resource provision

Primary DEI Goal: Inclusion

UNDERGRADUATE STUDENTS

Strategic Objective 2:

Increase the visibility and reach of the First-Generation Gateway services and resources

Constituencies: Students, Staff, Faculty

Metrics:

- U-M staff, faculty, and students have increased knowledge about the experience of First-Gen students and their needs that they can apply to their roles
- U-M community is more aware and engaged with First-Gen programming and the resources that are available through the First-Gen Gateway and at U-M broadly
- Year 5: First-Gen Gateway guides and shares evaluation, assessment and research with U-M community and national partners to better inform First-Gen practices

Actions:

1. OAMI team leads inventory of all programs that support First-Gen students and connects them with each other for better coordination and communication
2. Design a marketing and communications strategic plan that focuses on the purpose and use of the First-Gen website and how First-Gen students learn about the First-Gen Gateway before and during their time at U-M
3. Create and facilitate trainings for faculty, instructors, staff, and students around the experience and needs of First-Gen college students at U-M
4. Utilize evaluation, assessment and research to inform First-Gen programming and understand First-Gen student needs

Primary DEI Goal: Inclusion

Strategic Objective 3:

Develop and implement a DEI certification curriculum and program delivery for ODEI-affiliated student staff and undergraduate students

Constituencies: Students, Staff

Metrics:

- A comprehensive DEI curriculum design is complete and ready for delivery
- Participating students engage and are proficient in DEI concepts and practices
- Staff and students include DEI concepts for future application.
- Year 5: Students are able to articulate the value of the DEI Certification program and are eager to share the benefit of their experience with current and prospective students. OAMI is sought as a consultant for DEI training and certification for other units on campus. The DEI Certification Program is seen as a valuable asset for post-baccalaureate endeavors.

Actions:

1. Design DEI curriculum and certification standards for staff and students
2. Student staff are required to complete DEI curriculum
3. Develop a marketing strategy to recruit undergraduate students to participate in the DEI certification program
4. Collaborate with campus resources to incorporate meaningful components of the DEI certification design and delivery

Primary DEI Goal: Diversity

FACULTY

Strategic Objective 4:

Support U-M anti-racism scholars through catalyzing and elevating scholars and multi-disciplinary scholarship focused on addressing racial inequality and achieving racial justice

Constituencies: Faculty, Postdoctoral Fellows, Graduate Students, Undergraduate Students

Metrics:

- # of faculty, postdoctoral fellows, and student researchers and scholars supported through the National Center for Institutional Diversity programming
- Grantees awarded through seed and large grant programs focused on anti-racism
- Public scholarship outcomes (e.g., publications, community-engaged dissemination events)

Actions:

1. The National Center for Institutional Diversity leads U-M's Anti-racism Collaborative, which catalyzes and elevates the work of scholars focused on racism and racial justice

Primary DEI Goal: *Equity*

Strategic Objective 5:

Utilize ODEI Communications Channels to Amplify and Elevate U-M's DEI Storytelling

Constituencies: U-M Faculty, Students and Staff, Prospective Students, Alums, Higher Education Professionals, Local/State communities

Metrics:

- Increase social media engagement (likes, shares, comments)
- Grow the number of followers on DEI social media platforms
- Boost web traffic to ODEI and DEI-related websites

Action Items:

- Utilize a multi-medium approach to storytelling, using written, audio, video, and photography content featuring U-M students, faculty, staff, and alumni to showcase the impact of DEI activities and convey DEI efforts and achievements.
 - **Social Media Presence:** Enhance U-M’s DEI visibility using social media to foster community engagement and highlight DEI initiatives and storytelling.
 - **LinkedIn:** Launch a dedicated LinkedIn page for DEI at Michigan.
 - **Posting Enhancement:** Enhance the quality and diversity of content on Instagram, LinkedIn and Twitter (X) by featuring compelling student stories, up-to-date DEI news, and community highlights. This will include utilizing rich media formats such as photos, videos, and graphics to engage and inform the audience more effectively.

Goal-related Metrics –

ODEI Measures Tracked Over Time

University-wide Metrics:

With regard to the three goals of the Strategic Plan, the University will track and publish overall metrics relating to the three goals. Items under discussion for these university-wide, goal-related metrics:

- Diversity: makeup of freshman class, diversity of faculty at all levels, diversity of staff, diversity of workforce overall, diversity of students overall, and completion rates for all students at all levels.
- Equity: # reported incidents, reports on adverse impacts.
- Inclusion: results on UM climate measures of faculty, staff and students.

ODEI Metrics:

ODEI goal-related metrics will be tracked over time for all relevant constituencies of staff, undergraduate students, graduate students, faculty, and community members (as appropriate). ODEI internal unit community goal-related metrics include demographic characteristics (e.g., race/ethnicity, sex, age, etc.), program participation, and unit DEI Climate Survey measures. ODEI goal-related metrics related to its campus and public mission include indicators such as student application, student enrollment status, student graduation rates, as well as community participation and engagement in ODEI programming (students, faculty, staff, and community members).

ODEI Internal Staff Community

- Makeup of workforce (available information on race/ethnicity, sex, age, etc.)
- Makeup of supervisor cohort (available information on race/ethnicity, sex, age, etc.)
- Demographics of a pool of employees promoted in the past year
- Demographics within salary bands of employees
- # participants in skill and cultural training opportunities
- Climate survey results by area (when possible to disaggregate); focus on DEI and General Climate; indicators of Sense of Belonging and Value of Contributions; Equity in Recognition and Compensation; Perceived DEI Progress at Unit and Campus Levels

ODEI Programming/Impact Outcomes for Campus and Community

- Students recruited through key outreach and engagement programs such as those offered through the Center for Educational Outreach and Wolverine Pathways (available information on race/ethnicity, sex, age, etc.)
- Students supported through signature DEI programs focused on student transition and success (e.g., SuccessConnects, led by the Office of Multicultural Academic Initiatives)
- Scholars (faculty, postdoctoral, student) served by research and scholarship-focused programming through the National Center for Institutional Diversity programs (Faculty Hiring Programs in partnership with schools/colleges; Anti-racism Collaborative; Diversity Scholars Network, University Diversity and Social Transformation Professorship)
- Public engagement indicators from programming led by the Center for Educational Outreach and the National Center for Institutional Diversity (faculty and students supported in public engagement and public scholarship efforts; outcomes related to these programs, such as developed collaborations that are beneficial to community partners, publications, and other public impact outcomes and "products").

Action Planning Tables with Details and Accountabilities

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group / person accountable
Staff (including student staff)	<p>1. Career Advancement & DEI Skill Building:</p> <p>Building capacity and increasing effectiveness and efficiency of our staff and teams through professional development (PD)</p>	<p>1. Completed survey/info gathering to stakeholders (partners, outreach communities) to assess staff interests and needs</p> <p>2. Identification of themes and key content areas</p> <p>3. Assessed level of expected collaboration by HR and other emerging needs</p> <p>4. Year 5: Number/percentage of ODEI team members participating in career development/growth opportunities; PD hours of staff across/within each ODEI unit</p>	<p>1. Develop, implement, and assess survey results from units' internal team and external stakeholders/partners to assess their needs and interests to help inform career development and DEI training and resources</p> <p>2. Implement ODEI-wide policy/guidelines for providing flexibility/time to engage in professional development to set expectations/norms</p> <p>3. In collaboration with HR, develop onboarding materials for new staff members working on outreach and/or direct student service roles at U-M</p> <p>4. Unit supervisors work with individual team members to develop an annual plan for their staff members' professional development, growth and career interests</p> <p>5. Consider a centralized ODEI fund to support specialized training/professional development opportunities (beyond what is provided within ODEI, if needed) that may be specific to staff members' roles and capacity-building needs</p> <p>6. Develop the planning for utilizing internal focus groups for the assessment of the effectiveness of the onboarding and DEI training coursework developed</p> <p>7. Start to design an implementation plan for the</p>	DEI Leads & ODEI Leadership

			dissemination of the career development and DEI training curriculum and workshops developed for the broader outreach and student services campus community	
Staff, (Including Student Staff)	2. Enhance mentorship quality and opportunities for staff across ODEI	<ol style="list-style-type: none"> 1. Mentorship activity (as mentor and/or mentee) noted in annual reviews 2. Staff reported mentor/mentee relationships, development of mentoring networks (e.g., completed mentoring network map) 3. Feedback on the quality and impact of mentor/mentee relationships 4. Year 5: All ODEI staff report support and success in developing professional mentor relationships and mentoring networks 	<ol style="list-style-type: none"> 1. Develop a list of individuals who are interested and open to serving as a mentor (area of focus/expertise) 2. Add mentorship as a discussion point for employee's annual review; support supervisors in capacity for mentorship discussions and supporting staff members' cultivation of mentoring networks 3. Inventory information/resources related to mentorship from across campus to complement within-ODEI efforts 4. Establish guidelines to help mentors and mentees understand expectations and time required 	DEI Leads & ODEI Leadership
Students, Staff, Community Members	3. Increase the capacity of Wolverine Pathways to contribute to the diversification of U-M's undergraduate student body	<ol style="list-style-type: none"> 1. Key admissibility shortfalls are identified, their vulnerability to intervention is assessed, and targets for intervention are determined 2. Two-year intervention strategy is outlined, and pilots to enhance parent education and share and coaching systems are fielded and assessed 3. Staff receives training/professional development consistent with enacting the 2-year intervention strategy 4. A database of strong transfer candidates is created and activated as part of WP's alumni relations efforts 	<ol style="list-style-type: none"> 1. Collaborate with the Office of Undergraduate Admissions (OUA) to identify key shortfalls of inadmissible WP candidates during the DEI 1.0 period 2. Continue pilot enhanced parent education and advising and coaching systems designed to intervene on these shortfalls where possible 3. Develop a database of WP graduates who are strong transfer candidates (STC) for fall 2024 and fall 2025 4. Collaborate with ODEI 	Wolverine Pathways Director

		<p>5. Pilot strategy for communications and programming launched and assessed for effectiveness and sustainability; assessments accounted for in efforts to establish realistic targets for growth in transfer rates/numbers of WP graduates through the end of DEI 2.0</p> <p>6. Year 5: Number and % of students admitted as first-years to U-M Ann Arbor annually and growth indices since DEI 1.0; Number and % of students admitted as transfer to the U-M Ann Arbor annually and growth indices since DEI 1.0; Yield and graduation rates at the Ann Arbor campus; Numbers of students matriculating to, enrolled at, and graduating from the Flint and Dearborn campuses.</p>	<p>units (Evaluation & Assessment, OAMI), as well as the OUA, Office of Financial Aid, and Transfer Office to field a pilot portfolio of communications and programming to support STC preparation and application for transfer</p>	
Students, Community Members	4. Improve alumni tracking and engagement for Wolverine Pathways	<p>1. Alumni Fellow hired and helping to chart the course of strategic activity associated with action items for Years 1 and 2</p> <p>2. Focus groups (or other data collection mechanisms) are conducted and analyzed to help determine pilot initiatives for Years 1 and 2</p> <p>3. Database, tracking, and engagement initiatives are piloted and evaluated for effectiveness and sustainability</p> <p>4. Collaboration with ODEI's Evaluation & Assessment unit and the Office of University Development to establish realistic but robust targets for the percentage of alumni responding to the short form and long form of our postgraduate survey with the goal of achieving these targets by year 5 of DEI 2.0 period</p> <p>5. Year 5: % of alumni responding to long-form postgraduate survey;</p>	<p>1. Hire an Alumni Fellow to help manage alumni relations</p> <p>2. Field focus groups (or other data collection mechanisms) with current alumni to assess needs, interests and strategies to guide communication and engagement practices</p> <p>3. Collaborate with the Office of Multicultural Academic Initiatives (OAMI) and partners across the 3-campus system to chart a course for developing a reliable database (including contact information) of scholars who matriculated to or graduated from the University of Michigan system</p> <p>4. Continue to pilot new methods to track and engage WP alumni differentiated as might be</p>	Wolverine Pathways Director

		% of alumni responding to short-form postgraduate survey; % of alumni under contract who are complying with the engagement terms of their scholarship agreement; numbers of alumni who constitute a volunteer core even after having graduated from U-M; growth in the number of alumni employed with or volunteering at WP annually.	appropriate via subgroups (e.g., admitted or matriculated to U-M Ann Arbor; matriculated to Flint or Dearborn; matriculated to other college or University; graduates of U-M system; graduates of other colleges or universities)	
Students, Community Members	5. Increased U-M application & yield from strategically identified partner high schools	<ol style="list-style-type: none"> 1. # of high school applications from partner high schools 2. % of students accepted at U-M 3. % of students who accept their offer to U-M 	<ol style="list-style-type: none"> 1. Identify specific programs led by the Center for Educational Outreach (e.g., MCAC, GEAR UP & Raise Scholars High Schools) 2. Provide additional intentional support that complements Office of Enrollment Management efforts with upperclassmen 3. Start identifying a pilot group of 9th & 10th graders 	Wolverine Pathways Director
Faculty	6. Support recruitment and retention of faculty from minoritized communities and faculty with demonstrated commitments to diversity, equity, and inclusion via their scholarship, teaching, and/or engagement and leadership	<ol style="list-style-type: none"> 1. # of faculty supported through the National Center for Institutional <ul style="list-style-type: none"> -Diversity programming: Partnership with LSA in its Collegiate Fellows program - Partnership with other U-M Schools/Colleges to support faculty diversity in recruitment, hiring, and retention - University Diversity and Social Transformation Professorship 	<ol style="list-style-type: none"> 1. National Center for Institutional Diversity (NCID) partners with LSA to lead and administer the LSA Collegiate Fellows program 2. NCID works with U-M schools/colleges to expand and adapt the LSA Collegiate Fellows 3. NCID partners with the Office of Provost to lead and administer the University Diversity and Social Transformation Professorship and In-residence Fellows program 	National Center for Institutional Diversity Director

PROCESS (*Promoting & Equitable & Inclusive Community*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff (including Student Staff)	1. Climate and Capacity Enhancing Activities: Increase ODEI Cross-Unit Collaboration	1. Establish a calendar of monthly social/networking events; achieve a minimum of 50% attendance rate by the beginning of Year 2 2. Participation in communities of practice - number of communities/events, % staff attendance	1. Establish focused communities of practice to bring staff together for professional development, communicate best practices, identify synergies, increase collaboration, and group problem-solving 2. Create and implement monthly social/networking opportunities for all ODEI staff 3. Begin to offer office hours in units for business office staff 4. Hold an annual open house event for all offices	DEI Leads & ODEI Leadership
Students, Faculty, Staff	2. Climate Enhancing Activities: Guiding and fostering meaningful connections between students and faculty mentors involved in outreach efforts	1. Completion of a focus group survey of high school and current students (alumni) to assess their needs and interests related to campus climate 2. Survey participating faculty on the impact and benefits of the programming related to campus climate 3. Identifying the level of interest and participation rates and level of satisfaction with the programming and faculty/student interactions 4. Create a report with results and assess the level of participation/collaboration of campus partners	1. Assess the needs and interests of students participating in Center for Educational Outreach programs (GEAR UP and MCAC) or key collaborations such as Wolverine Pathways (including alumni of our programs) about their expectations on campus, needs and sense of belongingness as students get ready to begin their college journey 2. Develop programming to increase the sense of belonging and academic success of students before and while starting their college journey on campus, in collaboration with key units such as the Office of Multicultural Academic Initiatives, Comprehensive Studies Program, and other key student success resources on campus 3. Gather interest and select potential faculty mentors (from the extensive faculty networks of the Center for Educational Outreach and	Center for Educational Outreach Director

			<p>National Center for Institutional Diversity) to foster and create meaningful interactions with students</p> <p>4. Develop and execute high-impact activities (community service, internship, outreach programming) and events in which students are collaborating and partnering with faculty</p>	
Students, Staff, Community Members	3. U-M's University Outreach Council strengthens coordination and collaboration with units overseeing data tracking around recruitment, admissions, and enrollment efforts	<p>1. Shared understanding and agreement between University Outreach Council and data-focused partnering units within ODEI (e.g., Evaluation & Assessment) as well as the broader campus (Office of Enrollment Management and its subunits, etc.) around data sharing processes</p> <p>2. Data report and dashboard shared for feedback and to increase coordination</p>	<p>1. Engage with unit partners to identify preferred data-sharing methods</p> <p>2. University Outreach Council members share data with the Center for Educational Outreach to be added to Salesforce and shared with partners (such as the Office of Enrollment Management, and Admissions)</p> <p>3. The Center for Educational Outreach provides data trend report</p> <p>4. Share data out annually with 8 University Outreach Council programs to be built upon in the year(s) ahead</p>	Center for Educational Outreach Director
Staff	4. Fundraise private support for DEI priorities within the Office of Diversity, Equity and Inclusion. Partner with OUD on amplifying fundraising priorities for all units.	<p>1. Raise over \$1M+ in production annually for ODEI priorities, specifically:</p> <ul style="list-style-type: none"> - Wolverine Pathways: Wolverine Pathways seeks to confront the barriers that limit the college and career aspirations of highly motivated students from under-resourced communities by providing free college preparatory enrichment and guidance for 7th through 12th-grade students in Detroit, Southfield, Ypsilanti, and Grand Rapids. - The Office of Academic Multicultural Initiatives (OAMI): OAMI works collaboratively with campus and external partners to develop strategic programs that 	<p>1. Meet with the internal stakeholders annually to discuss progress on garnering financial support for DEI fundraising priorities</p> <ul style="list-style-type: none"> - Tabbye Chavous (Vice Provost for Equity and Inclusion and Chief Diversity Officer) - Hector Galvan, Sheri Samaha (ODEI DEI Leads) - Erica Jenkins (Leadership Annual Giving Officer for DEI Initiatives) - Carla O'Connor (Director of Wolverine Pathways) - Gloria Taylor (Director of OAMI) - Kim Lijana (Director of CEO) 	Office of University Development, Senior Executive

		<p>provide students with resources, opportunities, and experiences that enrich their academic, social, cultural, and personal development at U-M.</p> <ul style="list-style-type: none"> - The Center for Educational Outreach (CEO): CEO supports and advances U-M's commitment to educational outreach and academic excellence. CEO partners with faculty, staff, and students to develop and implement programs that inform, engage, and inspire a diverse community of scholars. 	<ul style="list-style-type: none"> - Julie Kelley, Business Administrator Senior - Kat Walsh (Senior Executive Director, DEI, OUD) <p>2. Work with the OUD PDA team to identify prospects interested in giving to DEI across U-M.</p>	
Students	5. Improve the first-year experience and transition pathways, including those of minoritized students (first generation, racially and culturally minoritized students) through the SuccessConnects program	<p>1. Process evaluation of key program components, e.g.,</p> <ul style="list-style-type: none"> - Peer coaching effectiveness - Staff/graduate student coaching/advising and academic support effectiveness <p>-Evaluation of key outcome indicators among first-year student participants, with follow-up across the student pathway (as compared to appropriate comparison groups), e.g.:</p> <ul style="list-style-type: none"> - Grade performance - Psychosocial engagement (motivation, sense of belonging) - Progress to degree/persistence, completion 	1. Build on initial SuccessConnects program pilot; integrate evaluation feedback to enhance student academic, social/community, and well-being supports	Office of Academic Multicultural Initiatives
Faculty, Postdoctoral Fellows, Graduate Students, Undergraduate Students	6. Support U-M anti-racism scholars through catalyzing and elevating scholars and multi-disciplinary scholarship focused on addressing racial inequality and achieving racial justice	<p>1. # of faculty, postdoctoral fellows, and student researchers and scholars supported through the National Center for Institutional Diversity programming</p> <p>2. Grantees awarded through seed and large grant programs focused on anti-racism</p>	1. The National Center for Institutional Diversity leads U-M's Anti-racism Collaborative, which catalyzes and elevates the work of scholars focused on racism and racial justice	National Center for Institutional Diversity Director

PRODUCTS (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Students, Staff, Faculty, Community Members	1. Incorporate and institutionalize high accessibility standards across all ODEI units and programs	<p>1. Staff attendance at accessibility learning sessions</p> <p>2. Staff has increased knowledge of how to facilitate disability inclusion and applies knowledge to programming processes (assess with post-presentation/workshop surveys or similar tools)</p> <p>3. Staff includes accessibility as part of the program planning process and demonstrates competency.</p> <p>4. Participating communities are aware of ODEI and ODEI units' values and mechanisms for providing accessibility accommodations and/or supports.</p> <p>5. Program protocols and budgets have been adjusted/enhanced to support sustained accessibility inclusion support.</p> <p>6. Increased traffic to ODEI resource website pages on disability accommodations and culture</p> <p>7. Community feedback, e.g., survey event attendees regarding accessibility</p> <p>8. Year 5: All ODEI programs have clear and articulated pathways (practices, processes, procedures) for accessibility inclusion</p>	<p>1. Consult with internal and external units/offices for guidance to increase accessibility for programs and other unit deliverables</p> <p>2. Increase staff knowledge about accessibility with the aim of better program management and delivery; begin with a presentation on accessibility at an all-staff meeting that highlights best practices and the importance of this work.</p> <p>3. Promotion and education of accessibility resources across ODEI staff and units (2-hour all-staff summit).</p> <p>4. Provide focused training for staff as needed (e.g., as related to specific staff roles/functions).</p> <p>5. Develop ongoing accessibility conversations and educational opportunities (study groups)</p> <p>6. Require public events/speakers to adhere to digital accessibility requirements. Build in time in procedures to communicate & vet event space, structure, and materials for accessibility.</p> <p>7. Develop an office mission that explicitly articulates values around disability inclusion; include on marketing and media platforms, among other dissemination approaches</p> <p>8. Establish procedures to support presenters with disabilities</p> <p>9. Explore synergistic collaboration and funding opportunities to increase campus support for disability</p>	ODEI Leadership

			inclusion; consider partnership with other campus units in staff/resource provision	
Students, Staff, Faculty	2. Increase the visibility and reach of the First-Generation Gateway services and resources	<p>1. U-M staff, faculty and students have increased knowledge about the experience of First-Gen students and their needs that they can apply to their roles</p> <p>2. U-M community is more aware and engaged with First-Gen programming and the resources that are available through the First-Gen Gateway and at U-M broadly</p> <p>3. Year 5: First-Gen Gateway guides and shares evaluation, assessment and research with U-M community and national partners to better inform First-Gen practices</p>	<p>1. The OAMI team leads an inventory of all programs that support First-Gen students and connects them with each other for better coordination and communication</p> <p>2. Design a marketing and communications strategic plan that focuses on the purpose and use of the First-Gen website and how First-Gen students learn about the First-Gen Gateway before and during their time at U-M</p> <p>3. Create and facilitate trainings for faculty, instructors, staff, and students around the experience and needs of First-Gen college students at U-M</p> <p>4. Utilize evaluation, assessment and research to inform First-Gen programming and understand First-Gen student needs</p>	Office of Academic Multicultural Initiatives Director
Students, Staff	3. Develop and implement a DEI certification curriculum and program delivery for ODEI-affiliated student staff and undergraduate students	<p>1. A comprehensive DEI curriculum design is complete and ready for delivery</p> <p>2. Participating students engage and are proficient in DEI concepts and practices</p> <p>3. Staff and students include DEI concepts for future application.</p> <p>4. Year 5: Students are able to articulate the value of the DEI Certification program and are eager to share the benefit of their experience with current and prospective students. OAMI is sought as a consultant for DEI training and certification for other units on campus. The DEI Certification Program is seen as a valuable asset for post-baccalaureate endeavors.</p>	<p>1. Design DEI curriculum and certification standards for staff and students</p> <p>2. Student staff are required to complete DEI curriculum</p> <p>3. Develop a marketing strategy to recruit undergraduate students to participate in the DEI certification program</p> <p>4. Collaborate with campus resources to incorporate meaningful components of the DEI certification design and delivery</p>	Office of Academic Multicultural Initiatives Director
Students, Staff	4. Support U-M anti-racism scholars through catalyzing	1. # of faculty, postdoctoral fellows, and student researchers and scholars supported through the	1. The National Center for Institutional Diversity leads U-M's Anti-racism	National Center for Institutional Diversity

	and elevating scholars and multi-disciplinary scholarship focused on addressing racial inequality and achieving racial justice	<p>National Center for Institutional Diversity programming</p> <p>2. Grantees awarded through seed and large grant programs focused on anti-racism</p> <p>3. Public scholarship outcomes (e.g., publications, community-engaged dissemination events)</p>	Collaborative, which catalyzes and elevates the work of scholars focused on racism and racial justice	Director
U-M Faculty, Students and Staff, Prospective Students, Alums, Higher Education Professionals, Local/State communities	5. Utilize ODEI Communications Channels to Amplify and Elevate U-M's DEI Storytelling	<p>1. Increase social media engagement (likes, shares, comments)</p> <p>2. Grow the number of followers on DEI social media platforms</p> <p>3. Boost web traffic to ODEI and DEI-related websites</p>	<p>1. Utilize a multi-medium approach to storytelling, using written, audio, video, and photography content featuring U-M students, faculty, staff, and alumni to showcase the impact of DEI activities and convey DEI efforts and achievements.</p> <p>Social Media Presence: Enhance U-M's DEI visibility using social media to foster community engagement and highlight DEI initiatives and storytelling.</p> <p>LinkedIn: Launch a dedicated LinkedIn page for DEI at Michigan.</p> <p>Posting Enhancement: Enhance the quality and diversity of content on Instagram, LinkedIn and Twitter (X) by featuring compelling student stories, up-to-date DEI news, and community highlights. This will include utilizing rich media formats such as photos, videos, and graphics to engage and inform the audience more effectively.</p>	Marketing and Communications

Plans for Supporting, Tracking and Updating the Strategic Plan

Key contacts for plan stewardship:

Tabbye Chavous, Vice Provost for Equity & Inclusion and Chief Diversity Officer
Hector Galvan, Office of Academic Multicultural Initiatives
Sheri Samaha, Center for Educational Outreach

To promote additional engagement with the plan, DEI reflective and development opportunities will be presented regularly at ODEI staff meetings, and continuous meetings with unit directors will ensure the plan is updated and modified as progress is made on current strategic objectives and as other needs arise.

The Office of Diversity Equity and Inclusion Strategic Plan Project Manager is the key contact for stewardship of the plan. Sheri Samaha and Hector Galvan will be assisted by the DEI Plan Implementation Team of the Office of Diversity Equity and Inclusion, including the Vice Provost for Equity & Inclusion and Chief Diversity Officer (Tabbye Chavous), Associate Vice Provost for Equity & Inclusion and Deputy Chief Diversity Officer (Katrina Wade-Golden), Assistant Vice Provosts (Catalina Ormsby, Marie Ting, Deborah Willis), Programming Unit Directors (Kim Lijana, Carla O'Connor, Rachel Dawson), Evaluation & Assessment Unit Director (Felecia Webb), and Business Administrator (Julie Kelley) in tracking and supporting the plan implementation.

The Implementation Team will conduct an annual review of the plan with all relevant ODEI constituencies and meet to support progress and/or necessary modifications. During the year, progress will be tracked and supported with updates and check-ins at the regularly scheduled All-ODEI Leadership meetings (monthly), as well as All-ODEI Staff meetings (bi-monthly). In addition, central office leadership and unit directors will review and, as applicable, provide updates to strategic objectives and action items at two points throughout the year (early winter and spring/summer) to support progress, input, and (re)alignment of objectives/actions with unit goals and needs.