

Diversity, Equity and Inclusion Five-Year Strategic Plan



FY19 - REVISED & UPDATED July 2018

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I. Student Life's Diversity, Equity and Inclusion Strategic Plan – Overview

We envision a *University of Michigan* that puts inclusive excellence at the center of its educational mission. We strive for a healthy campus climate where students, throughout their time at Michigan, are internationally engaged in ways that prepare them to be successful in a global society. Upon graduating, students should have developed the capacities to:

- Recognize how experiences, values and perspectives are influenced by identity
- Understand the impact of culture and identity on the individual, a community and society
- Acquire the tools and confidence to build inclusive and diverse communities
- Co-create open and inclusive communities by promoting respect and dignity of others

Student Life's intentional and robust co-curricular and curricular educational experiences serve undergraduate, graduate and professional students and provide spaces for applied learning and practice. Through a lens of inclusive excellence, we strive to instill skills and qualities in students and our staff team that build a more diverse, equitable and inclusive community and provide a foundation for ongoing intercultural learning.

Our strategic plan delivers on our inclusive excellence agenda as it connects to the following ongoing student learning outcomes:

Motivation and Purpose: Students can identify and discuss their values and beliefs that shape their learning, behavior, and professional goals.

Demonstrate Knowledge: Students are able to discuss their learning, integrate new information, and apply learning across contexts.

Identity and Perspectives: Students can explain how their social identities and experiences shape meaning-making and ethical decision-making practices.

Collaboration Across Differences: Students are able to work with and learn from others, whose identities may differ from their own, to accomplish goals and solve problems.

Reflective and Relational Learner: Students reflect on their personal expectations and the expectations of others for their learning and growth.

Health and Wellness: Students understand how to promote personal health and well-being and manage life's challenges.

Diversity, Equity and Inclusion

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

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

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

Organizational Context

Student Life's contributions to University of Michigan's diversity, equity and inclusion strategic efforts are vast and multifaceted. Our sphere of influence is both:

- 1) campus-wide, through our institutional role with campus partners to serve all students; and
- 2) internal to *Student Life*, through our role as an organizational employer (for staff and student employees).

Honoring both of *Student Life's* spheres of influence, we developed individual objectives and action plans for our *Institutional* (Student) and our *Organizational* (Staff) roles.

II. Student Life's Planning Process – Review

Beginning in 2015, *Student Life* engaged a broad cross-section of students, staff and research to ensure a grounded and informed plan to be implemented over the next five years. Our student engagement effort included town halls and individual and group sessions with students, student leaders, student organizations and student employees. Our staff team provided input through town halls, focus groups, surveys and unit reports. Additional research included review of existing survey and other data, literature and relevant publications. A diverse 25-member staff group then worked together to consider and process input and data.

Institutional and Organizational Findings

Our extensive student and staff engagement and research revealed clear themes in individual needs and campus-wide investment. Students provided insight on institutional challenges, student learning, development and social identity considerations. Staff provided insight on organizational challenges, necessary culture change and human resource considerations.

Student Perceptions & Insights – Themes

Student Social Identity

- Complex and evolving, more global
- Identifications and classifications emerging and changing

Student Learning and Development Needs (Skills and Practice)

- Intercultural Learning (intercultural competence)
- Integrated Learning Support (make sense of experiences)
- Leadership Skills (communication, change, reflection and emotional intelligence)
- “Safe & Brave” Spaces (for engaging across differences)

Institutional Challenges

- Innovating to meet the evolving needs and trends associated with student development and increasingly diverse populations
- Providing equitable opportunities for students engaging volunteer experience (regardless of socio/economic background)
- Responding to acts of intolerance and marginalization
- Coordinating complimentary and supportive diversity, equity and inclusion programming across units in alignment with desired learning outcomes
- Assessment capacity (metrics, accountability)
- Providing environments that feel inclusive
- Capacity to respond to institutional requests and need for social justice education (faculty, staff, units)

Staff Perceptions & Insights - Themes

Human Resource Concerns

- Equitable Promotion Rates
- Equitable Position Selection Rates
- Onboarding Consistency

Suggested Culture Change

- All units embrace DEI as “Core Work”
- Increase Accountability
- Improve Workplace Policies and Practices
- Equitable and Accessible Professional Development Opportunities
- More inclusive definitions and sophisticated frameworks for diversity, equity and inclusion conversations and engagement (beyond race) (be more inclusive of all categories: 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)

Organizational Challenges

- Consistent Training at all Levels
- DEI Hiring Framework
- Capacity to Respond to DEI Training Needs

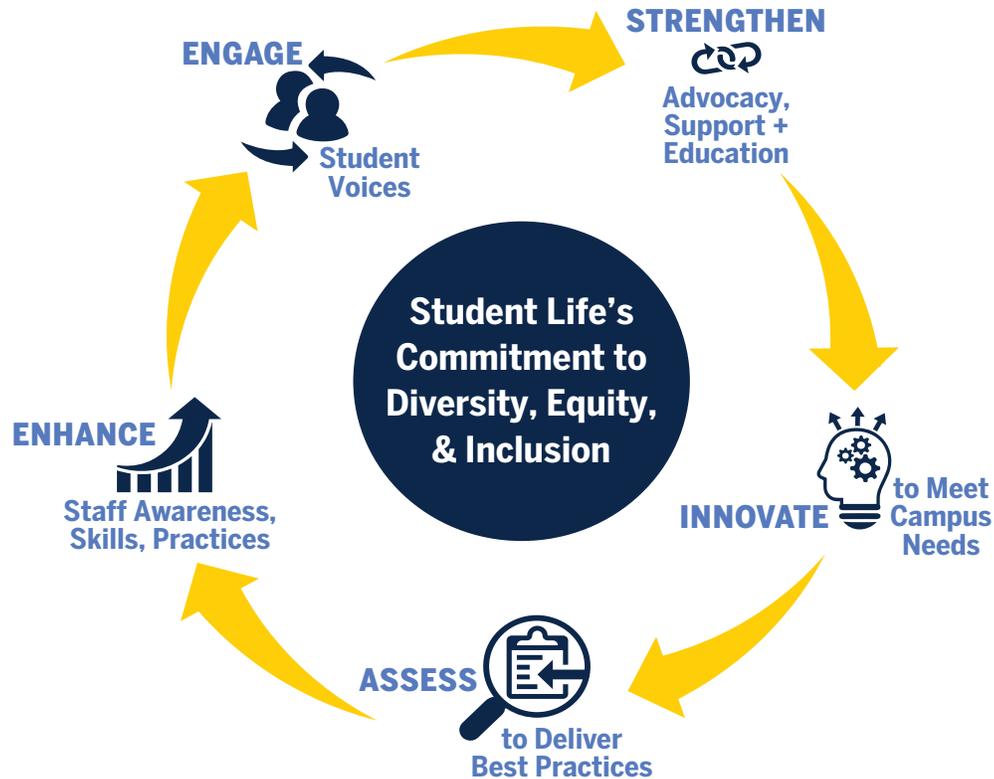
During academic years 2016-18 and 2017-18, Student Life engaged in a wide variety of community engagement activities and other assessment efforts to ensure our plan remains data-informed. (See Appendices A & B.)

Our Strategic Teams developed specific measures of success to evaluate progress and impact annually. To demonstrate evidence of impact, all of Student Life’s objective and multiyear action items are linked with relevant, specific and ongoing:

- Productivity Measures
- Participation Data
- Satisfaction Data
- Core Student Learning Outcomes Measures
- Program Specific Measures

Our team also continues to consider student climate data and staff climate data provided by the Office for Diversity, Equity and Inclusion this past year. As we move into Year Three of our plan, each of our teams is aligning objectives to climate data and linking work plan tasks to addressing needs identified by the surveys.

III. Student Life's Strategic Response



Inspired by ongoing student and staff insights, Student Life's strategic and iterative priorities to improve diversity, equity and inclusion at Michigan are summarized in the framework of *Strengthen, Innovate, Assess, Enhance and Engage*. Our five-year plan is focused on robust and strategic investment in:

- **Strengthening** existing advocacy, support and education and the first-year experience for students and improving DEI partnerships with schools/colleges
- Building Trotter Multicultural Center as a place for broad and diverse **student engagement** and **innovation** to develop more global and inclusive student mindsets
- **Enhancing** current staff DEI skills and awareness while developing inclusive hiring practices and building equitable onboarding and development experiences for all new team members
- Improving **assessment** capacity to ensure our DEI work is more data-informed

IV. Student Life's Progress

Student Life achieved significant progress in Years One and Two of our DEI Plan. We continue to prioritize sustaining success in and expanding access to the vast array of existing diversity, equity and inclusion efforts throughout the Student Life division to meet the increasingly complex and growing challenges faced by our campus community affected by the current climate. Student Life houses nationally recognized exemplary programs in social justice education and diversity, equity and inclusion student advocacy and support initiatives. Our staff-facing diversity, equity and inclusion efforts also inform development programs campus-wide. By continuing to build capacity in these teams and programs already demonstrating success, Student Life continues to strengthen the foundation for building expanded and improved programs and initiatives moving forward.

In Year Two we built upon our Year One investments in enhanced staffing and capacity and improved assessment and evaluation systems. Our data-informed areas of focus this year included prioritizing partnership and expanding developmental programs and support for both our students and staff.

In our efforts to prioritize partnerships, we developed shared definitions and partnership principles and devoted leadership roles to this effort. We identified 272 Student Life DEI partnerships, including 201 with schools and colleges, 26 with the Provost Office and 45 other campus partnerships. Our focus in Year Three of our plan will be strengthening and expanding these partnerships.

In our student-facing efforts, we analyzed data gained through our program inventory to identify key strengthening opportunities in our efforts to provide students with support for bias-related incidents and other climate challenges. Student Life currently has 114 programs in place to support students experiencing bias and challenges associated with campus climate. Across all 114 programs there was a divisional reach of 58,895 non-unique student participants. In Year Two, we focused on increasing capacity of current programs at individual, community, and structural levels in Allyhood Education, Student Leadership, Well-being, Disability Culture, and Bias Prevention, Navigation, and Support.

We worked with campus leaders to gain consensus and communicate a campus-wide commitment to “Strengthening the First Year Experience” over the next three years. Along with these efforts, we continued progress on building a new Trotter Multicultural Center on State Street.

We affirmed the Intercultural Development Inventory Pilot Program’s effectiveness and increased access to this valuable student development opportunity by collaborating with faculty to introduce the experience in Engineering, Education, Kinesiology, Literature, Science and the Arts and the Rackham Graduate College courses. With this approach, we increased student participation in the IDI by 90% with 405 students completing the IDI (up from 213 last year). We also expanded partnerships and improved capacity and support for this work by increasing the number of faculty and staff trained to serve as IDI Qualified Administrators (educators who provide individual intercultural development coaching sessions with students). As the IDI Pilot moves into Year Three, our number of faculty and staff that serve as Qualified Administrators will exceed 100, tripling our total number in one year. We also continued to expand implementation of our staff pilot programs and tools devoted to equitable hiring, onboarding and evaluation to improve and sustain a diverse and informed workforce.

Our strengthening, innovation, assessment and enhancement efforts in Years One and Two are undergirded by our ongoing commitment to engage students in strategic plan implementation. We continued to develop representative undergraduate and graduate/professional advisory boards devoted to influencing planning and implementation and these groups assisted in hosting the DEI student summit in November.

We attribute our accomplishments in Years One and Two to a highly collaborative effort led by strategic leaders and teams across our division in partnership with many student employees and leaders. Our commitment to building a more diverse, equitable and inclusive Michigan is stronger than ever as we build upon the solid foundation of Years One and Two moving forward.

See appendices A & B for detailed summaries of Actions and Impact during Years One and Two.

V. Student Life’s Action Planning Tables – UPDATED/REVISED

Following Year Two of Implementation, our Strategic Lead Teams reviewed and refined our five-year objectives and action items to align with ongoing community input and needs. Our updated and revised action planning tables follow.

As relevant and appropriate to the following objectives, Student Life will also track demographic composition and climate survey indicator metrics in collaboration with the Office for Diversity, Equity and Inclusion.

U-M DEI Strategy I: Create an Inclusive and Equitable Campus Climate			
Student Life Objective A: Encourage global and inclusive student mindsets through the creation of guided learning pathways and innovative use of intercultural learning and development tools.			Priority Focus: INNOVATE
Action	Timeline	Accountability	Measures of Success [Planned Indicators]
1. Develop the capacity to administer the Intercultural Development Inventory (IDI) to students and provide opportunities to participate in ongoing learning experiences.	2016/17 Pilot Phase I	Sponsor: Royster Harper, VP	<u>Core Student Learning Outcome Measures:</u> <i>Data on student learning on the six core student learning outcomes</i> [Planned Indicators: Results of the standardized, 24-item pre-/post-test] <u>Productivity Measures:</u> <i>Data about IDI qualified administrators</i> [Planned Indicators: Number of faculty who are certified IDI QAs; Number of staff who are certified IDI QAs; Number of QAs by department in Student Life; Number of QAs by department outside of Student Life; Demographic profile of IDI QAs]
	2017/18 Pilot Phase II	Strategic Lead: Marilyn Tyus, Senior Director, Housing & Auxiliary Services	
2. Inventory, connect, refine and craft new intercultural programming targeted at introducing and expanding opportunities for intercultural development.	2018/19 Full Scale	Strategic Planning and Operations Lead: Nathan Hanke, Intercultural Learning and Innovation Lead	
3. Promote student participation in training on conflict and peace building through an intercultural lens.		Strategic Lead Team with Action Teams (cross-unit) IL&L Lead, Action Team & QAs	

<p>4. Further the reach and impact of intercultural learning tools through strategic partnerships with academic and administrative units (non-Student Life).</p>			<p><u>Participation Data:</u></p> <p><i>Number of students participating in IDI</i> [Planned Indicators: Duplicated student headcount; Unduplicated student headcount; Number of Student Organizations/ Affiliations; Demographic profile of student participants]</p> <p><i>Level of student engagement in the IDI Process</i> [Planned Indicators: Number of returning students from prior pilot years; Completion rates of the steps within the IDI process]</p> <p><i>Data about Innovate continuation programs for pilot participants</i> [Number of new programs; Student headcount]</p> <p><i>Data about partnerships with colleges/schools and academic administrative units (non-Student Life)</i> [Number of new partnerships; Distribution of partnerships across colleges/schools and academic administrative units; Number of faculty/staff participants]</p> <p><u>Satisfaction Data:</u></p> <p><i>Student satisfaction with Innovate programming.</i> [Planned Indicators: Quantitative and qualitative responses about program logistics, facilitator effectiveness, content delivery/program structure; perceptions of program value and effectiveness]</p>
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(cont.)			<p><u>Program Specific Measures:</u></p> <p><i>Data on development of global and inclusive student mindsets</i> [Planned Measure: Data regarding knowledge about mindsets; awareness of mindsets' impact; and application of knowledge]</p>
<p>U-M DEI Strategy I: Create an Inclusive and Equitable Campus Climate</p>			
<p>Student Life Objective B: Build a new Trotter Multicultural Center in the heart of campus, with enhanced staff capacity to serve as a campus facilitator, convener, and coordinator of cultural competence and inclusive leadership education initiatives for students.</p>			<p>Priority Focus: STRENGTHEN</p>
Action	Timeline	Accountability	Measures of Success [Planned Indicators]
<p>1. Build a organization to be a hub for multicultural education and activities and a space for students and student organizations to develop cultural awareness and skills for collaborative engagement in an increasingly global and diverse community.</p>	<p>2017-18</p> <p>Construction</p> <p>Hire Director</p> <p>Develop Curriculum</p>	<p>Sponsor: Kambiz Khalili, AVP</p> <p>Strategic Lead: Julio Cardona, Director of Trotter</p> <p>Strategic Lead Team with Action Teams (cross-unit)</p>	<p><u>Core Student Learning Outcome Measures:</u></p> <p><i>Data on student learning on the six core student learning outcomes for Trotter programs that have strategic educational purposes that occur over a sustained period of time</i> [Planned Indicators: Results of the standardized, 24-item pre/post-test]</p>
<p>2. Develop cultural competency curriculum, partnerships to deliver that curriculum, and mechanisms to track programs to that curriculum.</p>	<p>Identify programs and partners that deliver on curriculum</p>		<p><u>Productivity Measures:</u></p>
<p>3. Increase the organization's capacity to offer a full range of educational and support programs for students' well-being, agency, and self-direction.</p>			<p><i>Number of Trotter programs</i> [Planned Indicators: Number of events by intent (i.e., cultural competence; inclusive leadership; collaborative engagement; well-being/agency; and heritage and cultural traditions)]</p>
<p>4. Develop Trotter Multicultural Center as a campus center for <i>Truth, Healing and Transformation</i> through hosting and coordinating existing exemplar programs and initiatives such as the</p>			

<p>IDI initiative, IGR’s social justice education, OSCR’s restorative practices and mediation, MESA’s educational programs and Ginsberg’s community partnerships, social justice and service learning experiences.</p>			<p><i>Number of collaborations</i> [Planned Indicators: Number of partnerships and co-sponsorships with institutional partners; Number of partnerships and co-sponsorships with student organizations]</p> <p><u>Participation Data:</u></p> <p><i>Number of students participating in Trotter programming</i> [Planned Indicators: Student headcount; Demographic profile of student participants]</p> <p><u>Satisfaction Data:</u></p> <p><i>Student satisfaction with Trotter programming.</i> [Planned Indicators: Quantitative and qualitative responses about program logistics, perceptions of program value and/or effectiveness, facilitator effectiveness, and content delivery/program structure]</p>
<p>5. Develop the organization to increase access and opportunities for all students to explore heritage and cultural traditions.</p>			

U-M DEI Strategy II: Recruit, Retain & Support a Diverse Community

<p>Student Life Objective A: Using data-informed decision-making, sustain and increase the capacity of existing <i>Student Life</i> initiatives, units and work teams engaged in effective intended to support students experiencing bias and challenges associated with campus climate.</p>	<p>Priority Focus: STRENGTHEN</p>
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Action	Timeline	Accountability	Measures of Success [Planned Indicators]
<p>1. Increase professional and student staffing for specific <i>Student Life</i> teams and programs demonstrating effective engagement, advocacy, and support for students experiencing bias and for educational programs addressing challenges associated with campus climate concerns.</p>	<p>2016/17 Phase I Staffing & Inventory</p> <p>2017/18 Phase II Gaps Analysis & Develop</p>	<p>Sponsor: Simone Himbeault Taylor, Sr. AVP</p> <p>Chair: Will Sherry</p>	<p><u>Core Student Learning Outcomes Measures:</u></p> <p><i>Data on student learning on the six core student learning outcomes across Student Life.</i></p>

<p>(cont.)</p>	<p>Coordination Strategy</p> <p>2018/19 Bridge Gaps & Implement Coordination Strategy</p>	<p>Director, The Spectrum Center</p> <p>Strategic Lead Team with Action Teams (cross-unit)</p>	<p><i>Programming intended to support students experiencing bias or challenges associated with campus climate with strategic educational purposes that occur over a sustained period of time.</i></p> <p>[Planned Indicators: Results of the standardized, 24-item pre-/post-test]</p>
<p>2. Prepare an inventory of all relevant existing advocacy, transition support, and educational offerings within <i>Student Life</i> devoted to supporting students experiencing bias and addressing related challenges associated with campus climate concerns.</p>	<p><i>Seek resources as needed to bridge gaps and improve coordination</i></p>		<p><u>Productivity Measures:</u></p> <p>N/A</p> <p><u>Participation Data:</u></p> <p><i>Student engagement with programming and resources intended to support students experiencing bias or challenges associated with campus climate.</i></p> <p>[Planned Indicators: Student headcount; Demographic profile of student participants]</p>
<p>3. Increase the capacity of Student Life offerings devoted to supporting students experiencing bias and improving campus climate.</p>			<p><u>Satisfaction Data:</u></p> <p><i>Student experience data about Student Life processes intended to support students affected by bias and challenges associated with campus climate.</i></p> <p>[Planned Indicators: Quantitative and qualitative responses about program logistics, perceptions of program value and/or effectiveness, facilitator effectiveness, and content delivery/program structure]</p>
<p>4. Ensure sufficient and sustainable educational offerings for students by a) reviewing available assessment and evaluation data, b) affirming successful resources and programs and c) identifying and bridging gaps in current approaches to building a more inclusive campus.</p>			<p><u>Program Specific Measures:</u></p> <p><i>Data identifying offerings intended to support students experiencing bias or challenges associated with campus climate at the individual-, community-, and institutional-levels</i></p>

(cont.)			<p>[Planned Indicators: Number of offerings in each classification]</p> <p><i>Finalized response planning tool.</i></p>
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U-M DEI Strategy II: Recruit, Retain & Support a Diverse Community

<p>Student Life Objective B: Engage all campus partners in developing an intentional campus-wide commitment to cultivating and implementing programs and experiences that provide the opportunity for all first-year students to gain the skills necessary for academic success, develop healthy and sustainable relationships and engage a diverse living and learning community.</p>	<p>Priority Focus: STRENGTHEN</p>
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Action	Timeline	Accountability	Measures of Success [Planned Indicators]
<p>1. Inventory and assess existing Student Life's FYE retention curricula and co-curricular programming (completed).</p>	<p>2016/17 Inventory & Assessment</p>	<p>Sponsor: Simone Himbeault Taylor, Sr. AVP</p>	<p><u>Outcomes Measures:</u></p> <p><i>Data on student learning on the six core student learning outcomes across FYE offerings with strategic and intentional educational outcomes.</i> [Planned Indicators: Results of the standardized, 24-item pre-/post-test]</p>
<p>2. Improve and coordinate FYE offerings to be more strategic and intentional in order to maximize student engagement and development.</p>	<p>2017/18 Implement Coordination Strategy</p>	<p>Chair: Will Sherry, Director, The Spectrum Center Strategic Lead</p>	<p><u>Participation Data:</u></p> <p><i>Number of students participating in FYE programming.</i> [Planned Indicators: Student headcount; Demographic profile of student participants]</p>
<p>3. Informed by assessment efforts, increase capacity and expand access to effective FYE curricular and co-curricular programming.</p> <ul style="list-style-type: none"> Develop and implement intentional "Commitment to Partnership" between Student Life units and with each academic unit for programs and experiences for first-year students. 	<p>2018/19 Seek additional funding to increase capacity, as needed</p>	<p>Team with Action Teams (cross-unit)</p>	<p><u>Satisfaction Data:</u></p> <p><i>Student experience data about FYE programming.</i> [Planned Indicators:</p>

<ul style="list-style-type: none"> • Refine existing Michigan Learning Communities (MLCs) and develop new MLCs with first-year admitting schools and colleges to align with Strengthening the First Year Experience and Partnership principles. • Develop and implement a <i>Living and Learning Community Model</i> to provide appropriate support to incoming students benefiting from mid-level support and structure in the first year. 			<p>Quantitative and qualitative responses about program logistics, perceptions of program value and/or effectiveness, facilitator effectiveness, and content delivery/program structure]</p> <p><u>Program Specific Measures:</u></p> <p><i>Development of FYE programming intended to promote access to resources, remove perceived organizational obstacles to seeking help and decrease barriers to academic and social pursuits for all students. [Planned Indicators: Number of new FYE programs, Student headcount in new FYE programs; Demographic profile of student participants in new FYE programs; Quantitative and qualitative responses about program logistics, perceptions of program value and/or effectiveness, facilitator effectiveness, and content delivery/program structure of new FYE programs;</i></p> <p>Results of the standardized, 24-item student learning outcomes pre-/post-test for new FYE programming with strategic educational purposes that occur over a sustained period of time]</p> <p><i>Data identifying programming across the four aspirations of the First Year Experience [Planned Indicators: Number of offerings in each classification]</i></p>
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U-M DEI Strategy III: Support Innovative and Inclusive Scholarship and Teaching			
Student Life Objective: Strengthen Student Life and Academic Affairs partnerships to develop and expand educational experiences devoted to graduating global and inclusive leaders able to create and thrive in a more diverse, inclusive and equitable world.			Priority Focus: STRENGTHEN
Action	Timeline	Accountability	Measures of Success [Planned Indicators]
1. Develop shared definitions, language, and principles for effective partnership within and among Student Life units and with Schools and Colleges and all Academic Affairs administrative units.	Dec 2017	Sponsor: Simone Himbeault Taylor, Sr. AVP	<u>Core Student Learning Outcome:</u> <i>Data on student learning on the six core student learning outcomes across Student Life-partnership programming that have strategic educational purposes around building a more global and inclusive student mindset or improving diversity, equity, and inclusion that occurs over a sustained period of time.</i> [Planned Indicators: Results of the standardized, 24-item pre-/post-test] <u>Productivity Measures</u> <i>Not Applicable</i>
	Jan 2018	Chair: Mary Jo Callan, Director, Ginsberg	
2. Using the Partnership Statement, inventory and evaluate existing Student Life partnerships with Schools and Colleges and Academic Affairs administrative units devoted to providing educational experiences that develop more global and inclusive student mindsets and diversity, equity and inclusion.	Jan 2018	Strategic Lead Team with Action Teams (cross-unit)	<u>Participation Data (External to Student Life):</u> <i>Data about partnerships between Student Life and Schools/Colleges and Academic Administrative Units</i> [Planned Indicators: Number of partnerships between Student Life and Schools/Colleges and Academic administrative units; Number of applied learning opportunities for students within partnerships; Distribution of partnerships across Student Life; Distribution of partnerships across Schools/Colleges and Academic Administrative Units; Distribution of partnerships by topic area]
	2018/19		
3. Between Student Life units and with Schools and Colleges and Academic Affairs administrative units, develop existing and expand effective partnerships devoted to providing educational experiences that develop more global and inclusive student mindsets and advance diversity, equity and inclusion on and off campus, including:			<u>Participation Data (Internal to Student Life):</u> <i>Data about partnerships between Student Life Units</i> [Planned Indicators: Number of partnerships between Student Life units; Number applied learning opportunities for students within partnerships;

- a. Developing guiding principles and agreements for partnership models with Schools and Colleges and all Academic Affairs administrative units
- b. Providing recommendations for integrating sustained and structural partnerships with Schools and Colleges and all Academic Affairs administrative units
- c. Outlining ways to leverage, expand and develop Student Life staff and unit capacity to partner more with Schools and Colleges and all Academic Affairs administrative units
- d. Expanding, promoting and enhancing applied learning opportunities for students by expanding connections between Student Life and Schools and Colleges and all Academic Affairs administrative units.

Distribution of internal partnerships across Student Life; Distribution of partnerships by topic area]

Satisfaction Data (External to Student Life):

Data about School/College satisfaction with Partnerships with Student Life
 [Planned Indicators: Quantitative and/or qualitative responses about: Length of partnership; School/College perceived value and effectiveness of partnership(s)]

Satisfaction Data (Internal to Student Life):

Data about Student Life satisfaction with internal Partnerships between Student Life units [Planned Indicators: Quantitative and/or qualitative responses about: Length of partnership between Student Life units; The perceived value and effectiveness of existing partnership(s) with the other Student Life unit]

Program-Specific Measures:

Ongoing, Sustained and Broad Awareness and Understanding of Student Life Partnerships and Contributions to Academic Affairs (“stories of impact”)
 [Number of stories of impact collected; Number of channels through which stories of impact are shared]

Finalized guiding principles document for Student Life units covering shared definitions, language, and principles for effective partnerships.

Finalized set of recommendations on how to build integrated, sustained, structural partnerships between Student Life and Schools/Colleges and Academic Administrative Units.

U-M DEI Strategy: Services Support			
Student Life Objective: Increase <i>Student Life's</i> capacity in assessment for continuous improvement of diversity, equity and inclusion programs and initiatives.			Priority Focus: ASSESS
Action	Timeline	Accountability	Measures of Success [Planned Indicators]
1. Implement strategic and consistent assessment of existing and pilot Student Life programs and services.	2016/17 Pilot Focus Basic Inventory	Sponsor & Lead: Simone Himbeault Taylor, AVP	<u>Core Student Learning Outcomes Measures:</u> <i>Data about consistent assessment of Student Learning Outcomes across Student Life-programming with strategic and intentional educational purposes</i> [Planned Indicators: Number of Student Life units participating in student learning outcomes assessment; Number of programs assessed; Division-wide results of the standardized, 24-item pre-/post-test]
2. Invest in building staff capacity to meet current demands for evaluation and assessment support for <i>Student Life</i> .	2017/18 Pilot Focus Capacity-Building	Strategic Planning and Operations Lead: Amanda Karel, OVPSL Assessment Lead	
3. Build culture of assessment and continuous improvement practices across Student Life.	2018/19 Capacity-Building Staff Training & Development	Strategic Lead Team with Action Teams (cross-unit)	
4. Support the assessment of Student Life's DE&I Plan.	<i>Seek additional resources, as needed</i>		<u>Productivity Measures:</u> <i>Data on Assessment Team membership</i> [Planned Indicators: Staffing levels (temporary and volunteer); Distribution of volunteers across Student Life] <u>Participation Data:</u> <i>Number of professional development opportunities regarding assessment provided to Student Life staff</i> [Planned Indicators: Number of professional development opportunities provided; Participant headcount; Student Life departmental representation]

<p>(cont.)</p>			<p><u>Satisfaction Data:</u></p> <p><i>Data about participant satisfaction in professional development opportunities</i> [Planned Indicators: Quantitative and qualitative responses about program logistics, facilitator effectiveness, and content delivery/program structure; perceptions of the programs' value and effectiveness]</p> <p><u>Program-Specific Measures:</u></p> <p><i>Data about sustainable assessment practices</i> [Planned Indicators: Finalized documentation of data collection processes; Number of new systems for division-wide assessment support processes; Usage data for division-wide assessment support processes]</p> <p><i>Data about the dissemination of results from data collection and analyses</i> [Number of collaborations on the reporting of Student Life's DE&I Plan's assessment findings with DE&I strategic lead teams to Student Life leadership; Number of reports created for units regarding assessment results; Number of reports and presentations about university-wide and/or division-wide data].</p>
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U-M DEI Strategy I: Create an Inclusive and Equitable Campus Climate			
Student Life Objective: Enhance all Student Life staff (including student employees and volunteers) skills and awareness around diversity, equity, and inclusion.			Priority Focus: STRENGTHEN, INNOVATE & ASSESS
Action	Timeline	Accountability	Measures of Success [Planned Indicators]
1. Infuse diversity, equity and inclusion expectations and competencies into staff training, evaluation and performance appraisals.	2016/17	Sponsor: Anjali Anturkar, AVP Chair: Anna Ruskiewicz, Director, Student Life HR Strategic Lead Team with Action Teams (cross-unit)	<u>Productivity Measures:</u> <i>Data about data-informed program improvements/adjustments</i> [Planned Indicators: Number of adjustments made to programming during the fiscal year]
2. Inventory and assess current diversity, equity and inclusion staff development efforts to inform future investment and capacity-building.	2016/17		<u>Participation Data:</u> <i>Number of participants in required workshops</i> [Planned Indicators: Workshop headcount; Number of departments represented]
3. Develop and implement new and innovative diversity, equity and inclusion staff development experiences such as: a) Expanding access to Intercultural Development Inventory b) Expanding Unconscious Bias training for all staff.	2017/18		<i>Number of participants in optional workshops</i> [Planned Indicators: Workshop headcount; Number of departments represented]
4. Train Student Life supervisors in conflict management practices grounded in diversity, equity and inclusion and update and align pathways for conflict resolution with DEI best practices.	2018/19		<u>Satisfaction Data:</u> <i>Data about participant satisfaction in required workshops</i> [Planned Indicators: Quantitative and qualitative responses about

<p>5. Informed by assessment work, develop more accessible and relevant professional development opportunities related to diversity, equity, and inclusion training experiences for all Student Life staff teams.</p>	<p>2018/19</p>		<p>program logistics, facilitator effectiveness, and content delivery/program structure]</p> <p><i>Data about participant satisfaction in optional workshops</i> [Planned Indicators: Quantitative and qualitative responses about program logistics, facilitator effectiveness, and content delivery/program structure]</p> <p><u>Program-Specific Measures:</u></p> <p><i>Data on staff learning on the diversity, equity, and inclusion staff learning outcomes</i> [Planned Measure: Number of programs assessed; Results of professional development assessments]</p>
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U-M DEI Strategy II: Recruit, Retain & Support Diverse Community

<p>Student Life Objective A: Develop and implement inclusive and equitable recruitment and hiring practices throughout <i>Student Life</i> to build a staff and student employee workforce that reflects diverse identities.</p>	<p>Priority Focus: STRENGTHEN & INNOVATE</p>
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Action	Timeline	Accountability	Measures of Success [Planned Indicators]
<p>1. Create a shared hiring philosophy.</p>	<p>2016/17</p>	<p>Sponsor: Anjali Anturkar, AVP</p>	<p><u>Productivity Measures:</u> <i>Diversity of the qualified applicant pool</i> [Planned Indicators: Number of qualified applicants; Diversity of applicant pool by sex, ethnicity, veteran status, disability status]</p>
<p>2. Develop and implement search/selection committee training (including Unconscious Bias training for all search committee members).</p>	<p>2016/17</p>	<p>Chair: Anna Ruskiewicz, Director, Student Life HR</p>	<p><i>Student employment and internship data</i> [Planned Indicators: Number of new internship positions created; Number of student workers based on compensation equity adjustments]</p>

<p>3. Adopt competency-based interviewing practices and implement best practices in application review.</p>	<p>2017/18</p>	<p>Strategic Lead Team with Action Teams (cross-unit)</p>	<p><i>Diversity of the student staff</i> [Planned Indicators: Number of student staff; Diversity of student staff pool by sex, ethnicity, veteran status, disability status]</p>
<p>4. Focus on cultivating a diverse student staff.</p> <ul style="list-style-type: none"> • Increase the number of student internships (paid or course credit) to facilitate equitable access, regardless of socioeconomic and national background. • Develop and implement recruitment strategies and best practices for attracting a diverse student staff. • Develop and implement hiring policies and best practices for a diverse student staff. 	<p>2018/19</p>	<p>Strategic Lead Team with Action Teams (cross-unit)</p>	<p><u>Participation Data:</u></p> <p><i>Number of participants in Student Life Search Training</i> [Planned Indicators: Training headcount; Number of departments represented]</p> <p><u>Satisfaction Data:</u></p> <p><i>Data about participant satisfaction in the Student Life Search Training</i> [Planned Indicators: Quantitative and qualitative responses about program logistics, facilitator effectiveness, and content delivery/program structure]</p> <p><i>Data about job candidate experience</i> [Planned Indicators: Quantitative and qualitative responses about search logistics, candidates' perceptions of their experience based on the components of the shared hiring philosophy]</p> <p><i>Data about hiring committee experience</i> [Planned Indicators: Quantitative and qualitative responses about search logistics, committee members' perceptions of their experiences; committee members' perceptions of the effectiveness of the interview architect tool]</p> <p><u>Program-Specific Measures:</u></p> <p><i>Data about student hiring processes</i> [Planned Indicators: Number and impact of student hiring process efficiency improvements]</p>

U-M DEI Strategy II: Recruit, Retain & Support Diverse Community			
Student Life Objective B: Construct a consistent onboarding process to ensure equitable and consistent preparation, acclimation and integration experiences for all new <i>Student Life</i> staff.			Priority Focus: STRENGTHEN, INNOVATE & ASSESS
Action	Timeline	Accountability	Measures of Success [Planned Indicators]
1. Create, pilot, and disseminate hiring manager onboarding checklist and employee-facing onboarding tool.	2016/17	Sponsor: Anjali Anturkar, AVP	<u>Productivity Measures</u> <u>Participation Data:</u> <i>Data about onboarding checklist and hiring manager toolkit</i> [Planned Indicators: Usage rates; Distribution of usage rates across Student Life; Completion rates; Distribution of completion rates across Student Life] <u>Satisfaction Data:</u> <i>Data about new hire onboarding experience</i> [Planned Indicators: Quantitative and qualitative responses about onboarding logistics, new hires' perceptions of the effectiveness of the onboarding experience] <i>Data about new hire engagement</i> [Student Life staff retention rate following first 6 months of employment] <u>Program Specific Measures:</u> <i>Data on assessment of Staff Learning Outcomes in Student Life DE&I Professional Development Opportunities</i> [Planned Indicators: Number of programs assessed; Results of professional development assessments]
	2016/17	Chair: Anna Ruszkiewicz, Director, Student Life HR Strategic Lead Team with Action Teams (cross-unit)	
2. Review and improve current Student Life New Staff Orientation to align with diversity, equity and inclusion best practices.	2017/18		
	2018/19		

Student Engagement Initiative - Access, Transparency & Trust			
On behalf of the University and in partnership with units across campus, facilitate broad and diverse student engagement with the University's diversity, equity and inclusion efforts to create agency and voice to ensure relevance and responsiveness to current community needs.			
Action	Timeline	Accountability	Measures of Success [Planned Indicators]
<p>1. Develop and sustain an ongoing representative Undergraduate and Graduate/Professional DE&I Student Advisory Boards to enlist student perspectives on DE&I plan implementation and assessment efforts.</p> <ul style="list-style-type: none"> a) Recruit and select representatives from all Schools/Colleges b) Train and support the board c) Meet actively throughout the year d) Host DEI Summit in Nov 2017 	Ongoing	<p>Sponsor: Kambiz Khalili</p> <p>Strategic Lead: Julio Cardona</p> <p>Action Teams (cross-unit)</p>	<p><u>Core Student Learning Outcomes</u></p> <p><i>Data on student learning on the six core student learning outcomes from the DEI Undergraduate and Graduate/Professional Student Advisory Boards</i> [Planned Indicators: Results of the standardized, 24-item pre-/post-test]</p>
<p>2. Use existing infrastructure(s) devoted to facilitating student voices in shaping the institution to ensure the DE&I Plan is responsive, relevant and community-owned, including:</p> <ul style="list-style-type: none"> a) Support academic units in developing and training student advisory boards to facilitate student input b) Provide access to existing student boards and groups for units serving campus-wide populations c) Support DEI SAB/ODEI in engaging student input structures 			<p><u>Productivity Measures:</u></p> <p><i>Number of DEI Undergraduate and Graduate/Professional Student Advisory Board Meetings</i> [Planned Indicators: Number of meetings annually and per semester]</p> <p><i>Data about data-informed plan improvements/adjustments</i> [Planned Indicators: Number of DEI Student Advisory Board proposals for adjustments to unit DEI plans across campus]</p> <p><i>Number of School/ College-Specific DEI Student Advisory Board Trainings</i> [Planned Indicators: Number of trainings annually and per semester; Number of trainings per school/college]</p>
<p>3. Advocate for necessary refinement and realignment during the implementation phase to ensure relevancy and responsiveness to student needs.</p>			<p><u>Participation Data:</u></p> <p><i>Number of students participating in Student Advisory Boards</i> [Planned Indicators: Duplicated student headcount; Unduplicated student headcount; Number of Student Organizations/Affiliations represented;</p>
<p>4. Establish communication procedures for Student Life to assist with sharing DEI updates to students.</p>			

(cont.)

Number of Schools/Colleges represented; Demographic profile of student participants]
Number of students participating in the DEI Summit [Planned Indicators: Student headcount; Profile of student participants]

Number of students participating in School/College-Specific DEI Student Advisory Board Trainings [Planned Indicators: Student headcount; Profile of student participants]

Satisfaction Data:

Data about DE&I Student Advisory Board members satisfaction [Planned Indicators:
 Quantitative and qualitative responses about board logistics, perceptions of board value and effectiveness]

Data about DE&I Summit participant satisfaction [Planned Indicators:
 Quantitative and qualitative responses about summit logistics, perceptions of summit value and effectiveness]

Data about School/ College-Specific DEI Student Advisory Board Trainings participant satisfaction [Planned Indicators: Quantitative and qualitative responses about training logistics, perceptions of training value and effectiveness]

Program-Specific Measures:

Number of trained school/college student advisory boards [Planned Indicators: Number of student advisory boards; Distribution of student advisory boards across schools and colleges]

Finalized guiding principles document for Public Affairs

APPENDICES

Appendix A - Year One Summary of Actions & Impact with Community Engagement & Findings

YEAR ONE UPDATE

Summary of Actions & Impact

Strengthen – Advocacy, Support & Education	
We strengthened advocacy, support and educational programs devoted to building a more inclusive campus climate.	
ACCOMPLISHMENT	IMPACT
We expanded access to advocacy and support for students affected by the current campus climate and invested in existing best practice programs.	Added 5 Staff Positions and 10 DE&I Student Intern positions to the Center for Campus Involvement, International Center, Office of Multi-Ethnic Affairs, the Program on Intergroup Relations and the Spectrum Center.
We prepared an inventory of our advocacy, support and educational programs devoted to supporting students and improving campus climate.	Some of the key findings from the Inventory include: Over 2,000 – Number of Advocacy related student contacts Over 47,200 – Number of Educational Initiatives student contacts Over 12,000 – Number of Transition Support student contacts Over 31,200 – Number of “other initiatives” student contacts Total of over 92,500 student contacts across 121 offerings devoted to Advocacy, Educational, Transition Support and related initiatives
We increased the capacity of educational programs for students.	During Year One, Student Life focused on developing a Health and Wellness team to explore research, benchmark and inventor current offerings.
We increased the capacity of Student Life’s existing successful First Year Experience (FYE) curriculum and programs devoted to equalizing access to resources, removing perceived organizational obstacles to seeking help and decreasing barriers to academic and social pursuits for all students.	
ACCOMPLISHMENT	IMPACT
We prepared an inventory and assessed existing FYE retention curricula and co-curricular programming.	The data gathered in this assessment effort revealed: 47 annual programs and services for first year students 14 Student Life units contribute to first year student programming

(cont.)	15 include peer facilitation or peer support 35 currently collect assessment data 7,000 student contacts made through first year offerings over the past year
We narrowed our program aspirations to provide a specific direction for and focus on the future of FYE work.	Developed framework to include four aspirations for students: <ul style="list-style-type: none"> • Journey toward your academic and personal goals • Discover ways you can unlock campus resources and opportunities • Connect with others and make new friends in your community • Thrive, de-stress, and be your healthiest self

Strengthen – School and College Partnerships

We examined Student Life’s successful partnerships with Schools and Colleges on student diversity, equity and inclusion matters.

ACCOMPLISHMENT	IMPACT
Completed an Inventory of Student Life School and College Partnerships.	Assessment data provided initial accounting of Student Life units with DEI-related relationships and partnerships with schools and colleges. Developed revised objectives and action items to align with new DEI context.

Strengthen – The Trotter Multicultural Center

We focused on building a new Trotter Multicultural Center in the heart of campus, with enhanced staff capacity for innovative programming to encourage productive dialogue across difference and create opportunities for students to come together.

ACCOMPLISHMENT	IMPACT
We engaged multiple community conversations focused on the building process, site plans and answering questions.	Obtained Board of Regents approval for schematic design. Launched site preparation. Obtained Board of Regents approval for authorization to issue bids and award construction contracts.

Innovate – To Develop More Global and Inclusive Student Mindsets

We launched the Intercultural Development Inventory Pilot to improve community understanding of intercultural learning and promote effective cross-cultural engagement.

ACCOMPLISHMENT	IMPACT
We developed the groundwork for the Intercultural Development Inventory Pilot program for students.	Trained existing staff and hired new staff members to implement the IDI pilot.
We provided the opportunity for 250 students (16 different cohorts) to participate in the IDI pilot	49% of respondents “agree”/ “strongly agree” that they were excited to participate in the IDI

<p>(first of three planned pilots over the next three years). Each participant completed five educational phases.</p>	<p>53% of respondents “agree”/ “strongly agree” that they considered things that they do not usually think about during the IDI pilot</p> <p>75% were interested in continuing participation in IDI</p>
<p>We engaged student and staff voices in assessing the IDI pilot (16 student focus groups and feedback sessions with all staff involved with pilot).</p>	<p>15/16 groups identified QA coaching sessions as the most valuable IDI component</p> <p>72% of survey participants identified IDI QA sessions as something that went well</p> <p>During focus groups, students indicated that learning occurred at multiple points throughout the IDI process. This learning centered on:</p> <ul style="list-style-type: none"> • becoming more self-aware (14 of 16 groups); • being motivated to grow and/or learn (8 groups); and • understanding the importance and impact of the difference between their perceived and developmental orientation (7 groups)
<p>We explored vehicles for expanding access to and promoting increased participation in training for incoming students on conflict management and peacebuilding through an intercultural lens.</p>	
<p>We initiated development of a Truth, Racial Healing and Transformation Center.</p>	<p>Advocated for the Center to expand on existing Student Life programs such as:</p> <ul style="list-style-type: none"> ▪ Student Life’s Intercultural Development Inventory Pilot Initiative ▪ The Program on Intergroup Relations (IGR) (Social Justice Education Program) ▪ The Office of Student Conflict Resolution (Restorative Practices and Social Justice Mediation) ▪ The Office of Multi-Ethnic Student Affairs (Education & Engagement Programs through the Lens of Race and Ethnicity) ▪ Ginsberg Center (Community Partnerships, Social Justice Education & Service Experiences) ▪ Trotter Multicultural Center (Multicultural Educational Services and Leadership Programming)

ASSESS – To Improve Impact	
We increased Student Life’s capacity in research and assessment on matters of diversity, equity and inclusion to improve impact and align programs and initiatives.	
ACCOMPLISHMENT	IMPACT
We hired and on boarded an Assessment Lead and Project Manager.	<ul style="list-style-type: none"> ○ led assessment of the first year of the Intercultural Development Inventory (IDI) pilot by leading implementation of feedback sessions with students and staff/QAs in addition to an online survey for students ○ analyzed resulting data and created an initial report for the IDI Strategic Team’s use ○ conducted an online and face-to-face inventory of Student Life units to: <ol style="list-style-type: none"> 1) categorize Student Life offerings based on the offering’s intent; 2) identify current state of participation and satisfaction data collection; and 3) identify where school/ college partnerships exist ○ served as a consultant to Student Life Human Resources on survey design to assess pilot search training program ○ created an <i>Assessment Design</i> for Student Life-wide assessment of core student learning outcomes to launch in Fall 2017
We increased research, evaluation and assessment professional development education and training opportunities for Student Life units.	<p>Hosted the 14th Annual Student Life Research Symposium – entitled "Gather, Reflect, Share: Demonstrating Impact in Diversity, Equity, and Inclusion Work" – devoted entirely to assessment of DE&I strategic efforts.</p> <ul style="list-style-type: none"> ▪ sponsored keynote speaker to provide a national perspective on DE&I assessment ▪ presented panel discussion on progress of Student Life’s DE&I plan ▪ provided sessions aimed at building participants’ ability to gather, report, and utilize data. ▪ 188 people attended the symposium, approximately 75% of the participants were from Student Life ▪ 89 participants completed a survey evaluating the Symposium ▪ Overall, 75% of survey respondents were very satisfied or satisfied with the content of the Symposium

ENHANCE – Staff Skills, Awareness, Practices and Protocols	
We aligned staff development and performance with diversity, equity and inclusion expectations.	
ACCOMPLISHMENT	IMPACT
We added diversity, equity and inclusion expectations and competencies to training, evaluation and appraisals.	<p>Developed FY18 Revised Performance Assessment Model to align with diversity, equity and inclusion expectations and competencies.</p> <p>Engaged 150 staff with survey and 65 additional staff for focus group (84% favor new process).</p> <p>Explored best practice tools (with an internal and external vendor assessment).</p>
We improved diversity, equity and inclusion staff development.	<ul style="list-style-type: none"> ▪ Established Eight (8) Staff Learning Outcomes in alignment with national standards and competencies ▪ Developed standardized assessment tools ▪ Completed inventory and implemented post training evaluations for existing programs ▪ Engaged all staff with all-unit survey ▪ Identified 21 existing one-time trainings and 3 module trainings (more than one instance)
We expanded Unconscious Bias Training.	<ul style="list-style-type: none"> ▪ 15% of all SL staff trained in Unconscious Bias (170) ▪ 87% indicate that the content was valuable learning for them ▪ 92% indicate they better understand how bias can influence decision-making ▪ Nine (9) Student Life certified trainers ▪ Conducted training sessions for units and training sessions continue
We developed more inclusive and equitable hiring and onboarding practices and protocols to recruit and retain a more diverse workforce.	
We developed a Shared Hiring Philosophy.	<ul style="list-style-type: none"> ▪ Created a Shared Hiring Philosophy for creating an inclusive selection and hiring process throughout the division to ensure candidates feel valued and have an equitable experience
We developed training for our Search Committees.	<ul style="list-style-type: none"> ▪ Developed and implemented search training for all search committee members to include the SL Shared Hiring Philosophy, Unconscious Bias (UB), and competency-based interviewing practices ▪ Piloted search training to 80 staff with 82% affirming value as foundation for improved diversity, equity and inclusion in hiring.

We improved our interviewing practices.	<ul style="list-style-type: none"> ▪ Explored and identified online systems and software for encouraging best practices
We invested in developing a more diverse student workforce.	<ul style="list-style-type: none"> ▪ Collected and evaluated student employment data (surveying all units) ▪ Developed a Diversity, Equity and Inclusion Student Internship Pilot Program for FY18
We developed more equitable & consistent onboarding.	<ul style="list-style-type: none"> ▪ Created best practice onboarding tools and checklists ▪ Implemented New Hire Onboarding Toolkit in Fall 2016 ▪ Conducted 5+ training sessions to introduce onboarding tools ▪ Introduced HR 1:1 with new professional staff members in FY17 and completed 20+ meetings in Year One
We evaluated and assessed new staff resources, training, orientation and programs to align with diversity, equity and inclusion best practices.	<ul style="list-style-type: none"> ▪ Completed assessment of New Staff Orientation.

ENGAGE – Student Voices

We engaged students in our efforts to make Michigan more diverse, equitable and inclusive.

ACCOMPLISHMENTS	IMPACT
We developed an Undergraduate and Graduate/Professional DE&I Student Advisory Board to enlist student perspectives on DE&I plan implementation and assessment efforts.	<ul style="list-style-type: none"> ▪ Built Boards that represented all 19 schools and colleges and a wide range of social identities and intersections of identities ▪ DEI SABs spent time with Office of Diversity, Equity and Inclusion leaders Rob Sellers and Katrina Wade-Golden, and with Kedra Ishop and Erica Sanders to gain understanding about the overall DEI Strategic Plan, U-M’s enrollment history and the importance of pipeline programs for recruitment of diverse students ▪ Introduced DEI SAB members to all school and college DEI Unit Leads to facilitate collaboration and engagement with the DEI SABs in their respective unit-specific DEI work
We on boarded 26 student members for the Undergraduate DEI SAB and 25 student members for the Graduate/Professional DEI SAB.	<ul style="list-style-type: none"> ▪ Developed and delivered an opening retreat for both Boards ▪ Hosted a reception with President Schlissel for both Boards ▪ Hosted and facilitated six monthly meetings for the Undergraduate DEI SAB and six monthly meetings for the Graduate/Professional DEI SAB throughout the Winter Semester

<p>We used existing infrastructure to encourage student voices in the Plan.</p>	<ul style="list-style-type: none"> ▪ Launched development of resources to assist units across campus in developing new and using existing infrastructure to facilitate student input ▪ Assisted interested units with improving and developing input structures, as needed ▪ Developed a website toolkit ▪ Engaged 11 Student Life advisory boards ▪ Initiated outreach to all 19 schools and colleges ▪ Consulted with 2 units on establishing unit-specific student advisory boards (Ross and Rackham)
<p>We assisted students in advocating for necessary refinement and realignment during the first year of plan implementation.</p>	<ul style="list-style-type: none"> ▪ Engaged regularly with representatives from the Office of Diversity, Equity and Inclusion and academic units to inform concerns and considerations arising in association with implementation ▪ Provided significant input to inform the Student Life IDI Pilot effort by participating as cohorts in the pilot ▪ Provided individual and group feedback through a series of sessions with the IDI assessment team and with the Vice President for Student Life

Additional Engagement and Findings

Throughout Year One of our Plan, *Student Life* continued to engage a broad cross-section of students, staff and research to ensure our plan remained relevant and evolved with the ongoing needs of the community. Our engagement effort included advisory boards, focus group sessions, and surveys. A summary of our Year One Engagement Topics, Constituencies and Findings follows.

Year One Community Engagement

Topics and Constituencies

Student Plan

- Strengthen Team
 - DE&I Advocacy and Support and FYE
 - Advocacy, Educational, Transition Support Programs (Total of 92,543 student contacts over 121 offerings)
 - Various FYE Student Life Programs - (Total 7,000 student contacts over 47 programs)
 - Inventory of unit programs – Staff (23 unit staff teams participated)
 - Trotter on State Street - Student Town Halls (various)
 - DEI Partnerships Inventory – Staff (23 unit staff teams)
- Innovate Team
 - IDI Pilot Survey & Feedback Sessions – Staff & Students (250 students, 60 QAs, 20 staff)
- Assessment Team
 - DE&I Research Symposium – Faculty, Staff, Students (188)
- Engage Team
 - Focus Group/Feedback Dialogues – 51 Students (26 student members for the Undergraduate DEI SAB & 25 student members for the Graduate/Professional DEI SAB)

Staff Plan

- Multiple Assessment – Staff
 - Survey on Performance Appraisals (150 staff)
 - Focus Group – 65 participants
 - Inventory of current DE&I staff development offerings
 - Student Employment Survey (all Student Life units surveyed)
- Trainings
 - 21 one-time DEI staff development trainings per year for staff
 - 3 module DEI staff development trainings per year for staff
 - 170 Staff UB Training & Survey
 - 80 Staff Search Pilot Trainings & Survey

Community Engagement – Key Findings

Strengthen Team’s DEI Advocacy, Support & Education & FYE Inventory

- Advocacy, Support & Education
 - Over 2,000 – Number of Advocacy related student contacts
 - Over 47,200 – Number of Educational Initiatives student contacts
 - Over 12,000 – Number of Transition Support student contacts
 - Over 31,200 – Number of “other initiatives” student contacts
 - Total of over 92,000 student contacts across 121 offerings devoted to Advocacy, Educational, Transition Support and related initiatives

- First Year Experience
 - There were approximately 7,000 student contacts made through first year offerings over the past year.
 - 14 Student Life units contribute to first year student programming
 - 47 annual programs and services for first year students
 - 15 programs include peer facilitation or peer support
 - 35 currently collect assessment data

Strengthen Team’s School & College Partnerships

- From the assessment data, we learned that we need to clarify a uniform understanding of a “partnership” and we need a collective understanding of diversity, equity and inclusion work. We also learned we may need to create a philosophy around working with academic areas.

Innovate Team’s IDI Pilot

- Student Survey findings (62):
 - 49% of respondents “agree” or “strongly agree” that they were excited to participate in the IDI process
 - 53% of respondents “agree” or “strongly agree” that they considered things that they do not usually think about during the IDI pilot
 - 75% were interested in continuing participation in IDI

- Student Feedback sessions (167)
 - 15/16 groups identified the QA sessions as the most valuable component of IDI
 - 72% of survey participants identified IDI QA sessions as something that went well

During focus groups, students indicated that learning occurred at multiple points throughout the IDI process including: while taking the IDI instrument, watching the video, and during the QA sessions. This learning centered on:

- becoming more self-aware (14 of 16 groups);
- being motivated to grow and/or learn (8 groups); and
- understanding the importance and impact of the difference between their perceived and developmental orientation (7 groups)

Assessment data-informed adjustments for IDI Pilot Year Two:

- Facilitate introduction and group profile sessions internally with QAs instead of external consultants
- Enhance the pre-education and introduction sessions
- Present the IDI with traditional sequencing, holding group profile sessions prior to individual coaching
- Create a QA centered experience: increased QA influence on more student facing aspects of the program (group sessions and additional individual session(s) for participants)
- Conduct pre and post-test of student learning outcomes

Staff Survey(s)

- 86% in favor of new appraisal process to align to DE&I best practices
- 21 one-time DEI staff development trainings per year for staff
- 3 module DEI staff development trainings per year for staff
- 87% of staff feel UB training content valuable
- 92% of staff feel UB training provided better understanding of how bias influences decisions
- 82% of staff agree that Shared Hiring Philosophy is valuable and creates foundation of DEI in hiring
- 91% of staff found the Interview Architect understandable
- 82% agree that Interview Architect will help to mitigate bias in interviewing

Theme heard: Staff are encouraged that we will have more consistent processes across the division

- 4 units across the division currently offer formal undergraduate internship programs
- 10 units across the division currently offer formal graduate student internship programs
- 11 units across the division currently offer positions that are considered “development programs” based on the type of work required by their student employees

Appendix B - Year Two Summary of Actions and Impact with Community Engagement & Findings

YEAR TWO UPDATE

Summary of Actions & Impact

Strengthen – Advocacy, Support & Education	
We strengthened advocacy, support and educational programs devoted to building a more inclusive campus climate.	
ACTION	PROGRESS/IMPACT
<p>We expanded access to advocacy and support for students affected by the current campus climate and invested in existing best practice programs.</p>	<p>We invested in teams providing critical support and education by:</p> <ul style="list-style-type: none"> • Hiring 5 graduate students and 3 undergraduate students focused on strengthening wellness, campus events, student organizations, leadership, and bias prevention and supportive response • Creating a process for the collective hiring of all student staff roles • Hiring a full-time Communications Specialist to promote and coordinate offerings across IGR, MESA, and Spectrum • Hiring two full-time staff to support bias prevention and supportive response work through the Dean of Students Office
<p>We assessed learning outcomes and identified gaps in bias prevention, intervention and support.</p>	<p>We offered 114 programs to support students experiencing bias and challenges associated with campus climate and had 58,895 (non-unique) participants in these various programs this past year.</p> <p>We increased capacity of current programs at individual, community, and structural levels in Allyhood Education, Student Leadership, Well-being, Disability Culture, and Bias Prevention, Navigation, and Support.</p> <p>We devoted division-wide leadership sessions to understanding and utilizing student survey climate data to inform our efforts.</p>

(cont.)	We hosted a retreat for divisional leaders for reflection and skill-building to build relationships and engage with students to improve the experience at Michigan.
We increased the capacity of Student Life’s existing successful First Year Experience (FYE) curriculum and programs devoted to equalizing access to resources, removing perceived organizational obstacles to seeking help and decreasing barriers to academic and social pursuits for all students.	
ACTION	PROGRESS/IMPACT
We worked with campus leaders to gain consensus on, articulate and communicate our campus-wide commitment to invest in “Strengthening the First Year Experience” over the next three years.	<p>We named three priority outcomes for students engaging first year experience efforts across campus:</p> <ul style="list-style-type: none"> • Gain the skills necessary to establish a pattern of academic success • Develop sustainable and healthy relationships • Engage and connect with a diverse living and learning community <p>We committed to:</p> <ul style="list-style-type: none"> • Providing more opportunities for first-year students to integrate their classroom learning experiences with their residential life by expanding access to Michigan Living and Learning Communities • Helping more first-year students navigate and make meaning of their Michigan experience by increasing student access to Making the Most of Michigan, a goal-setting course in the residence halls • Offering more first-year students the opportunity to tailor their residential experience to their needs, interests and diverse backgrounds by developing more Theme Communities in the residence halls (current themes include First-Gen, Innovation, and Multicultural) • Helping more first-year students explore their skills, interests, and values related to future endeavors by prioritizing University Career Center’s programs devoted to helping students begin their professional journey • Providing more students with the opportunity to serve and learn about their surrounding community and meet new people by offering new community immersion programs during the first semester

(cont.)	<ul style="list-style-type: none"> Shifting to winter recruitment for first-year students by fraternities and sororities beginning in January 2020
<p>We continued FYE program alignment.</p>	<p>We connected all Student Life first year offerings through the FYE Coordinating Team.</p> <p>We examined <i>Learning & Theme Communities</i> to improve coordination.</p> <p>We prioritized <i>Making the Most of Michigan</i> scaling by realigning positions associated with courses.</p> <p>We expanded our Everfi curriculum to include a more robust set of first year student course offerings focused community climate and wellness education.</p> <p>We implemented an organizational restructure informed by FYE partners and hired two FYE Program Managers.</p> <p>We hired an FYE Assistant Director and Administrative Staff.</p> <p>We successfully on-boarded a new Senior Associate Director of Housing.</p> <p>We created a new FYE Student Coordinator position that will implement programming within residence halls with an emphasis on partnerships with Student Life units.</p>

Strengthen – School and College Partnerships

We strengthened Student Life and Academic Affairs partnerships to develop and expand educational experiences devoted to graduating global and inclusive leaders able to create and thrive in a more diverse, inclusive and equitable world.

ACTION	PROGRESS/IMPACT
<p>We developed shared definitions, language, and principles for effective partnership.</p>	<p>We developed a shared definition of partnership and a set of “Principles for Partnership.”</p> <p>We hosted a full day retreat for senior leaders to discuss partnership and consider opportunities for improving and developing new partnerships.</p>

<p>We examined our current partnership efforts.</p>	<p>We identified:</p> <ul style="list-style-type: none"> ● 272 Student Life Partnerships with Academic Units <ul style="list-style-type: none"> ○ 201 School & Colleges ○ 26 Provost ○ 45 Other Campus Partners ● 215 Student Life Partnerships within Student Life ● 139 Student Life Partnerships with Community Partners
<p>We invested in leadership, infrastructure and organizational development to promote partnerships.</p>	<p>We named a Senior Associate Vice President role devoted to academic partnerships.</p> <p>We reappointed directors from the Ginsberg Center, International Center, IGR, and University Career Center to continue as a Strategic Lead Team for advancing DEI partnership efforts.</p> <p>We realigned our DEI partnership objective to expand our expectations and key deliverables.</p> <p>We allocated increased resources and staffing to support this effort.</p> <p>We developed a resource guide outlining a continuum of partnership behaviors and “Partnership Key Considerations” with a unit readiness tool to inform development of all new and existing Student Life programs and initiatives.</p> <p>We committed to infusing partnership expectations into Student Life infrastructure, including performance evaluations, position descriptions, work planning, funding and other division processes.</p>

<p>Strengthen – The Trotter Multicultural Center</p>	
<p>We focused on building a new Trotter Multicultural Center in the heart of campus, with enhanced staff capacity for innovative programming to encourage productive dialogue across difference and create opportunities for students to come together.</p>	
<p>ACTION</p>	<p>PROGRESS/IMPACT</p>
<p>We continued construction of the new building.</p>	<p>With substantial completion scheduled for February 2019, we continued to engage Students in Trotter’s interior design process to get input on colors, patterns and textures for interior finishes.</p>

<p>We conducted a national search for leadership for the Trotter organization.</p>	<p>We convened a search advisory committee panel consisting of students, staff, faculty, alumni and administrators from across the University to engage a national search for a new director. Appointment of a new director remains pending.</p>
<p>We produced advisory guidance for new leadership by engaging close stakeholders in collective assessment, reflection and benchmarking related to Trotter’s current and potential programming.</p>	<p>We conducted an inventory of current internal offerings in addition to a benchmark study of innovative and best practice programs devoted to cultural competency, well-being, agency, self-direction, heritage and cultural traditions.</p> <p>Based on the inventory and the benchmark study, we prepared an advisory report and recommendations for the incoming Trotter director to inform visioning and strategic planning moving forward.</p> <p>With a cross-unit team of close stakeholders, we conducted a benchmark study of innovative and best practice programs and developed recommendations for Truth, Healing and Transformation practices and provided an advisory report with the a proposed “Roadmap to Implementation” for the new director’s consideration.</p>

Innovate – To Develop More Global and Inclusive Student Mindsets

We delivered the Intercultural Development Inventory Pilot to improve community understanding of intercultural learning and promote effective cross-cultural engagement.

ACTION	PROGRESS/IMPACT
<p>We expanded our capacity to deliver the Intercultural Development Inventory Pilot program for students.</p>	<p>We established partnerships with faculty to introduce the IDI experience in courses in schools and colleges across campus, including Engineering, Education, Kinesiology, Literature, Science and the Arts and the Rackham Graduate College.</p> <p>We increased the number of faculty and staff trained to serve as IDI Qualified Administrators (educators who provide individual intercultural development coaching sessions with students).</p> <p>We tripled our total number of faculty and staff that serve as Qualified Administrators (no exceeds 100).</p>

(cont.)	We streamlined and enhanced the student IDI experience to include U-M tailored content and all steps in the experience are now facilitated by U-M Qualified Administrators (QAs).
We increased student participation in the IDI by 90% with 405 students completing the IDI (up from 213 last year).	<p>Students showed statistically significant progress on all six learning outcomes:</p> <ul style="list-style-type: none"> Collaboration across difference (+.14) Demonstrate knowledge (+.24) Health and wellness (+.3) Identity and perspectives (+.31) Motivation and purpose (+.22) Reflective and relational learner (+.28) <p>Over 80% of respondents report that they will seek out additional experiences related to diversity, equity, inclusion, or conflict management as a result of participating in the IDI process.</p>

ASSESS – To Improve Impact	
We increased Student Life’s capacity in research and assessment on matters of diversity, equity and inclusion to improve impact and align programs and initiatives.	
ACTION	PROGRESS/IMPACT
We implemented consistent and strategic assessment of Student Life programs and DEI efforts.	<p>We introduced a pre-/post-test to measure six core student learning outcomes to over 100 Student Life educational experiences.</p> <p>We analyzed the results of these assessments to examine the DEI plan’s aspirations.</p> <p>We assessed IDI feedback sessions and IDI participant surveys.</p> <p>We designed an inventory of Student Life’s DEI advocacy, support and educational programs.</p> <p>We analyzed partnership inventory data.</p>
We invested in building staff capacity to meet current demands for evaluation and assessment support for Student Life.	<p>We hired a data analyst for Student Life Research and Assessment on a temporary basis in Fall 2017.</p> <p>We hired a project manager.</p> <p>We developed and posted a graduate student position to support DEI assessment projects.</p>
We promoted a culture of assessment.	We rolled out a division-wide assessment plan, which included presentations across all of our communities of practices and meetings with every unit.

(cont.)	We provided professional development opportunities for research and assessment, including workshops, software training and an all-day Research Symposium.
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ENHANCE – Staff Skills, Awareness, Practices and Protocols

We aligned staff development and performance with diversity, equity and inclusion expectations.

ACTION	PROGRESS/IMPACT
We added diversity, equity and inclusion expectations and competencies to training, evaluation and appraisals.	We launched a new performance evaluation approach and online tool for the division and Year 2 was a "Learning Year" to develop recommendations and conduct assessment to inform a long-term staff growth and development process (performance appraisals).
We improved diversity, equity and inclusion staff development.	<p>We implemented Staff DEI Learning outcomes throughout professional development offerings within division and integrated DEI SLOs into trainings, workshops and assessment surveys.</p> <p>We invested heavily in helping unit leaders consider staff climate survey data and in preparing unit work plans to address any considerations or concerns revealed by the data.</p> <p>We devoted leadership sessions to studying staff climate survey data and hosted a full day Strategy Group retreat to engage in reflection, coaching and work plans associated with improving staff climate.</p>
We developed and implemented new and innovative diversity, equity and inclusion staff development experiences.	<p>We launched regular and special request Unconscious Bias training offerings.</p> <p>We developed a pilot program to explore usage of the IDI with staff.</p> <p>We hosted a Research Symposium for staff devoted to gathering, analyzing and utilizing DEI-related data.</p> <p>We partnered with Rita Sever, author of "Supervision Matters," to host Supervisor Coaching and Feedback Workshops.</p>

We developed more inclusive and equitable hiring and onboarding practices and protocols to recruit and retain a more diverse workforce.

ACTION	PROGRESS/IMPACT
We completed and launched Search Member and Search Chair/Hiring Manager training.	90% of participants would recommend the training to others.

<p>We improved our interviewing practices.</p>	<p>We continued to rollout the Interview Architect Tool (behavioral based interview tool that assesses behaviors based on culturally validated competencies) across the division and focused on assessing the effectiveness of the tool.</p> <p>We finalized and launched search committee training that focuses on utilizing a behavioral based interview model and ensuring compliance with ethical and legal guidelines.</p> <p>We continued the institutional partnership with LSA and Facilities and Operations utilizing Interview Architect.</p>
<p>We invested in developing a more diverse student workforce.</p>	<p>We implemented the Diversity, Equity and Inclusion Student Internship Pilot Program.</p>
<p>We developed more equitable & consistent onboarding.</p>	<p>We implemented some improvements and adjustments to New Staff Orientation based on our Year 1 assessments.</p> <p>We implemented the Staff DEI Learning objectives as part of the assessment component of NSO.</p>

ENGAGE – Student Voices

We engaged students in our efforts to make Michigan more diverse, equitable and inclusive.

<p>ACCOMPLISHMENTS</p>	<p>IMPACT</p>
<p>We continued Undergraduate and Graduate/Professional DEI Student Advisory Boards to enlist student perspectives on campus-wide DEI plan implementation and assessment efforts.</p>	<p>In partnership with the Office for Diversity, Equity and Inclusion, Student Life sponsored two DEI Student Advisory Boards (DEISABs) for Year Two, with 46 students participating. We recruited seven students to replace vacant seats due to prior-year graduations.</p> <p>We conducted seven monthly meetings, between September 2017 and April 2018.</p>
<p>We supported the DEI Student Advisory Boards in the development of the DEI Student Summit in November 2017.</p>	<p>Approximately 150 students attended the DEI Student Summit.</p>
<p>We used existing infrastructure to encourage student voices in the Plan.</p>	<p>We initiated a strategy for offering student engagement support broadly, which included:</p> <ul style="list-style-type: none"> • Hiring a graduate student intern to assist with student engagement support project; this team member identified 25 DEI unit plans to target with student engagement support

<p>(cont.)</p>	<ul style="list-style-type: none"> • Developing a student engagement questionnaire for leads from Student Life and various schools/colleges to complete • Implementing the Student Engagement Questionnaire in May 2018, with support from Student Life DEI Leads and ODEI • Consulting with DEI Leads who complete the Student Engagement Questionnaire in June 2018 and August 2018 to inform next steps • Developing and providing training to Leads/Action Teams identified from Student Engagement Questionnaire
<p>We assisted students in advocating for necessary refinement and realignment during the first year of plan implementation.</p>	<p>DEI SAB participated in a Student Leaders Luncheon with President Schlissel, for students working on DEI issues.</p> <p>We facilitated a Year 2 debriefing conversation during April 2018 meeting and have begun planning for Year 3.</p> <p>We devoted a senior leadership retreat to the topic of engaging student voices in our work, particularly in consideration of the current campus climate and around the topic of diversity, equity and inclusion.</p>

Year Two Engagement and Assessment Activities

Objective: Encourage global and inclusive student mindsets through the creation of guided learning pathways and innovative use of intercultural learning and development tools.

Constituencies: Student Participants and Staff Qualified Administrators

Overview of Data Collection Processes

For the IDI Pilot Program:

- Student Learning Outcomes Pre/Post Test
- Participation metrics
- Program Specific Post Test items (Satisfaction)
- Program Specific Post Test items (IDI Outcomes)

Data Collection Results – Student Learning Outcomes Pre-/Post-Test

348 Pre-survey respondents

106 Post-survey respondents

Students showed statistically significant progress on all six learning outcomes listed in order of greatest gains:

- Collaboration across difference (+.14)
- Demonstrate knowledge (+.24)
- Health and wellness (+.3)
- Identity and perspectives (+.31)
- Motivation and purpose (+.22)
- Reflective and relational learner (+.28)

Interpretation of Findings – Student Learning Outcomes Pre-/Post-Test

- Students demonstrated learning on all six learning outcomes. IDI efforts will continue to seek growth on all six outcomes
- Future assessment will include language to assess IDI contributions to learning outcomes.
- Additional effort is necessary to increase our number of participants
- This growth will create opportunities to disaggregate findings with respect to traditionally underrepresented students
- Increased subgroup numbers will also inform further program refinements to address potential learning outcome gaps between student audiences
- Development of specific assessments for students who volunteer to participate in IDI vs. students who find the IDI as an embedded (requirement) module of a course, position or program. This expanded evaluation method will enhance our ability to understand learning contributions and student satisfaction more completely

Data Collection Results – Student Participation Metrics

Student Participation:

- 18 Student cohorts/organizations invited to participate
- 502 Unique participants

Student Engagement:

- 405 (81%) Completed the inventory (IDI)
- Of the 81% who took the IDI
 - 328 or 81% Attended a Group Session
 - 243 or 60% Completed individual coaching

Students who did not complete the full IDI process were asked a series of exit questions to better understand their decision not to complete the experience. (n=16) 75% of these students attributed lack of time as their reason for nonparticipation. All other responses ranged from 19%-27% response. These students were also given an open-ended opportunity to identify other reasons for discontinuing participation. Themed responses included (n=12):

- 33% (4) Preference for alternative strategies to address cultural competency other than IDI/ Were dissatisfied with IDI structure and/or process
- 33% (4) Time and date offerings in addition to time commitment did not meet student needs
- 17% (2) Lack of understanding about the IDI process and its usefulness
- 17% (2) Not valuable/ lack of interest

Interpretation of Findings – Student Participation Metrics

In Year 3 our student participation is anticipated to grow exponentially. The Fall 18 semester will likely approach the capacity of our expanded QA roster and the 10 hour per semester commitment QAs agree to provide to the IDI effort. To develop appropriate implementation counter-measures, we are also analyzing the somewhat limited data on the 19% of students who do not move beyond taking the IDI to engage the group profile and coaching session, as we know these phases provide the highest impact on student learning.

Data Collection Results – QA Participation Metrics

Qualified Administrators:

- 73 Total Qualified Administrators
- 56 Offered individual sessions
- 52 Participated in QA Development
- 45 Additional QAs were trained in June 2018

Interpretation of Findings – QA Participation Metrics

Qualified Administrator capacity will continue to define our student capacity. Intentional cultivation of partnerships has resulted in growth of our community of QAs and our growing list of student cohorts for 2018-2019 (Year 3).

Data Collection Results – Program Specific Post Test items (Satisfaction)

Response to three measures indicates the students strongly disagree / disagree with being satisfied with the IDI experience. Satisfaction Measures:

- 80% of respondents disagree that overall, participating in the IDI was important
- 77% of respondents disagree that participating in the IDI was a valuable experience
- 76% of respondents disagree that they would encourage others to participate in the IDI process

In open ended questions students provided more specific feedback on 1-2 things they would like to see improved and 1-2 things that went well during the IDI experience

Positive Themes:

- Meeting with their counselor/QA was enjoyable and structurally valuable to the process
- Having individual coaching sessions which allowed them to get a personalized understanding of their IDI results was positive
- Learn about the cultural competency spectrum [continuum] and about the IDI process in general was helpful

Opportunities:

- More information on next steps/availability for follow-up sessions/availability of resources for progressing in various forms (e.g., sessions to work as a group, online resources) was desired
- Uncertainty with the validity and reliability of the IDI assessment was expressed.
- The overall process, as well as the individual sessions, were too long. Others noted the repetitive nature of the sessions

Interpretation of Findings – Program Specific Post Test items (Satisfaction)

- Student feedback disagreed with the value and importance of the experience and the IDI process
- Intentional refinement of satisfaction measurers is needed to differentiate between the learning experience and the logistics of the process
- The juxtaposition of satisfaction data with data on the personal impact of the IDI process is a compelling commentary on the results of what can be an uncomfortable process can create for students
- Tailored assessments for audiences who voluntarily participated in the IDI and those who experienced the IDI as an embedded part of a course, position, involvement need to be differentiated

Data Collection Results – Program Specific Post Test items (IDI Outcomes)

As a result of the IDI experience respondents reported agreement with the following:

- 73% (64) Can explain the different IDI stages. (n=87)
- 67% (58) Can describe the sequence of different IDI stages. (n=87)
- 67% (58) Understand how a group's stage impacts group functions (n=87)
- 71% (62) Recognize prior IDI stages they have experienced. (n=87)
- 67% (57) Can give examples of how interactions are shaped by both their IDI stages and the stages of others. (n=85)
- 61% (53) Can better navigate interactions with others who hold similar stages to them. (n=87)
- 59% (51) Can better navigate interactions with others who hold stages different from theirs. (n=87)
- 67% (58) Can better navigate group interactions where the group's stage is similar to theirs. (n=87)
- 53% (46) Can better navigate group interactions where the group's stage is different from theirs. (n=87)

Personal Impact of the IDI Process

- 67% (49) of respondents have set goals for themselves based on their participation in the IDI process. (n=73)
- 77% (56) of respondents view themselves differently as a result of participating in the IDI process. (n=73)
- 80% (58) of respondents thought about things they do not usually consider as a result of the IDI process. (n=73)
- 81% (59) of respondents will seek out additional experiences related to diversity, equity, inclusion, or conflict management as a result of participating in the IDI process. (n=73)

Interpretation of Findings – Program Specific Post Test items (IDI Outcomes)

- The U-M IDI process provides an opportunity for students to learn the IDI framework, increase their sense of knowledge and competence in six learning areas, consider things differently and commit to future DEI work and involvement.
- Our feedback indicates displeasure with the process and potential discomfort with engaging in this experience. As an intercultural learning tool the IDI is a platform for understanding and experiencing difference with increasing complexity. This process is often uncomfortable.
- Through the process students shared feedback on what might enhance this experience. Developing supporting materials for students and QAs that direct IDI participants towards campus-based resources and next step opportunities is a priority to address.
- Further exploration to confirm that IDI efforts are cognitive dissonance-creating and not harm-causing is needed.
- Clarifying the assessment to address the learning intervention students experience rather than the logistic process students navigate will aid in refining and enhancing the U-M IDI Experience moving forward.

Objective: Build a new Trotter Multicultural Center in the heart of campus, with enhanced staff capacity to serve as a campus facilitator, convener, and coordinator of cultural competence and inclusive leadership education initiatives for students.

Constituencies: Staff/Units

Overview of Data Collection Processes

Conducted an Inventory of current Trotter offerings and an external Benchmarking Study on Innovative & Best Practice Programs focused on:

- Cultural Competency
- Well-Being, Agency and Self-Direction
- Truth, Racial Healing & Transformation

Data Collection Results

Internal Inventory/Reflection

Cultural Competency

- Trotter Film Series (monthly)
- 3rd and 4th Annual W.M. Trotter Lecture
 - The Black Male Athlete
 - My Life, My Story! Centering the Voices of Trans Lives!

Well-Being, Agency and Self-Direction

- Health and Wellness Done the “Trotter Way” – Yoga class [w/ CAPS] (weekly)
- Bichini Bia Longo Dance Class [Biza Sompá] (weekly)
- Paint no Pour (monthly)
- Food for the Soul Sundays [formerly Soul Food Sundays] (monthly)
- 72-hour Study Break (mid semester & end of semester)
- Arts & Crafts workshop

Truth, Racial Healing and Transformation

- A Space @ Trotter (reflection and meditation space)
- Circles of Sharing

A large number of additional campus programs are hosted by student organizations and other U-M schools, colleges and departments at Trotter.

Results – Benchmark Study Innovative and Best Practice Programs regarding Cultural Competency, Well-Being, Agency and Self-Direction, Heritage and Cultural Traditions:

The majority of the schools observed have multicultural centers (MCs) that are responsible for carrying out their institutions' larger diversity, equity, and inclusion (DEI) initiatives and strategies. Accordingly, MCs carry out their institutions' DEI initiatives through a combination of programmatic advocacy and student resource navigation and provision. Some MCs are utilized primarily as reservable "safe space" for ethnicity- and/or identity-focused student organizations. External of programmatic support, MCs offered an array of resources, including:

- study space
- tutors
- counseling
- space rental
- student organization office space
- event hosting

Not all of the observed institutions had multicultural centers—some institutions carry out their diversity and inclusion initiatives through separate identity- and culture-centered offices or entities. In some cases, these separate offices were physically located in a multicultural center, while others were in stand-alone locations. The programs implemented by separate multicultural offices include:

- film
- ethnic dinners
- ethnic celebrations
- dialogue opportunities
- ethnic workshops and seminars

Another trend we observed with stand-alone multicultural offices was their prioritization of inter-office collaboration, especially for large-scale events such as:

- cultural/identity graduations
- ethnic workshops/seminars/retreats
- expos/open house/conferences
- award ceremony

By collaborating with other entities, MCs were able to offer a larger array of programming with greater frequency and quality. Further, by collaborating with other offices and entities, MCs were able to increase the campus and community visibility and connect with a greater number of students.

A noteworthy finding in our research was the distribution of duties between part-time student and full-time professional staff. Limited staffing (full- or part-time) elicited limited programmatic opportunity in terms of frequency and pedagogical depth. Moreover, some of the observed offices were staffed by students whose dual academic and professional workloads seemingly limited them from investing the requisite time needed for the preparation and implementation of programs. We observed that student staff eschewed typical professional program staff duties; we inferred that this was the result of a lack of specialized education and experience in navigating the implicit and nuanced challenges of program development.

SUMMARY

KEY

- ✓ Most Popular Programming
- Unique/Niche Programming

Programs

- ✓ Discussion/Dialogue Groups
- ✓ Heritage Cultural Awareness
- ✓ Identity/Cultural Awareness
- Town Hall Meetings
- Interfaith Programming

Events

- ✓ Welcome Events/Expo/Resource Fair/Open House
- ✓ Ethnic Meals
- ✓ Ethnic/Cultural Graduation
- Award Ceremony/Recognition Program
- Retreats
- Holiday Celebrations/Religious Observations

Education

- ✓ Heritage Month Recognition
- ✓ Films Series
- ✓ Speaker/Lecture Series
- ✓ Conference/Summit/Workshops
- Accredited Academic Courses
- Performance Arts Opportunities
- E-Learning Tools
- Community Outreach

Services

- ✓ Identity/Cultural-Specific Support/Counseling
- ✓ Mentoring
- ✓ Finals Week Study Spaces/Support
- ✓ DEI Training
- Certifications
- Tutoring for Minorities
- Student Organization Advising/Consulting
- Program Planning/Support

Institutional Programs of Interest (additional conversations recommended):

- Emory University - Office of Multicultural Programs and Services
- Middlebury College - Anderson Freeman Resource Center
- University of Puget Sound - Center for Intercultural and Civic Engagement
- Syracuse University Disability Cultural Center
- Peer Institutions (large, public, 4-year+)
 - University of California - Berkeley
 - University of California - Los Angeles
 - University of Texas - Austin
 - University of Pennsylvania
 - University of Virginia
 - University of North Carolina - Chapel Hill

Additional Recommended Resources

- SALT Model for Student Leadership (Samuel Museus, et al) – 2017
- Authentic Action-Oriented Framing for Environmental Shifts (AAFES) Method (Sherry K. Watt) – 2015
- Yosso’s Cultural Wealth Model: a framework to understand how students of color access and experience college from a strengths-based perspective that builds on 6 types of capital - can be relevant to the Charges A & C
- Sam Museus (2014) - Culturally Engaging Campus Environment Model (CECE) Engaging Students at the Intersections Through Multicultural Center: An Application of the Culturally Engaging Campus Environment Model by James C. McShay (2017)
- Interfaith Youth Core: <https://www.ifyc.org/>
- Center for Spiritual and Ethical Development: <https://studentaffairs.psu.edu/spiritual>

Interpretation of Findings – Benchmark Study Innovative and Best Practice Programs regarding Cultural Competency, Well-Being, Agency and Self-Direction & Heritage & Cultural Traditions:

Trotter Multicultural Center has many overlapping qualities and practices with other similar institutions. Some multicultural centers are totally responsible for institutional DEI and social justice initiatives, while others are only responsible for providing a space to varying (diverse) organizations for meetings and events. Some of the meetings and events that take place may be affiliated with cultural/identity centers, but those programs may or may not be of the multicultural center. *Trotter shares the responsibility of creating programming for the entire U-M campus with other Student Life sectors while providing space to meet and for events.*

Current potential areas of investment/further study:

Increasing Trotter’s collaborations with other Student Life sectors and continue to consider increased professional staffing as the new building moves toward completion.

- In partnership across Student Life and beyond, Trotter can create programming that is unique to other sectors and offer experiences that connect to more people by doing more collaborative work with others.
- An increase in professional staffing as the new building is finished should continue to be explored as a priority to do the complicated and intense work often done by student staffing. In addition, increasing programming through collaborations would also require more professional staff.

Results – Benchmark Study Innovative and Best Practice Programs regarding Truth, Healing and Transformation:

Campus Implementation Models Studied:

- Austin Community College (TX)
- Brown University (RI)
- Duke University (NC)
- Hamline University (MN)
- Millsaps College (MS)
- Rutgers University—Newark (NJ)
- Spelman College (GA)
- The Citadel, The Military College of South Carolina (SC)
- University of Hawai'i at Mānoa (HI)
- University of Maryland Baltimore County (MD)

Interpretation of Findings – Benchmark Study Innovative and Best Practice Programs regarding Truth, Healing and Transformation:

Benchmarking data, primarily sourced from the AACU commission on Truth, Racial Healing and Transformation, indicates that institutional leaders are taking varied approaches to the advancement of TRHT work. These include; community dialogues, healing circles, history explorations, story circles, intergroup dialogues, public art displays, advocacy training, book discussions, speaker series, alumni engagement, curriculum analysis, and cross-institutional/organizational collaborations and partnerships. The roadmap to implementation focuses on key aspects identified as critical to development and advancement of TRHT frameworks within the nuances germane to the UM community. The strategic lead team recommends success will be measured through adherence to a partnership model and understanding historical contexts. It will be important to building upon student engagement principles, articulated areas of Student Life core work and values. TRHT work should map to overarching student Learning Outcomes and meet Student Life learning goals for Diversity, Equity and Inclusion.

Objective: Using data-informed decision-making, sustain and increase the capacity of existing Student Life initiatives, units and work teams engaged in effective programs and initiatives intended to support students experiencing bias and challenges associated with campus climate.

Constituencies: Students and Staff/Units

Overview of Data Collection Processes

- Inventory – Student Life programs supporting students experiencing bias and challenges associated with campus climate
- Various Measures – Participation, demographics, Consultations, Events/Offerings, SLOs

Data Collection Results

Intra/Interpersonal Level Interventions (77 programs)

- Navigation: Advising, Advocacy, Coaching, Guidance, & Mentoring (21 programs)
- Education: Courses, Retreats, Symposiums, Trainings, & Workshops (36 programs)
- Communities: Cohorts, Support Spaces & Therapy Groups (20 programs)

- **UM Community Level Interventions (21)**

- Awareness: Campaigns, Celebrations, Events, Information Tables, Online Resources

- **UM Structural Level Interventions (16 programs)**

- Systems & Structures: Advisory Boards, Councils, Physical Spaces, Policies

In order to understand the strengths and gaps of Student Life support for students experiencing bias and challenges associated with campus climate, a socioecological framework has been used. Introduced by Bronfenbrenner in the 1970's this model contends that to understand any behavior or issue it must be looked at in relationship to the systems in which it is a part. This framework centers around five nested, hierarchical levels: Individual, interpersonal, community, organizational, and policy/enabling environment. Due to the scope of this report, some levels have been collapsed in order to focus in more accessible University-based strategies for change.

Student Life currently has 114 programs in place to support students experiencing bias and challenges associated with campus climate. Over half of these support programs (77) operate at an individual level, seeking to support students through intra and interpersonal interventions focused on connecting students to resources, education, and community. Twenty-one (21) programs focus on community level impact through such efforts as events, celebrations, and campaigns. Lastly, through this inventory 16 programs have been identified as intentionally addressing system and structure change through policies, advisory boards, and physical changes to our university buildings.

A robust set of index measures have been used to identify the effectiveness of these programs with regard to student reach, student satisfaction, and student learning. For all programs that capture identifiable participant information demographic data from the University Registrar has been used as a benchmark. Student learning across the division is measured using a pre-test/post-test methodology from an index of sixteen measures and is interpreted in this report using a growth framework. Across all 114 programs there was a divisional reach of 58,895 (non-unique) student participants. Of these 114 programs, 14 are currently utilizing the new Student Life Sessions technology to capture unique participation information. This year, there have been 13,692 touchpoints captured through our Sessions system.

Twelve different programs that engage in bias prevention, navigation, and supportive response also participated in the assessment of student progress on six student learning outcomes via pre- /post-tests. Overall, student participants exhibited statistically significant gains on all six student learning outcomes; with the greatest gains in "Demonstrate Knowledge" and the smallest gains in "Collaboration Across Difference." The smaller gains in "collaboration across difference was reiterated when looking specifically at students identified as Asian/Asian American, Black/African American, Latinx, White, and International, and Female.

Interpretation of Findings – Student Life programs supporting students experiencing bias and challenges associated with campus climate:

Based on the data collected from our Year 2 DEI efforts it is recommended that Student Life focus on the following areas in order to strengthen support for students experiencing bias and challenges associated with campus climate.

Finding: Insufficient data collection.

- Recommendations:
 - Increase investment in the integration of Sessions technology to track student participation in programs and services.

Due to the low number of programs utilizing participation tracking technology there is a lack of information to inform which students are underserved through our bias support programs. Of the 114 bias support programs 14 are currently using Sessions technology. Of the remaining 100 programs, 15 of those are not appropriate venues for collecting identifiable student participation due federal protections and/or confidentiality needs. Our Year 3 DEI focus is to integrate the use of Sessions into all 85 bias support programs identified as being ripe for participation data collection. This increase will require investment in technological resources as well as staff training to consistently utilize this technology.
 - Enhance student learning outcome assessment resulting in pre and post tests in place Fall 2018 for all appropriate programs and services.
 - Develop metrics for community level and structural level interventions in order to measure the success of these efforts in Year 3.

Finding: Underutilized programs and services.

- Recommendations:
 - Increase awareness of programs and resources through investment in cross-institutional marketing, communications, and outreach.
 - Maximize program impact and resources by combining programs with aligned goals through the development of new partnerships.

Finding: Efforts siloed by unit.

- Recommendations:
 - Coordinate efforts with similar goals through backbone structures that enhance collaboration, efficiency, and effectiveness.
 - Increase connectivity through the development of shared metrics across programs and services.
 - Examine opportunities to increase shared positions B

Student Life Objective: Strengthen Student Life and Academic Affairs partnerships to develop and expand educational experiences devoted to graduating global and inclusive leaders able to create and thrive in a more diverse, inclusive and equitable world.

Constituencies: Staff/Units

Overview of Data Collection Processes

- “Bright Spot Analysis” (brief profiles of existing successful SL-AA partnerships & best practices)
- “Stories of Impact” (summarizing SL existing p-ships, with student stories)
- Inventory of SL’s partnerships

Data Collection Results

- **272 Student Life Partnerships with Academic Units**
 - *201 School & Colleges*
 - *26 Provost*
 - *45 Other Campus Partners*
- **215 Student Life Partnerships within Student Life**
- **139 Student Life Partnerships with Community Partners**

Interpretation of Findings

To inform our efforts moving forward, we will engage in additional study in Year 3, including a cross-unit leadership team will be engaging units in focused discussion to clarify data and gather findings.

The past year Student Life’s commitment to partnership and DEI initiatives has deepened and expanded. With a strong belief in continuous improvement, Student Life is excited about continuing to expand its work. The working definitions of partnership and partnership principles will continue to serve as the guiding precepts going forward. Student Life looks forward to future partnerships of all types—between Student Life and Academic Affairs, among Student Life units, and students and campus partners. It will continue to strengthen partnerships with community organizations. Student Life’s vision—and pledge—remains steadfast: to incorporate DEI-focused projects and partnerships as a keystone of Student Life’s ongoing contribution. The strong commitment to enriching the experiences of U-M students both within and beyond the classroom informs its work, and its efforts benefit not only individual students, but also the University’s overarching efficacy, climate, and culture.

Student Engagement Initiative – Access, Transparency & Trust

On behalf of the University and in partnership with units across campus, facilitate broad and diverse student engagement with the University’s diversity, equity and inclusion efforts to create agency and voice to ensure relevance and responsiveness to current community needs.

Constituencies: Students

Overview of Data Collection Processes

Student Learning Outcomes - DEISABs: Surveys to be emailed to students via Campus Labs
Focus Group/Debrief discussion with DEISAB

Data Collection Results

DEISABs: End-of-year questionnaire with Student Life Learning Outcomes Survey data forthcoming.
DEISABs: End-of-year questionnaire data forthcoming

Results from Feedback Session (see recommendations below)

- Retention of 40/50 (10 graduates) members from Year One to Year-Two; overall positive feedback from students.
- At the end of Year-Two, DEISAB members requested a change of format for Year Three to include hosting activities that will engage students and others in the U-M community dialogues as well as hackathon style and design thinking sessions.

Interpretation of Findings – DEISAB Feedback Session

- Continuation of Student Life DEI Student Advisory Boards during Year Three with representatives of diverse student backgrounds from all schools and colleges.
- Throughout the year, DEISAB's top three concerns were campus climate and administrative responses, increased inclusion of persons with disabilities, and increased services for student parents.
- Hire a second graduate student intern to support with Student Life DEI Student Advisory Boards operations for Year Three; student assistants will support logistics, research, and planning monthly meetings and activities.
- Implement student learning and satisfaction survey for Summit participants during the summit and/or immediately afterward.
- Plan specific food, space rental, and materials budgets for Student Life DEI Student Advisory Boards meetings, retreats, and events as per Student Life Stewardship Principles.
- Establish DEI Student Engagement Program Fund (\$7,000) to provide mini-grants to student teams who will host activities that will facilitate engagement around DEI issues and plans. A review committee of students, faculty and Student Life staff will be established to review and approve funding requests. The Engage Action Team graduate student intern will provide support to the review committee. Potential committee members (two of each): Program staff from CCI, Ginsberg or Housing; Students from MESA, DEISABs or other DEI/Advisory boards/groups, and faculty from any discipline.
- Replace Action Item #5 for this objective: This item is more aligned with the Strengthen initiatives related to the Bias Support Team. Proposed replacement tasks: Establish communication procedures to allow Student Life to assist with sharing DEI updates to students (e.g., distributing ODEI opt-in email group sign-up for DEI updates).
- DEISABs: start to send meeting agendas to DEI Leads and begin communicating more directly with Leads.
- Sustain budget for student employee team to assist with DEISAB activities logistics as and to further the work on the broad student engagement survey project with schools/colleges.

U-M DEI Strategy II: Recruit, Retain & Support Diverse Community

Student Life Objective A: Develop and implement inclusive and equitable recruitment and hiring practices throughout Student Life to build a staff and student employee workforce that reflects diverse identities.

Constituencies: Staff/Units

Overview of Data Collection Processes – Learning Year Performance Evaluation Tool (Utilized google form and associated reports)

Online survey

Data Collection Results

Participation

- 93.5% (659/705) of division have created a tool
- Monthly usage rate average: 48%
- Quarterly usage rate average: 48.5%

Satisfaction

- Baseline results - 218 respondents % agree/somewhat agree historical process
 - Was administrative burden: 70%
 - Supported development of skills and abilities: 31%
 - Provided meaningful feedback from supervisor: 46%
 - Encourage appreciative feedback from supervisor: 43%
 - Overall found value in the process: 38%

Program Specific

- % of development plan alignment to DEI - Unfortunately we were not able to measure this component due to the google form and reporting capabilities

Interpretation of Findings

Interpretation of baseline results of performance appraisal assessment affirmed our thinking and work related to changing the process. Throughout the year, we also conducted focus groups to obtain feedback on the new process. We used the feedback to inform improvements for Learning Year 2.0. An overall assessment of Learning Year 1.0 will be sent out in July and will inform our final recommendation.

Overview of Data Collection Processes - Number of training and workshop offerings using Staff DEI Learning outcomes as part of their assessment

Online survey (CampusLabs and Qualtrics)

Data Collection Results

Participation

- Total Offerings: **54**, Total Responses: **594**
 - New Staff Orientation: 2 (98 responses)
 - DEI Learning Series: 12 (56 responses)
 - PD Conference: 4 (85 responses)
 - Student Life Facilitation Training: 1 (21 responses)
 - Search Trainings: 10 (83 responses)
 - Unconscious Bias Trainings: 19 (110 responses)
 - Supervisor Coaching and Feedback Training: 6 (141 responses)

Overview of Data Collection processes – Unconscious Bias training offerings in summer 2017. Began incorporating the Staff DEI Learning outcomes into the survey in October 2017.

- Student Life Sessions attendance data reporting
- Online survey - post training

Constituencies: Staff

Data Collection Results Unconscious Bias training

Participation

- Total Offerings (since initial launch in March 2017): 27
- Total FY18 Offerings: 19
- Total Staff Trained (since initial launch in March 2017): 515
- Total Staff Trained in FY18: 358

Satisfaction

- Total respondents: 105
- Ultimate Question (Would you recommend this training to a colleague?): 94%

Program Specific

- Total respondents: 110
- Staff DEI Learning Outcomes (% agree):
 - Importance and Value of DEI to UM and SL: 95%
 - Self-Awareness: 79%
 - Role in Inclusive Community: 95%

U-M DEI Strategy II: Recruit, Retain & Support Diverse Community

Student Life Objective: Construct a consistent onboarding process to ensure equitable and consistent preparation, acclimation and integration experiences for all new Student Life staff.

Constituencies: Staff/Units

Overview of Data Collection Processes - “Supervision Matters” Supervisor Coaching and Feedback Workshops in February 2018.

- Conducted post assessment of workshop and currently evaluating options for delivery to remaining supervisors across division.
- Student Life Sessions attendance data reporting
- Online survey - post training

Data Collection Results “Supervision Matters”

Participation Measures:

- Total Participants: 185
- Total Sessions offered: 6

Satisfaction Measures:

- Total respondents: 118
- Ultimate Question (Would you recommend this training to a colleague?): 85%

Program Specific Measures:

- Total respondents: 118

Interpretation of Findings

Based on the results of the assessment, we determined that the content of the workshop was valuable. We are in the process of exploring/creating a make-up workshop for the supervisors that were not able to attend the workshops in February utilizing portions of a tape-recorded sessions.

Student Objective: Develop and implement inclusive and equitable recruitment and hiring practices throughout Student Life to build a staff and student employee workforce that reflects diverse identities.

Constituencies: *Staff*

Overview of Data Collection Processes – Search Training

- Conducted post training assessment survey after each session (Search Team Member and Search Chair/Hiring Manager)
- Student Life Sessions attendance data reporting
- Online survey - post training

Data Collection Results:

- Total Participants Search Committee: 169
- Total Sessions offered: 10

- Total Participants Search Chair/Hiring Manager: 46
- Total Sessions offered: 5

- Total respondents:
 - Ultimate Question (Search Committee): 93%
 - Ultimate Question (Search Chair/Hiring Manager): 100%

Interpretation of Findings

Overall bases on the results of the assessments, our findings are that the trainings are valuable and effective. We have evaluated the results throughout the year and have made adjustments to the training to increase the effectiveness.

Student Objective: Construct a consistent onboarding process to ensure equitable and consistent preparation, acclimation and integration experiences for all new Student Life Staff.

Constituencies: *Staff*

Overview of Data Collection Processes – *In development*

- Track and assess utilization of the new employee onboarding tools and hiring manager toolkit
- Assess New Staff Orientation
- Conducted assessment of the DEI element of the New Staff Orientation in Spring 2017
- Incorporating learnings/observations into the Assessment Rubric
- Focus will be on assessing the effectiveness of the NSO utilizing the Staff DEI Assessment Tool

Data Collection Results = *Data forthcoming*

Interpretation of Findings

We are in the process of finalizing the utilization and assessment tool for the Onboarding process. (Target to launch in Year 3.) We launched the Staff DEI Learning outcomes with the New Staff Orientation; results of the assessment are in the processing being analyzed.