STUDENT LIFE’S STRATEGIC PLAN SUMMARY

October 2016

University of Michigan
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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.

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

Over a series of months, Student Life engaged a broad cross-section of students, staff and research to ensure a grounded and informed plan. 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 difference)

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

III. Student Life’s Strategic Response

Inspired by student and staff insights, the Student Life planning team initially developed over twenty objectives and hundreds of action items aimed at significantly improving diversity, equity and inclusion on campus. Informed by current capacity and anticipated resources, Student Life then developed a focus for key priorities over the next five years.

These strategic and iterative priorities can be summarized in the framework of *Strengthen, Innovate, Assess*. Responsive to student and staff feedback, the prioritized objectives aim to:

1) **Strengthen**

   Strengthen our work by increasing the capacity of existing best practice programs and initiatives and by stabilizing funding, improving coordination and building linkages with current work devoted to diversity, equity and inclusion;

2) **Innovate**

   Invest in some strategic and intentional areas for innovation to improve enrichment and development opportunities; and

3) **Assess**

   Develop our assessment infrastructure to inform future development and resource allocation.

The *Strengthen, Innovate, Assess* framework assisted in prioritizing the following five-year Student Plan objectives and Staff Plan objectives for Student Life’s DE&I Strategic Plan. Relying on this iterative framework, we also include the remaining objectives developed with our staff and student planning teams to inform future DE&I efforts, pending capacity and potential future resource allocation (see Appendix J).
Summary of Focus Areas for Institutional (Student) Plan

<table>
<thead>
<tr>
<th>U-M Strategy</th>
<th>Student Life Objective</th>
<th>Student Life Priority</th>
</tr>
</thead>
</table>
| Create an Inclusive & Equitable Campus Climate | Student Mindset  
Intercultural Development Inventory Initiative  
Programs for Peacebuilding through an Intercultural Lens |
| A New Trotter Multicultural Center  
Build & develop a hub for multicultural education, activities & community-building | INNOVATE |
| Recruit, Retain & Support a Diverse Community | Advocacy, Support & Enrichment  
Increase capacity for key units & best practice programs  
Assess & strengthen coordination & links to align programs  
First Year Experience  
Assess & explore realignment to increase capacity in FYE | STRENGTHEN |
| Support Inclusive Scholarship & Teaching | Student Life partnerships with Schools & Colleges on DEI Matters  
Explore & develop a sustainable model for how to meet current campus-wide demands for consultation & educational programming | STRENGTHEN |
| Services Support                          | Increase Assessment Capacity  
Invest in staffing & development to align programs & initiatives | ASSESS |
## Summary of Focus Areas for Organizational (Staff) Plan

<table>
<thead>
<tr>
<th><strong>U-M Strategy</strong></th>
<th><strong>Student Life Objective</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Student Life Priority</strong></th>
</tr>
</thead>
</table>
| **Create an Inclusive & Equitable Campus Climate** | **Enhance Staff Development in DEI Skills & Awareness** | Infuse competencies into training & performance appraisals  
Assess current DEI training efforts  
Expand Unconscious Bias Training for all staff  
Train Supervisors in conflict management grounded in DEI  
Develop more accessible professional development experiences | STRENGTHEN, INNOVATE & ASSESS |
| **Recruit, Retain & Support a Diverse Community** | **Diverse Workforce (inclusive recruitment & hiring)** | Hiring philosophy, Interviewing Practices, Search Committee Training  
Cultivate a more diverse student staff team  
Increase access through Internship Program | STRENGTHEN & INNOVATE |
| **Staff Onboarding (equitable & consistent)** | **Staff Onboarding (equitable & consistent)** | Onboarding Tools for Managers & Units  
Evaluate, Assess & Align Orientation & Training Programs with DEI | STRENGTHEN, INNOVATE & ASSESS |
## Student Plan Five Year Objectives & Actions

### U-M DEI Strategy I: Create an Inclusive and Equitable Campus Climate

#### Student Life Objective A: Develop a more strategic introduction to student life on campus to encourage a more global and inclusive mindset.

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
<th>Accountability</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop the capacity to administer the Intercultural Development Inventory (IDI) to all new students and again in a subsequent year to determine effectiveness.</td>
<td>2016/17 Pilot Phase I 2017/18 Pilot Phase II 2018/19 Full Scale</td>
<td>Sponsor: Loren Rullman, AVP Chair: Marilyn De LaRoche, Senior Director, Housing and Auxiliary Services Strategic Lead Team with Action Teams (cross-unit)</td>
<td>Improved campus climate (through University-wide survey results) Increased proactive student engagement with diversity, equity and inclusion and conflict management education through an intercultural lens A rising number of faculty and staff becoming certified as IDI qualified administrators</td>
</tr>
<tr>
<td>2. Refine existing and craft new intercultural programming targeted at addressing areas of need (identified via the IDI) for intercultural development within the incoming student population, including developing individualized learning plans based on IDI feedback.</td>
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<tr>
<td>3. Offer expanded access to and promote increased participation in training for incoming students on conflict management and peacebuilding through an intercultural lens.</td>
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</tbody>
</table>
### U-M DEI Strategy I: Create an Inclusive and Equitable Campus Climate

**Student Life Objective B: Build 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.**

<table>
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</tr>
</thead>
</table>
| 1. Build a new center to be a hub for multicultural education and activities and a space for students to develop cultural awareness and skills for collaborative engagement in an increasingly global and diverse community. | Sponsor: Royster Harper, VPSL  
Chair: Jackie Simpson, Director, Trotter Multicultural Center | Increased opportunities for the community to come together to celebrate cultures  
Improved campus climate (through University-wide survey results) | |
| 2. Designate space in the new center for student organizations to hold events. |  
Strategic Lead Team with Action Teams (cross-unit) | Increased proactive student engagement with diversity, equity and inclusion and conflict management education through an intercultural lens | |
| 3. Increase the center’s capacity to offer a full range of educational and support programs for students experiencing bias, including health and wellness topics such as resiliency and self-care. | | Improved retention of students involved in bias-related incidents or adjustment challenges associated with campus climate concerns | |
| 4. Develop the center to increase access and opportunities for all students to explore heritage and cultural traditions. | | | |
### U-M DEI Strategy II: Recruit, Retain & Support a Diverse Community

#### Student Life Objective A: Using data-driven decision-making, sustain and increase the capacity of existing Student Life initiatives, units and work teams engaged in best practice advocacy, adjustment support, and related enrichment programs devoted to building a more inclusive campus climate. See Appendices B & E

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
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<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase professional and student staffing and program funding for specific Student Life teams and programs demonstrating effective engagement, advocacy and support for students experiencing bias and for enrichment programs addressing related challenges associated with campus climate concerns.</td>
<td>2016/17 Phase I Staffing &amp; Inventory</td>
<td>Sponsor: Royster Harper</td>
<td>Increased student engagement with bias support resources and enrichment programs</td>
</tr>
<tr>
<td></td>
<td>2017/18 Phase II Gaps Analysis &amp; Develop Coordination Strategy</td>
<td>Chair: Will Sherry, Director, The Spectrum Center</td>
<td>Improved retention of students involved in bias-related incidents or challenges associated with campus climate concerns</td>
</tr>
<tr>
<td></td>
<td>2018/19 Bridge Gaps &amp; Implement Coordination Strategy</td>
<td>Strategic Lead Team with Action Teams (cross-unit)</td>
<td>Positive program evaluation and satisfaction with Student Life services</td>
</tr>
<tr>
<td>2. Prepare an inventory of all relevant existing advocacy, adjustment and enrichment programs within Student Life devoted to supporting and retaining students experiencing bias and addressing related challenges associated with campus climate concerns.</td>
<td>Seek resources as needed to bridge gaps and improve coordination</td>
<td>Greater report of self-agency and cross-application of knowledge</td>
<td></td>
</tr>
<tr>
<td>3. Increase the capacity of educational programs devoted to improving campus climate by fostering identity and cultural enrichment, leadership programming and related skills development for students.</td>
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</tr>
<tr>
<td>4. To ensure sufficient and sustainable support for students, review available assessment and evaluation data to a) affirm successful resources and programs and b) identify and bridge gaps in current approaches to building a more inclusive campus climate.</td>
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</tbody>
</table>
Student Plan Five Year Objectives & Actions Continued

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

Student Life Objective B: Increase 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. See Appendix C

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
<th>Accountability</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inventory and assess existing FYE retention curricula and co-curricular programming.</td>
<td>2016/17 Inventory &amp; Assessment</td>
<td>Sponsor: Royster Harper, VPSL</td>
<td>Increased gain in knowledge and skills as a result of participation in FYE co-curricular programs</td>
</tr>
<tr>
<td>2. Improve and coordinate FYE offerings to be more strategic and intentional in order to maximize student engagement and development.</td>
<td>2017/18 Implement Coordination Strategy</td>
<td>Chair: Will Sherry, Director, The Spectrum Center</td>
<td>Increased student engagement with and participation in resources and programs that expand on FYE knowledge areas</td>
</tr>
<tr>
<td>3. Informed by assessment efforts, increase capacity and expand access to effective FYE curricular and co-curricular programming.</td>
<td>2018/19 Seek additional funding to increase capacity, as needed</td>
<td>Strategic Lead Team with Action Teams (cross-unit)</td>
<td></td>
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</tbody>
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Priority Focus: STRENGTHEN
<table>
<thead>
<tr>
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<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Under current resource restraints, explore alternatives to increase relevant Student Life unit capacity to meet the existing demand for ongoing consultation to Schools and Colleges on issues pertaining to students experiencing bias, oppression and related challenges associated with campus climate concerns.</td>
<td>2016/17 Capacity Building &amp; Research Delivery Models</td>
<td>Sponsor: Simone Himbeault Taylor, AVP</td>
<td>Increased collaboration with school/college faculty and staff with Student Life units on issues of DEI</td>
</tr>
<tr>
<td></td>
<td>2017/18 Implement Sustainable Delivery Model</td>
<td>Chair: Monita Thompson, Director, IGR</td>
<td>Heightened school/college staff/faculty awareness and increased expertise pertaining to DEI</td>
</tr>
<tr>
<td></td>
<td>2018/19 Seek additional resources, as needed to increase access/capacity based on demand</td>
<td>Strategic Lead Team with Action Teams (cross-unit)</td>
<td></td>
</tr>
<tr>
<td>2. Explore sustainable delivery models to expand access to Student Life’s best practice diversity, equity and inclusion expertise and training for Schools and Colleges (i.e. charge back/fee-based service models).</td>
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## U-M DEI Strategy: Services Support

### Student Life Objective: Increase Student Life’s capacity in research and assessment on matters of diversity, equity and inclusion to align programs and initiatives.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Implement strategic and consistent research and assessment of existing and pilot programs and services.</td>
<td>2016/17 Pilot Focus Basic Inventory</td>
<td>Sponsor: Simone Himbeault Taylor, AVP</td>
<td>Comprehensive and uniform program assessment across Student Life</td>
</tr>
<tr>
<td>2. Invest in building staff capacity in research work teams to meet current demands for research, evaluation and assessment support for Student Life units.</td>
<td>2017/18 Pilot Focus Capacity-Building</td>
<td>Chair: Holly Rider-Milkovich, Director, SAPAC</td>
<td>Consistent measurement of Student Life Learning Outcomes across Student Life offerings</td>
</tr>
<tr>
<td>3. Increase research, evaluation and assessment professional development education and training opportunities for Student Life units.</td>
<td>2018/19 Capacity-Building Staff Training &amp; Development</td>
<td>Strategic Lead Team with Action Teams (cross-unit)</td>
<td>Reporting of research and assessment findings</td>
</tr>
<tr>
<td></td>
<td>Seek additional resources, as needed</td>
<td></td>
<td>Identification of best practices for replication and possibility of scale</td>
</tr>
</tbody>
</table>
## Staff Plan Five Year Objectives & Actions

### 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.

<table>
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<tbody>
<tr>
<td>1. Infuse diversity, equity and inclusion expectations and competencies into staff training, evaluation and performance appraisals.</td>
<td>2016/17</td>
<td>Sponsor: Anjali Anturkar, AVP Chair: Anna Ruszkiewicz, Director, Student Life HR Strategic Lead Team with Action Teams (cross-unit)</td>
<td>Pre and Post training evaluation data based on diversity, equity, and inclusion competencies Increased participation Positive Program Evaluation • Reported satisfaction • Achieve articulated learning outcomes</td>
</tr>
<tr>
<td>2. Inventory and assess current diversity, equity and inclusion staff development efforts to inform future investment and capacity-building.</td>
<td>2016/17</td>
<td>Sponsor: Anjali Anturkar, AVP Chair: Anna Ruszkiewicz, Director, Student Life HR Strategic Lead Team with Action Teams (cross-unit)</td>
<td>Pre and Post training evaluation data based on diversity, equity, and inclusion competencies Increased participation Positive Program Evaluation • Reported satisfaction • Achieve articulated learning outcomes</td>
</tr>
<tr>
<td>3. Expand Unconscious Bias training for all staff.</td>
<td>2017/18</td>
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<tr>
<td>4. Train Student Life supervisors in conflict management practices grounded in diversity, equity and inclusion.</td>
<td>2018/19</td>
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</tr>
<tr>
<td>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.</td>
<td>2018/19</td>
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Staff Plan Five Year Objectives & Actions Continued

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

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<tr>
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<th>Timeline</th>
<th>Accountability</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Create a shared hiring philosophy.</td>
<td>2016/17</td>
<td>Sponsor: Anjali Anturkar, AVP Chair: Anna Ruszkiewicz, Director, Student Life HR</td>
<td>Diverse qualified applicant pool across multiple identities</td>
</tr>
<tr>
<td>2. Develop and implement search/selection committee training (including Unconscious Bias training for all search committee members).</td>
<td>2016/17</td>
<td>Chair: Anna Ruszkiewicz, Director, Student Life HR</td>
<td>Rates of position acceptance</td>
</tr>
<tr>
<td>3. Adopt competency-based interviewing practices and implement best practices in application review.</td>
<td>2017/18</td>
<td>Strategic Lead Team with Action Teams (cross-unit)</td>
<td>Candidate experience satisfaction data</td>
</tr>
<tr>
<td>4. Focus on cultivating a diverse student staff team and inclusive workplace for over 2,000 student employees.</td>
<td>2018/19</td>
<td></td>
<td>Hiring committee experience data</td>
</tr>
<tr>
<td>• Increase the number of student internships (paid or course credit) to facilitate equitable access, regardless of socioeconomic and national background.</td>
<td></td>
<td></td>
<td>Diverse student staff teams</td>
</tr>
<tr>
<td>• Develop and implement recruitment strategies and best practices for attracting a diverse student staff.</td>
<td></td>
<td></td>
<td>Increased student employment and internships</td>
</tr>
<tr>
<td>• Develop and implement hiring policies and best practices for a diverse student staff.</td>
<td></td>
<td></td>
<td>Improved and consistent student hiring processes</td>
</tr>
</tbody>
</table>
### 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 Student Life staff.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Create, pilot, and disseminate hiring manager onboarding checklist and employee-facing onboarding tool.</td>
<td>2016/17</td>
<td>Sponsor: Anjali Anturkar, AVP</td>
<td>Student Life staff retention rate following first 6 months of employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair: Anna Ruszkiewicz, Director, Student Life HR</td>
<td>Post Hire 12-month feedback on onboarding</td>
</tr>
<tr>
<td>2. Evaluate and assess new staff resources, training, orientation, and programs to inform proposals for alignment with DEI best practices and future support tools and mechanisms.</td>
<td>2016/17</td>
<td>Strategic Lead Team with Action Teams (cross-unit)</td>
<td></td>
</tr>
<tr>
<td>3. Review and improve current Student Life New Staff Orientation to align with diversity, equity and inclusion best practices.</td>
<td>2017/18</td>
<td></td>
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</tr>
<tr>
<td>4. Develop support tools and delivery mechanisms for consistent new staff training content and processes across Student Life.</td>
<td>2018/19</td>
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</tbody>
</table>
IV. Student Engagement & Implementation Plan

The Student Voice: Access, Transparency & Trust

The University of Michigan is committed to working together to improve diversity, equity and inclusion on campus and to listening and learning from one another. On behalf of the University, Student Life (in its institutional role to serve all students) will facilitate student engagement efforts with units across campus during the plan’s implementation phase. This Student Engagement Initiative will ensure the University’s DE&I Strategic Plan remains “a living document” that is responsive and relevant to the evolving needs of our community.

In alignment with U-M’s history and community values, we will continue to seek broad and diverse student engagement in all of our DE&I initiatives, priorities, and decisions. In addition to our current vehicles for student voice (see Appendix K), we will develop additional infrastructure devoted to prioritizing student input in our diversity, equity and inclusion strategic efforts.

Newly created Undergraduate and Graduate/Professional Diversity, Equity and Inclusion Student Advisory Boards (DEISABs) will offer transparency and access to invite student engagement and encourage ongoing student feedback on the implementation and assessment of the U-M’s DEI Strategic Plan. At these meetings, institutional and unit DEI leads will seek broad student perspective and insight on their DEI initiatives.

“The University of Michigan-Ann Arbor (the University) is dedicated to supporting and maintaining a scholarly community. As its central purpose, this community promotes intellectual inquiry through vigorous discourse. Values which undergird this purpose include civility, dignity, diversity, education, equality, freedom, honesty, and safety.”

– The University of Michigan Statement of Student Rights and Responsibilities
## 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 ensure relevancy and responsiveness to current community needs.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an Undergraduate and Graduate/Professional DE&amp;I Student Advisory Board to enlist student perspectives on DE&amp;I plan implementation and assessment efforts.</td>
<td>Ongoing</td>
<td>Executive Lead: Royster Harper, VPSL Sponsor: Laura Blake Jones, DOS Chair: Amir Baghdadchi, Director of Communications Strategic Lead Team with Action Teams (cross-unit)</td>
<td>Broad &amp; diverse student perspectives influence iterative and relevant “living plan” and effective implementation &amp; assessment efforts</td>
</tr>
<tr>
<td>2. Use existing infrastructure devoted to facilitating student voices in shaping the institution to ensure the DE&amp;I Plan is responsive, relevant and community-owned.</td>
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<tr>
<td>3. Advocate for necessary refinement and realignment during the implementation phase to ensure relevancy and responsiveness to student needs.</td>
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</tbody>
</table>
Implementation Plan

As with our planning process, Student Life’s implementation of the DE&I Strategic Plan will engage staff leadership from across our team. Student Life’s Implementation Leads will work with Sponsors and a cross-unit Strategic Lead Team aligned to each focus area (Strengthen, Innovate, Assess). The Strategic Lead Teams will oversee implementation of individual objectives and action items by designated Action Teams.
Appendix A

Student Life Mission

Student Life is committed to facilitating student learning and the development of the whole student while cultivating a diverse and inclusive campus community. Through our programs, services, facilities and partnerships, we provide opportunities for students’ transformation and enrich their education.

Core Work

- Transformative Learning Experiences
- Community Development
- Social Justice Education and Intercultural Development
- Health and Well-Being Education
- Leadership Education and Personal Development
- Student Intervention, Support and Advocacy
- Essential Services

Values

- Student Centeredness
- Accountability and Stewardship
- Collaboration
- Inclusion
- Integrity
- Excellence

Student Life Learning Outcomes

Student Life co/curricular educational efforts facilitate student development in the following areas:

- Self Direction (understanding and directing oneself as a learner)
- Collaboration Across Difference (recognizing and adapting to differences)
- Demonstrating Knowledge (demonstrating knowledge within and across contexts)
- Digital Identity (developing a professional digital identity)
- Relational Learning (reflective, accountable and relational)
- Identity and Perspectives (identifying and discerning personal and other ethics and perspectives)
- Health and Wellness (building a healthy and well community)
Appendix B

**Student Life Diversity, Equity and Inclusion Work**

Advocacy, Transition and Adjustment Support Efforts

**Pursuant to unit mission**, the following Student Life offices provide advocacy on behalf of and ongoing intervention and programs for undergraduate, graduate and professional students experiencing bias, oppression and related challenges associated with campus climate concerns:

- Counseling and Psychological Services (CAPS)
- Dean of Students Office (Expect Respect, Bias Response Team, Blavin Scholar Program)
- Greek Life (Multicultural Greek and National Pan-Hellenic Councils)
- Housing Diversity and Inclusion
- International Center
- Multi-Ethnic Student Affairs (MESA)
- The Program on Intergroup Relations
- Sexual Assault Prevention and Awareness Center (SAPAC)
- Services for Students with Disabilities
- Spectrum Center
- Trotter Multicultural Center
- First Generation Support Cross-Unit Program Team

The following Student Life offices provide examples of other significant “opportunity-based” support and contribution directly connected to advocacy, transition and adjustment efforts (but not written into the unit mission):

- Center for Campus Involvement
- Michigan Dining
- University Health Services
- Recreational Sports
- University Unions

*This list not exhaustive.*

**Student Life** acknowledges the effort by all units collaboratively devoted to DEI work. Of note, is the exhaustive effort and significant leadership of units such as Trotter, Spectrum, IGR, MESA, Housing--Diversity and Inclusion and IGR. Staff from these areas are consistently called upon to address DEI matters. The desire for DEI to be fully embraced by all units informed the decision to develop this Appendix. This strategy is intended to encourage a broader understanding of unit responsibility and relevance to DEI work rather than underplay the value of DEI leadership provided to date by certain unit teams.
Appendix C

Student Life’s Diversity, Equity and Inclusion Work
First Year Experience Co/Curricular Programs

Making the Most of Michigan - UC 170
This academic course provides students with methods for integrating in-class and out-of-class
experiences, identifying and setting short-term and long-term goals, and utilizing social and intellectual
diversity to become intentional, self-directed learners. This is an IGR/LSA course (a collaboration
between Housing, IGR, and LSA). UC170 is dependent on UC470 (the facilitator support course).

Community Matters
Change it Up! Provides undergraduate, graduate and professional students with skills to make a
difference by practicing bystander intervention.
Relationship Remix A series of workshops on relationships, sex, and decision making every fall
semester for first-year students in residence halls. Participants have the opportunity to reflect upon
personal values, discuss healthy relationships, and practice skills related to consent.
Online Courses (AlcoholEdu and Haven – Understanding Sexual Assault) To better prepare new
students to manage their transition to campus and help reduce risk for personal harm while members of
this community and later in life, students are required to complete AlcoholEdu for College and Haven -
Understanding Sexual Assault. These online courses for undergraduate, graduate and professional
students serve as important components of our alcohol prevention initiatives and the education and
support services related to sexual assault, dating and domestic violence, sexual harassment, and stalking.

Expect Respect
The role of the Expect Respect program is to work with undergraduate, graduate and professional students
and campus departments to create programs that foster an inclusive and socially aware and just campus
environment. Expect respect is focused on creating a campus environment where everyone feels that they
belong.

See https://offcampus.umich.edu/article/expect-respect

Common Ground
This IGR Program is facilitated and coordinated by trained U-M undergraduate and graduate students,
these interactive workshops help promote social identity development and enhance group dynamics,
while building a community of social justice advocates on campus.

See https://igr.umich.edu/commonground

Appendix D
Student Life’s Diversity, Equity and Inclusion Work
Formal Academic Collaboration & Partnerships *(list not exhaustive)*

All Student Life units consistently engage with academic units, schools and colleges. Pursuant to mission, the following units regularly co-sponsor a variety of programs with academic areas:

- University Career Center
- The Spectrum Center
- Services for Students with Disabilities
- IGR (The Program on Intergroup Relations)

Other formal partnership programs include:

**Edward Ginsberg Center for Community Service and Learning**

**Engaged Learning Program** The Ginsberg Center collaborated with 13 departments, schools and colleges in 2014 to infuse community engagement pedagogy into their curricula.

**Program on Intergroup Relations** This formal partnership between Student Life and the College of Literature, Science, and the Arts offers academic courses that blend theory and experiential learning to facilitate students learning about social group identity, social inequality, and intergroup relations. In addition to LSA, IGR collaborates with schools and colleges across campus.

**International Center**

- The *Education Abroad Program* collaborates with all 19 schools and colleges in providing students with resources and support for finding education abroad opportunities.
- Since 1960, the *University of Michigan International Center Peace Corps Program* has facilitated opportunities for over 2,100 University of Michigan graduates to put their education to work by serving in this international service program.
- With the *Trotter Multicultural Center*, joint-programming and dialogue with the *International Institute*

**Housing - Michigan Learning Communities** are housed in the University’s residence halls and provide a smaller, more intimate environment for the exploration of a specific field of study. Includes: Global Scholars, Health Sciences, Honors, Living Arts, Lloyd Hall Scholars, Max Kade German Residence, Michigan Community Scholars, Michigan Research Community, Residential College, Sustainable Living Experience, and Women in Science and Engineering Residence Program.

**Student Life Making the Most of Michigan - UC 170**
The *IGR/LSA/Housing* collaborative course provides students with methods for integrating in-class and out-of-class experiences, identifying and setting short-term and long-term goals, and utilizing social and intellectual diversity to become intentional, self-directed learners. (See also Appendix C) UC170 is dependent on UC470 (the facilitator support course).

**Appendix E**

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Student Life’s Diversity, Equity and Inclusion Work

Signature Co/Curricular Intercultural Learning and Intelligence Programs (includes cultural humility, intercultural competence, personal leadership) (*List is not exhaustive*)

University Career Center International Career Pathways (in partnership with International Center)

Expect Respect Program

Ginsberg Center for Community Service and Learning
- Learning from the Community Training Series
- America Reads
- Alternative Spring Break

Housing
- Multiple multicultural awareness and understanding seminars and workshops
- Restorative Justice and Related Conflict Management Programs and Trainings

International Center
- Intercultural Leadership Seminar
- Global Wolverines student staff and development program

MESA (Multi-Ethnic Student Affairs)
- Heritage Month Series (speakers/dialogues and significant monthly programming devoted identity-specific experiences, including Arab, Asian/Pacific Islander American, Black, Latin, and Native American)
- Major campus cultural events (e.g. POWWOW)
- Mentorship Programs (e.g. ALMA)
- Community Summit Series
- My Brothers Dialogue Series
- Nourish Yourself Lunch Series

Office of Student Conflict Resolution
- Social and Restorative Justice and related Conflict Management Trainings Series

Program on Intergroup Relations
- Common Ground Workshop Program

SAPAC
- Gender Based Violence: From Theory to Action
- Relationship Remix
- Educating SAPAC Allies

Spectrum Center
- Ally Development Trainings
- Volunteer Leadership Development Series
- Growing Allies (in partnership with MESA and IGR)
- My Voice Panels
- LGBTQ 101 & LGBT Identity Development/Coming Out

Trotter Multicultural Center
- William Monroe Trotter Lecture Series
- Indie Lens Pop-Up
- First Friday Series
- Soul Food Sundays
- Paint No Pour Series (and related art/social justice education programs)

Appendix F
“A Multicultural Organization”
Baily Jackson and Rita Hardiman

1. Values the contributions and interests of all employees
2. Employees reflect diverse social and cultural groups throughout all levels of the organization
3. Acts on commitment to eliminate all forms of oppression within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
4. Includes all members as full participants in decisions that shape the organization
5. Follows through on broader social and environmental responsibilities

The MCOD Goal: Achievement of Social Justice and Social Diversity*

“The MCO is an organization that has within its mission, goals, values, and operating system explicit policies and practices that prohibits anyone from being excluded or unjustly treated because of social identity or status. A multicultural organization not only supports social justice within the organization; it advocates these values in interactions within the local, regional, national, and global communities, with its vendors, customers, and peer organizations.

The MCO is an organization that has within its mission, goals, values, and operating system explicit policies and practices that are intended to ensure that all members of the diverse workforce feel fully included and have every opportunity to contribute to achieving the mission of the organization. This organization also appreciates all forms of social diversity and understands the strengths and advantages that social diversity brings to the local, regional, national, and global communities (pp. 142).”


SEE SJTI.ORG for full description

Appendix G
October 6, 2016 Page 25 A WORKING DOCUMENT
Student Life’s Diversity, Equity and Inclusion Work

Annual Staff Development

All Professional Staff Development is linked to competencies and inclusive excellence framework to be intentional about quality and consistency of content.

- Annual Professional Development Conference
- Bystander Intervention and CHANGE it Up! (delivered twice/year in New Staff Orientation)
- Foundations of Social Justice for Staff Class (8 week class offered 5x annually)
- Affinity Groups (Women in Student Affairs, Queer Student Life Staff, SAGE Affinity Group for Staff of Color, Spirituality Affinity Group, etc)
- Diversity and Inclusion Series throughout the year

Diversity and Inclusion Series Fall 2016 Menu:

**Politics of Exclusion: How People interact within Intra-group Power & Privilege**
Jelani Johnson from University Housing
Laxmi Shastry from University Housing

Oftentimes in our self-work and work with students around inclusion and social justice, we focus on what it means to engage across differences. What about the interactions and dynamics, both positive and harmful, that arise within groups? In this session, we will reflect on how each of us experiences intersectionality and power within our own groups/communities and think through how we can practice ally behaviors to promote intra-group inclusion.

**Considering Gender: Emphasis on Trans Awareness**
Tynishia Walker from Spectrum Center

When talking about LGBTQ+ identities, people usually feel like they “have the sexual orientation stuff down”. But what about conceptualizations of gender and how different gender identities can show up for folks? In this session we will focus on gender, gender socialization (and how we all experience this) and break down the trans umbrella and how we can work to better support and include our students and colleagues across the gender spectrum.

**Unpacking Our Racism:**
**Subtle Attempts to Be a "Good White Person" in an Era of Civil Unrest**
Hannah Lozon from University Housing
Taryn Petryk from The Program on Intergroup Relations

Although this program is open to all interested staff, this session is designed for staff members who identify as white, and desire to unpack their identity as a white person in their personal and professional lives. For many white people, we become paralyzed in conversations about race, and default to cultural messages such as “color blindness,” being seen as an individual, a right to comfort in racialized discussions, and a desire to be seen as a "good white person.” In an era of racial civil unrest in our country and world at large, it is more important than ever for white people to show up in authentic and vulnerable ways in our work for racial justice. Framed by research, theory, and contemporary media, join us as we work to unpack whiteness and our responsibilities as white people in today’s day and age.
Diversity and Inclusion 101 (Two Sections Offered)

The Division of Student Life values social justice and diversity, but what do those terms really mean and how does that apply to the work you do? This session will explore some of the terms we discuss every day on this campus, such as social justice, diversity, social identity, and intersection of identity. Participants will explore what these terms mean, explore their own identities, and discuss ways they can infuse social justice awareness into their work with colleagues and students.

Supporting Multiracial Students
Abby Chien from Multi-Ethnic Student Affairs

This session will explore introductory material on multiracial student identity; it will include context and history of major events impacting the multiracial population while focusing on theories to support multiracial student development and identity exploration.

Understanding Islamophobia
Evelyn Alsultany
Director of Arab and Muslim American Studies and Associate Professor of American Culture

The terrorist attacks in Paris in November 2015 and the San Bernardino shootings in December 2015, led to an increase in mosque burnings, hate crimes, workplace and airline discrimination against Muslims across the country, as well as anti-Muslim rhetoric espoused by presidential candidates. Central to the public discourse is the notion that being fearful and suspicious of Muslims and Islam is a rational response to an increase in terrorism committed by Muslims. While terrorism committed by Muslims does increase suspicion and fear of Islam, it is not the origin of Islamophobia. What are the origins of Islamophobia? How can this particular form of discrimination best be understood? How does it impact us on campus? This workshop will explore alternate ways to understand this current phenomenon and address it on campus.

The Role of Storytelling in Diversity and Inclusion Work
Beth Radecki from University Housing
Jon Merrill from University Housing

In our work with students and staff, storytelling is an important, but difficult, part of building relationships. Given the role or importance identity plays in building inclusive communities on this campus, participants will have the opportunity to practice story development and sharing in order to feel more comfortable incorporating storytelling into our work with students and colleagues. This session is open to anyone who builds relationships with students and staff.

Gender Equality: A Conversation with Men
Michael Zabriskie from Housing Administration
Steve Bodei from University Housing

Although this session is open to all interested staff, the intention of this workshop is for male identifying colleagues to come together for a conversation on gender equality. Participants will watch a short video and then through dialogue will examine how gender roles and gender privilege exist in our workplace, family, and community settings. Colleagues from all walks of understanding gender identity are welcome to come for what we hope to be an engaging and progressive experience. This session will be purely dialogue based so we ask that you come willing to share your experiences and thoughts.

Diversity and Inclusion Conversations for Senior Leadership Staff
Mallory Martin-Ferguson from Housing Student Conflict and Conduct Resolution in Housing
Marcus Jackson from Recreational Sports

In this workshop Assembly members will explore topics related to identity and social and restorative justice. Participants will explore definitions, share a common understanding of the terms we use on a daily basis, and engage in conversations about how these topics show up in the work we do with our staff. In addition, there will be a discussion about the challenges that we face in the work that we do as leaders on campus. Members will walk away with tips on how to engage in conversations around staff dynamics, identity, diversity and inclusion, repairing the harm when conflict arises, and social justice with colleagues and staff.

**Restorative Approach to Diversity and Inclusion**
Mallory Martin-Ferguson from University Housing
Amanda McLittle from University Housing

In this session participants will learn about Restorative Justice Principles such as recognizing harm and impact as it relates to Diversity and Inclusion work. Participants will be able to share examples from their work on campus in an interactive setting where Restorative Principles can be applied and diagrammed. This session should particularly benefit those who engage closely in conversations around identity and community values with students and professional staff. Participants should have a willingness to learn more about Restorative Principles but have a foundational knowledge about Diversity and Inclusion work.

**Appendix H**
Student Life & Inclusive Excellence

Student Life embraces the “Inclusive Excellence” framework offered by the Association of American Colleges and Universities’ (AAC&U) 2005 publication *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. See [https://www.aacu.org/making-excellence-inclusive](https://www.aacu.org/making-excellence-inclusive)

What is Inclusive Excellence?

- A focus on student intellectual and social development
- Purposeful development and utilization of organizational resources to enhance student learning
- Attention to the cultural differences learners bring to the educational experience
- A welcoming community that engages all of its diversity in the service of student and organizational learning

Our Inclusive Excellence Agenda

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

See [https://studentlife.umich.edu/inclusive-excellence](https://studentlife.umich.edu/inclusive-excellence)

Appendix I
Student Life’s DEI Planning Leads

- Allie Harte and Michael Hill
- Jackie Simpson

The Student Life DEI Planning Team

**Student Impact Planning Team** (focusing on the Student Life’s Institutional Role)

- Nicole Banks, Dean of Students
- Trey Boynton, Multi-Ethnic Student Affairs
- Audrey Buswell, International Center
- Shannon Cohen, Greek Life
- Roger Fisher, Program on Intergroup Relations
- Zikra Hussein, Expect Respect
- Courtney Monroe, Greek Life
- Will Sherry, Spectrum Center
- Jackie Simpson, Trotter Multicultural Center, Chair
- Nicholas Smith, Center for Campus Involvement
- Monita Thompson, Program on Intergroup Relations
- Dave Waterhouse, Ginsberg Center

**Staff Impact Planning Team** (focusing on Student Life as an Organization)

- Danny Alvarez, Program on Intergroup Relations
- Clyde Barnett, Central Student Government
- Joelle Fundaro, University Career Center
- Quentin Fly, University Housing
- April Gross, Student Organization Account Services
- Allie Harte, Organizational Development and Talent Management
- Michael Hill, Human Resources, Chair
- Jim Hoppes, Center for Campus Involvement
- Amanda McLittle, University Housing
- Dedrea Minard-Preston, University Housing
- Doni Walker, Michigan Dining
- Elizabeth Zollweg, Recreational Sports

**Document Development and Drafting**

- Jennifer Meyer Schrage, Special Advisor, Student Life
- Jackie Simpson, DEI Planning Lead, Student Life

**Implementation Lead Team**

- Mary Jo Callan, Ginsberg Center
- Judith Pennywell, International Center
- Anna Ruszkiewicz, Human Resources
  Strategic Lead for OVPSL - Jennifer Meyer Schrage, Special Advisor

**Appendix J**

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Student Life’s Institutional (STUDENT) Diversity, Equity and Inclusion Strategic Plan

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**Future DEI Objectives (pending funding/capacity)**

*Implementation informed and modified according to pilot and other action assessments.*

### U-M DEI Strategy I: Inclusive & Equitable Campus Climate

Encourage and promote student-driven initiatives that facilitate cross-cultural engagement and broad collaboration within and beyond diverse populations across campus.

**Actions:**

1. Incentivize student-led innovation, initiatives and events that encourage cross-cultural engagement and learning through student leadership onboarding and development, grant/funding program, and awards/recognition criteria.

   **FUTURE Budget Request:**
   
   $250,000 (annual/base)

   **Transform and improve all Student Life physical spaces to reflect and affirm the experiences, cultures and identities of a global and diverse student population (visual art/décor, space use, etc.).**

   **Actions:**

   1. Using best practice assessment instruments, engage all Student Life units in self-evaluation and reflection process to determine areas of strength and investment in developing and affirming more diverse experiences in student spaces.

   2. Provide consultation and resources to Student Life units demonstrating need for improved physical spaces.

   3. Develop “affirming spaces” checklist and/or toolkit to inform all new construction and redesign within Student Life moving forward.

   **FUTURE Budget Request:**
   
   TBD (toolkit & inventory)

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

Increase visibility and transparency of existing services and programs associated with diversity, equity and inclusion work to increase utilization of services, build enduring relationships with Student Life offices and promote trust among students and stakeholders.

**Actions:**

1. Invest in and build the capacity of Student Life communications and marketing infrastructure and restore lost staffing.

   **FUTURE Budget Request:**
   
   $80,000 annual/base

2. Develop best practice social media platforms across all Student Life units.

### U-M DEI Strategy III: Support Inclusive Scholarship & Teaching

Increase participation in and expand access to engaged learning opportunities devoted to developing a more global and inclusive framework for students as scholars.

1. Increase visibility of and participation in Student Life’s community-based engaged learning opportunities, both locally and internationally.

   **FUTURE Budget Request:**
   
   $10,000 (marketing and outreach)

2. Increase access to Student Life’s community-based engaged learning opportunities, both locally and internationally, by increasing and developing needs-based scholarships and/or more paid or credit-based opportunities devoted to diversity and related intercultural learning.

   **FUTURE Budget Request:**
   
   $50,000 (scholarship and operations)
Develop, coordinate and expand all of Student Life’s best practice education and awareness seminars, institutes, trainings and related student learning and development programming aimed at increasing intercultural learning and intelligence (includes cultural humility, intercultural competence and personal leadership).

**Actions:**

1. Using data-driven decision-making based on existing assessment and evaluation, invest in and expand access to all of Student Life’s currently recognized best practice intercultural learning trainings and programs (See Appendix E).

   **FUTURE Budget Request:** $300,000 (staffing and operations) (annual/base)

2. Seek funds for and develop a grant program for Student Life units to encourage ongoing development and innovation in intercultural learning programming and pilot initiatives.

   **FUTURE Budget Request:** $250,000 (annual/base)

Invest in and expand student and professional staff teams leading out Student Life’s successful collaborative social justice education partnerships with schools and colleges.

**Actions:**

1. Increased funding for professional staff positions in Student Life units facilitating social justice education/diversity, equity and inclusion partnerships with Schools and Colleges (see Appendix E).

   **FUTURE Budget Request:** $120,000 (staffing and operations) (annual/base)

2. Increased funding for student peer educator, graduate assistantship and internship positions in Student Life units facilitating social justice education/diversity, education and inclusion partnerships with Schools and Colleges (see Appendix E).

   **FUTURE Budget Request:** $100,000 (staffing and operations) (annual/base)

3. Improve support for leadership development for student peer educators, graduate assistants and interns in Student Life’s social justice education work.

**U-M Services Support**

Disseminate Student Life research, knowledge, and practice of specialized content areas (diversity, equity, and inclusion) to academic partners and all campus-wide stakeholders to align service models to meet the needs of a global and diverse student population.

**Actions:**

1. Methodically and strategically, seek, engage and advocate for “the student voice” in naming the diverse needs and experiences of a global student population to inform all services across campus.

2. Facilitate representation and engagement of Student Life work teams with expertise and experience serving diverse student communities in all relevant campus committees and structures organized to inform unit work/service delivery models, policies, procedures, guidelines and practices.

3. Informed by Student Life work teams with expertise and direct experience in specific areas, develop visible and relevant educational resource and materials for “considerations in serving global and diverse student populations” for campus-wide stakeholders.
4. Increase and strengthen strategic partnerships between *Student Life* units and academic affairs departments at U-M Dearborn and Flint to maximize educational benefits of diverse populations across all U-M campuses.

Invest in specific *Student Life* units challenged to sufficiently serve large, growing and increasingly diverse student populations to immediately update, improve and expand critical compliance, risk management and other basic services to be more inclusive and equitable.

**Actions:**

1. **Invest in staffing and funding for University Health Service to update patient care models and improve health care access for a diverse patient population.**
   
   FUTURE Budget Request: $75,000 (annual/base)

2. **Invest in staffing and funding in the Career Center to update existing services to facilitate increased access and relevance to a more diverse, global and globally-minded student population, with emphasis on the unique and changing career development support needed by international students.**
   
   FUTURE Budget Request: $75,000 (annual/base)

3. **Invest in staffing and funding to support the International Center’s five-year strategic plan to better serve the basic needs of a fast-growing international campus population, facilitate relevant intercultural education for all students and foster a global and inclusive campus climate by encouraging cross-cultural engagement.**
   
   FUTURE Budget Request: $110,000 (annual/base)
*Implementation informed and modified according to pilot and other action assessments.*

**U-M DEI Strategy I: Inclusive & Equitable Campus Climate**

Increase supervisor intercultural intelligence (includes cultural humility, intercultural competence, personal leadership).

**Actions:**

1. Develop and implement required supervisor training curriculum.

2. Develop a 360 evaluation tool for all staff supervisors.  
   FUTURE Budget Request: $200,000 (staffing and technology)

3. Implement a periodic supervisor diversity, equity and inclusion evaluation requirement.

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

Improve and develop guidelines and resources for navigating conflicts related to issues of diversity, equity, and inclusion.

**Actions:**

1. Implement required training for all Student Life HR professionals around diversity, equity and inclusion and conflict management.

2. Implement required training for all senior leadership in Student Life around diversity, equity and inclusion.

3. Create informal staff feedback streams and resources for navigating conflict.

Transform Student Life into a thriving multicultural organization using principles of Multicultural Organizational Development (MCOD).

**Actions:**

1. Invest in building Student Life’s knowledge and expertise and increasing staff capacity in Multicultural Organizational Development.  
   FUTURE Budget Request: $100,000 (staffing and operations) (annual/base)

2. Pilot MCOD consultation model with key strategic partners internal to Student Life and across campus.

Encourage and promote workspace environments that reflect diverse experiences, cultures, and identities (decor, art, resources, space use, etc.).

**Actions:**

1. Inventory Student Life workspaces to assess current state.

2. Develop best practice recommendations for Student Life workspaces to promote inclusivity and access and affirm diverse social identities.

3. Conduct staff focus groups to gain insight on challenges, concerns, needs and expectations for developing inclusive Student Life workspaces.

Develop and implement staff events and experiences that facilitate cross-cultural engagement and collaboration across difference.

**Actions:**

1. Develop onboarding curriculum that emphasizes the value of cross-cultural engagement and collaboration across difference.

2. Incentivize continuing education that focuses on cross-cultural engagement and engaging across difference.
To ensure equitable career advancement opportunities, implement intentional and transparent staff development experiences and succession planning for all staff.

**Actions:**

1. Develop and implement a needs assessment through issues-based focus groups.
2. Survey staff population to understand current needs.
3. Create tiered professional development plans.
4. Benchmark apprenticeship programs nationally.
5. Create a centralized *Professional Development Fund* for staff seeking diversity, equity and inclusion and related professional development opportunities.

**FUTURE Budget Request:**

$50,000 (training and selective PD offerings) (annual/base)

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**U-M Services Support**

Evaluate and align staff services and policies to honor diversity, equity and inclusion best practices.

**Actions:**

1. Evaluate, improve and develop all *Student Life* staff services and policies to ensure inclusive and equitable practices that reflect the diverse needs of staff.
2. Review and propose refinements and new policy recommendations regarding working from home, flexible holiday time, access to professional development funds, and travel reimbursement.
3. Conduct staff focus groups to assess concerns, needs, expectations and challenges in engaging staff services.
4. Educate staff on current services available to increase accessibility.

**Invest in Student Life** capacity to deliver inclusive and accessible programs, services, and resources (via the web, live events, etc.).

**Actions:**

1. Develop inclusivity/accessibility guides for *Student Life* event planning and website management.
2. Implement a needs assessment through issues-based focus groups.
### Student Voices Shaping the Life of the Institution

<table>
<thead>
<tr>
<th>Purpose</th>
<th>VPISL Student Advisory Board</th>
<th>Dean of Students Advisory Board</th>
<th>Student Life Units Advisory Boards</th>
<th>Student Focus Groups</th>
<th>Focused Interest/Content meetings</th>
<th>CSG/SSG Exec meetings with U Leadership</th>
<th>University Council</th>
<th>Fireside Chats</th>
<th>President’s Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide advice on pressing issues to the Vice President for Student Affairs to encourage discussion on new initiatives and emergent issues. The Board’s recommendations help to influence DSA goals, services, and overall effectiveness.</td>
<td>Provide advice on pressing issues to the Dean of Students. The Board’s recommendations help to influence the work of the unit.</td>
<td>Varies by unit but generally provide advice on pressing unit issues to the Unit Director and staff. The Board’s recommendations help to influence Unit goals, services, and overall effectiveness.</td>
<td>Seek feedback and wisdom from students through surveys or focus groups.</td>
<td>Provide one time, issue-based thinking on topics or situations that need focused attention. Provide perspective that represents the breadth and depth of the issue and the student body.</td>
<td>Discuss issues of importance to students and consult with the VP for Student Life on matters of the student government.</td>
<td>The University Council invites the VP for Student Life to their meetings as needed in order to connect on issues of importance to students and consult with the VP for Student Life on matters of the student government.</td>
<td>The Fireside Chats are monthly opportunities for students to meet with President Schlissel and VP Harper to discuss any campus topics or concerns that may have in order to improve life as a UM student.</td>
<td>President Schlissel allows access to any student to request an appointment in order to connect on issues important to students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Membership</th>
<th>Term of Service</th>
<th>Frequency</th>
<th>Convened by</th>
<th>Institutional Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>A diverse group of students that represent the breadth and depth of the institution, selected through an application and interview process.</td>
<td>One year terms with option of renewing for one additional year</td>
<td>Biweekly</td>
<td>VP for Student Life</td>
<td>VP for Student Life</td>
</tr>
<tr>
<td>Diverse groups of students that are involved in or affected by the work of the unit.</td>
<td>Varies by unit but at least one year</td>
<td>Varies, at least monthly</td>
<td>Dean of Students</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Diverse groups of students, all of whom have interest, experience or expertise in the issue at hand.</td>
<td>One time engagement with potential for ongoing involvement as needed</td>
<td>As needed</td>
<td>Unit directors, SL Leadership</td>
<td>Unit directors, SL Leadership</td>
</tr>
<tr>
<td>The President and Vice President of the Central Student Government and Rackham Student Government.</td>
<td>One time engagement with potential for ongoing involvement as needed</td>
<td>As needed</td>
<td>Student Life or University Leadership</td>
<td>Unit directors, SL Leadership</td>
</tr>
<tr>
<td>The Presidents of the governments of each school and college on campus.</td>
<td>Students are elected by the student body of all schools and colleges for one-year terms.</td>
<td>Varies, at least monthly</td>
<td>Appropriate institutional leader(s)</td>
<td>Appropriate institutional leader(s)</td>
</tr>
<tr>
<td>Students are elected by students enrolled in specific school or college for one-year terms.</td>
<td>Students are elected by students enrolled in specific school or college for one-year terms.</td>
<td>Twice Monthly</td>
<td>VP for Student Life and Dean of Students</td>
<td>VP for Student Life and Dean of Students</td>
</tr>
<tr>
<td>Students are invited to attend one meeting with a different group of students attending each chat.</td>
<td>One time engagement with potential for ongoing involvement as needed</td>
<td>Monthly</td>
<td>President</td>
<td>President</td>
</tr>
<tr>
<td>Any student enrolled in any school or college within the University may request an appointment during the President’s monthly office hours.</td>
<td></td>
<td>Monthly by appointment</td>
<td>President</td>
<td>President</td>
</tr>
</tbody>
</table>