Our Five-Year Strategic Plan to Improve Diversity, Equity and Inclusion at Michigan

REVISED & UPDATED SEPTEMBER 2019
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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. Review - Student Life’s Planning Process

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 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

Highlights: Year 3 Student Engagement in DEI Efforts

- With campus partners, Student Life hosted a student Diversity Summit to increase student engagement with Trotter Multicultural Center (TMC) programs and encourage input on addressing campus climate themes. Student Life Design Thinking Session participant survey results indicated increased student engagement from across the University with Student Life with student-centered programming such as the Student Life Design Thinking Session and DEI Student Leadership Luncheon.
- The campus community and the DEI Student Advisory Boards served as thought partners leading up to the Opening of the Trotter on State Street building on April 11, 2019. Efforts resulted in a successful opening with over 1,500 individuals in attendance at the TMC on State Street Opening Celebration.
- DEI Student Advisory Boards provided feedback on innovative programming to be piloted and/or fully implemented in the 2019-2020 academic year at TMC on State Street.
- DEI Student Advisory Boards made recommendations on how to further engage students in DEI-related efforts on campus. Recommendations were shared with Student Life and campus partners (e.g., ODEI, LSA, NCID, School of Engineering).
- Student Life dedicated 158 hours to formally training students to serve as peer educators to deliver 30 Social Justice and Intercultural Development programs throughout the division.
- Student Life launched a successful DEI student internship program to improve student leadership and engagement in DEI efforts across the division.
  - 15 students participated with projects from 11 Student Life Programs and reported a desire to “continue the work of making U-M more equitable and inclusive”, having gained a deeper
“understanding of diversity”, and having a greater awareness of “the importance of representation on campus”.

- 200% increase in applications from year 1 (30) to year two (90) expanding the programs reach in providing additional opportunities for students to practice CORE leadership competencies like “feedback”, “building relationships” and “resilience” during the application/interview process.

- Student Life provided grants to 45 student organizations to waive the cost to participate in student organization involvement fairs.

- Student Life strengthened engagement and support of religious/spiritual/secular identity support by:
  - Securing a grant for and hosting a Regional interfaith conference which included 7 institutions
  - Interfaith programs as part of MLK Symposium and the Trotter Opening

- Using a new staff model to bring more programming to multicultural lounges, 548 programs were delivered by student staff in FY19, over the 270 in FY18.
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*. Over the next five-years we are committed to robust and strategic investment in:

- **Strengthening** existing advocacy, support and education and first year experience (FYE) programs for students, improving DEI partnerships with schools/colleges, and building the Trotter Multicultural Center on State Street
- Encouraging **innovation** with pilot initiatives to develop a more global and inclusive student mindset
- Improving **assessment** capacity to ensure our DEI work is more data-informed
- **Enhancing** current staff DEI skills and awareness, while developing inclusive hiring practices and building equitable onboarding and development experiences for all new team members
- Facilitating broad and diverse student **engagement** with DEI efforts
Student Life’s Progress – Year 3 Highlights

In support of U-M’s DEI Strategic effort to improve climate, Student Life strengthened support, education and advocacy for students:

- Partnered in leading out the institutional task force charged to examine and make recommendations around support for first-generation and low-income students.
- Deepened relationships between students and staff/faculty, including the launch of MaPPS a Spectrum Center mentorship program with a total of 60 staff and faculty mentors and 55 undergraduate and graduate mentees from 13 schools and colleges in its pilot year.
- Developed enhancements to the institutional response to campus climate concerns.
- Examined how Wellness work contributes to an inclusive campus climate, identified gaps and suggested solutions for increased participation.
  - Continued partnership between MESA and UHS to model an embedded Wellness coach approach.
  - Began development of a wellness toolkit for all Student Life units to engage student staff across the division.
- Delivered a total of 66 Social Justice education and Intercultural Development programs divisionally.
- Developed the Social Justice education and Intercultural Development pilot to improve capacity and coordination of existing relevant programming offered to academic units.
- Hosted three (3) “Diag Day” programs to promote campus values of inclusivity and respect, which included engaging activities designed to encourage students to consider personal definitions of respect and discuss preventing cultural appropriation.
- Expect Respect hosted educational programs for Heritage months (including LatinX, Native American, Arab and APIA Heritage months).
- Hosted a collaborative program with the Law School on “Combatting Extremism” (a design jam formatted session).

In support of U-M’s DEI Strategic effort to improve climate, Student Life delivered innovative pilot programs to promote intercultural learning for students:

- The Intercultural Development Inventory (IDI) pilot is now embedded in Trotter Multicultural Center as a featured component of a broader intercultural learning program that includes:
  - Intercultural Conflict Styles Inventory (ICS) [https://icsinventory.com](https://icsinventory.com)
  - Cultural Intelligence Assessment (CQ) [https://culturalq.com](https://culturalq.com)
  - Cultural Values Profile (CV) [https://culturalq.com/products-services/assessments/cultural-values-profile/](https://culturalq.com/products-services/assessments/cultural-values-profile/)
- Year 3 IDI Student Participation:
  - 1140 IDIs Complete (an 182% increase from Year 2)
  - 1126 Group Profile Session Attendance (an 243% increase from Year 2)
  - 739 Individual QA sessions complete (an 203% increase from Year 2)
- IDI Sustained Partnerships:
  - Rackham PD DEI Certificate Program (174 Students)
  - College of Engineering ENGR 260 Engineering Across Cultures (2 sections, 57 students)
  - LS&A/Wolverine Wellness ALA 240 (4 sections, 101 students)
- New IDI Partnerships for 18-19:
  - School of Social Work SW 504 Foundations in Social Justice Class (7 sections, 164 students)
School of Nursing  N 196 Communications, Groups, and Teams (1 section, 146 students)
N 358 Mental Health and Illness across the Lifespan (1 section, 72 students)
School of Public Health Epidemiology EPIC 603 Internship Course (1 section, 79 students)

• IDI Qualified Administrators:
  o 112 total staff trained as QAs as of Spring 2019

• Other innovative programming to be piloted and/or fully implemented in the 2019-2020 academic year at Trotter includes:
  o FaithZone Training
  o What Matters To Me and Why
  o Interfaith Portfolio
  o Interfaith Reflection

In support of U-M’s DEI Strategic effort to recruit and retain a diverse student community,
Student Life strengthened **Thriving in the First Year efforts**:

Student Life increased student involvement in first year peer-education programs by reviewing needs, increasing collaboration, improving recruitment and scaling training.

• ALA171: A total of 226 students, a 4% increase from last year, participated in the successful peer-facilitated first year course Making the Most of Michigan (ALA171) in AY19. Pre/Post survey findings reveal that these students demonstrated significant growth along all six student learning outcomes.

• ALMA: AY18-19, 38% more first year students than last year participated in ALMA, a program supporting students’ transitions to college.

• DPE Program: 433 peer led DEI programs were initiated in the residence halls this year by Diversity Peer Educators, a 70% increase from AY18-19.

• Relationship Remix: A total of 6,063 incoming students, a 5% increase from last year, attended Relationship Remix, a program focused on the development of healthy relationships. Students completing the program report having greater awareness of campus resources to help with relationships and being better able to express their needs.

• Change it Up! A total of 5,584 students, a 13% increase from last year, attended Change it Up!, a program focused on interrupting harmful situations. Post-training surveys show students feel more confident in their ability to intervene in harmful situations and are more aware of multiple ways to intervene.

• Community Matters: Overall, participants in Change it Up! and Relationship Remix who participated in the SLO pre-/post-test assessment exhibited statistically significant gains on all six student learning outcomes. The largest gains were observed for “Identity and Perspectives” and the smallest gains were for “Collaboration Across Differences.”

• MLead Academy: 514 first year students participated in MLead Academy, the early arrival weeklong leadership program. Students report positive impact on their skills in leadership, communication, and team building.

• Student Life’s Recreational Sports developed a pilot August 2019 First Ascent trip to visit Idlewild. Idlewild was one of the first resorts in America to make land available for African American to vacation and purchase property in the early 20th century. The trip is promoted in partnership with SIBS (Support for Incoming Black Students) in MESA.

Student Life engaged with academic partners invested in and admitting first year students.

• Presentations and meetings with academic partners and stakeholders (SRAC, LSA UGED, ALA Academic Partnership Meetings, First Year Conversations Group)

• New theme community developed with Ross School of Business
• Presentation at First Gen Week in October 2018
• Google site resource for staff and faculty to learn about and request first-year programs for students.
• Implementation of the First Year Network, which includes a total of 35 members representing 20 units across campus.
• Over 330 faculty were celebrated at the new Honored Instructor event and 6 Faculty Chat programs were implemented as part of a focused effort to increase informal student-faculty interactions.
• Completed informational conversations with Student Life units and Academic partners engaged in MLC and Theme Communities.
• Reported out on the current scope of MLCs and Theme Communities.
• Completed outreach meetings with potential new school/college partners and made recommendations for new Fall 2019 Theme Communities.
• Created an assessment plan for living-learning communities that informs our progress and practice.
• Utilized all data and partnership toolkit to make recommendations for coordinated and adaptable model for residential and academic partnerships.
• 20% of first year students are engaged in 1 of the 23 Michigan Learning or Theme Communities (12 Theme and 10 Learning Communities).
• Developed the new Living Business theme community and enhanced the Gender Inclusive Living Experience.
• Students are reporting increased feelings of belonging while residing on-campus attributable to enhanced relationship-building with first year students by Resident Advisors.

In support of U-M’s DEI Strategic effort to support innovative and inclusive scholarship and teaching, Student Life strengthened academic partnerships invested in general DEI efforts:
• Finalized Student Life’s Year 3 Partnership Inventory and analyzed for evidence demonstrating a movement towards a “culture of partnerships.”
  o This year’s partnership inventory process identified 634 partnerships, including forty percent of those between Student Life units; thirty-seven percent between Student Life and academic units; and, the remaining twenty-three percent with partners across other parts of campus.
  o An additional 284 extend beyond campus, partnering with external community organizations and institutions.
  o 471 of these partnerships align with U-M’s DEI plan, geared toward educating and preparing students to be global and inclusive leaders, equipped and dedicated to changing the world around them for the better.
• Increased referrals between Ginsberg, IGR, OSCR, Spectrum to engage in requests from academic partner programs and courses
• Developed the Social Justice education and Intercultural Development pilot to improve capacity and coordination of existing relevant programming offered to academic units, with focus on Ginsberg, Housing DEI, IGR, International Center, OSCR, SAPAC, Spectrum and Trotter
  o Developed a pilot collection from participating Student Life units 6 units of Social Justice education and Intercultural Development workshops and modules for faculty to incorporate into courses (Ginsberg, Housing, IC, OSCR, SAPAC, Spectrum)
  o Connected these pilot curricular offerings to student life learning outcomes
  o Shared marketing of course-based workshops and modules available by request
• Created a Culture of Partnerships Toolkit, to provide helpful information, tools, and characteristics to advance and strengthen partnerships.
• Delivered a Partnership training session for Student Life Professional Development Conference and individualized consultations to unit directors and staff.
• Presented to Student Affairs Network to increase campus-wide awareness of first-year resources.

In support of U-M’s DEI Strategic effort to improve climate, Student Life invested in transforming our workforce to be more diverse and inclusive and our workplace to be equitable and a place of inclusive excellence.

• Student Life improved race and ethnicity representation in the workforce. In FY19 (N=1,275), nearly 40% (510) of Student Life staff identified as coming from underrepresented racial backgrounds, compared to 36% (376) in FY17 (N=1,044).
• Student Life improved gender representation in the workforce, with a .9% increase in employees who identify as a gender other than female between FY17 - FY19.
• Student Life led 26 Unconscious Bias training sessions with 473 staff. Participants report that they became “more aware of the existence of every day or unconscious bias, (86%), and learned ways to “minimize the negative effects of bias” their own decision-making (85%)”.
• Student Life hosted 29 DEI professional development events centrally with 92.4% of survey responses by staff participants indicating they agreed or strongly agreed that they could “Evaluate how to improve my contribution to Student Life's diversity, equity and inclusion work”. Seventeen (17) units hosted an additional 69 DEI development events (40% ongoing).
• As of the end of FY19, 100% of Housing professional staff have taken the class “Fundamentals of Diversity and Inclusion”.
• A cross-unit Student Life task force produced a set of recommendations to inform development of a new Student Life Compensation Model to improve fairness, consistency and equity in compensation practices. This work focused on ensuring Student Life will:
  o Be competitive in attracting developing and retaining top talent
  o Make salary decisions that are objective, clear and understandable and
  o Pay our staff in a consistent, equitable and sustainable way.
• Student Life successfully developed a Compensation plan to accommodate the size, complexity and diversity of the organization (700 professional staff in over 20 units with over 200 different job codes). The plan was informed by:
  o three standard compensation practices that are widely utilized in higher education, as well as
    in nonprofit and for profit organizations
  o relevant markets
  o salary research to ensure a competitive range of pay for each position within the organization
  o practices to account for education, equivalent experience, and performance
• Student Life made significant structural changes to promote belonging, for example creating gender inclusive locker rooms and restrooms and providing Trans care education for over 600 people across campus. Student Life focused on inclusive spaces in Recreational Sports buildings, including 3 gender-inclusive locker rooms, 2 personal reflection rooms, and a 5-stall, non-gendered, barrier-free restroom group in NCRB.
V. Student Life’s Updated Year 4 and Year 5 Action Planning Tables

Tables below represent remaining efforts in SL’s Five-Year DEI Plan (focus for Y4 & Y5)

### Student Life’s Updated Year 4 and Year 5 Action Planning Tables

<table>
<thead>
<tr>
<th>Sponsor: Laura Blake Jones</th>
<th>Student Plan Objective A: In support of U-M’s DEI Strategic effort to improve climate, strengthen Student Life’s support and advocacy for students.</th>
<th>Measures of Success (Data)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead: Nadia Bazzy</td>
<td>Action Items:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Integrate Student Life’s Assessment Model across all SL DEI programming devoted to support and advocacy for students to ensure evidenced-based best practices and demonstrate impact.</td>
<td>Student Learning Outcomes Participation Satisfaction Productivity Program Specific</td>
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<td></td>
<td>2) Integrate Student Life’s Partnership Model across all SL DEI programming devoted to support and advocacy for students to facilitate improved support for and retention of students.</td>
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<td></td>
<td>3) Increase student access to and expand student engagement in DEI programming devoted to support and advocacy for students to facilitate improved support for and retention of students.</td>
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<table>
<thead>
<tr>
<th>Sponsor: Simone Himbeault Taylor</th>
<th>Student Plan Objective B: In support of U-M’s DEI Strategic effort to recruit and retain a diverse student community, strengthen <em>Thriving in the First Year</em> efforts.</th>
<th>Measures of Success (Data)*</th>
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<tbody>
<tr>
<td>Lead: Will Sherry</td>
<td>Actions:</td>
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<tr>
<td></td>
<td>1) Integrate Student Life’s Assessment Model across all <em>Thriving in the First Year</em> programs to ensure evidenced-based best practices and demonstrate impact.</td>
<td>Student Learning Outcomes Participation Satisfaction Productivity Program Specific</td>
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<tr>
<td></td>
<td>2) Integrate Student Life’s Partnership Model across all <em>Thriving in the First Year</em> programs to facilitate improved collaboration, stewardship and learning for students.</td>
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<td>3) Increase student access to and expand student engagement in <em>Thriving in the First Year</em> Programs to improve impact.</td>
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<thead>
<tr>
<th>Sponsor: Kambiz Kahlili</th>
<th>Student Plan Objective C: In support of U-M’s DEI Strategic effort to improve climate, develop and deliver new innovative pilots and strengthen existing programs devoted to promoting diversity, equity and inclusion and intercultural learning for students.</th>
<th>Measures of Success (Data)*</th>
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<tbody>
<tr>
<td>Lead: Mary Jo Desprez</td>
<td>Actions:</td>
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<tr>
<td></td>
<td>1) Integrate Student Life’s Assessment Model across all SL DEI and intercultural learning programs to ensure evidenced-based best practices and demonstrate impact.</td>
<td>Student Learning Outcomes Participation Satisfaction Productivity Program Specific</td>
</tr>
<tr>
<td></td>
<td>2) Integrate Student Life’s Partnership Model across all SL DEI and intercultural learning programs to facilitate improved collaboration, stewardship and learning for students.</td>
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<td>3) Increase student access to and expand student engagement in SL DEI and intercultural learning programs to improve impact.</td>
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<tr>
<th>Sponsor: Rob Ernst</th>
<th>Student Plan Objective D: In support of U-M’s DEI Strategic effort to improve climate, strengthen initiatives to prevent student sexual harassment and sexual misconduct.</th>
<th>Measures of Success (Data)*</th>
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<td></td>
<td>Actions:</td>
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</table>
1) Integrate Student Life’s Partnership Model across all SL initiatives focused on preventing student sexual harassment and sexual misconduct and creating a healthy, equitable and safe culture.

2) Increase student access to and expand student engagement in SL initiatives focused on preventing student sexual harassment and sexual misconduct and creating a healthy, equitable and safe culture.

3) Integrate Student Life’s Assessment Model across all SL initiatives focused on preventing student sexual harassment and sexual misconduct and creating a healthy, equitable and safe culture.

*Other Metrics also being tracked: Demographic Comp, Graduation Rates, Enrollment, Climate Survey Indicators (as relevant)

<table>
<thead>
<tr>
<th>Sponsor: Anjali Anturkar</th>
<th>Staff Plan Objective A: In support of U-M’s DEI Strategic effort to improve climate, transform our workforce to be more diverse and inclusive and our workplace to be equitable and a place of inclusive excellence.</th>
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<tr>
<td>Lead: HR Director (TBD)</td>
<td>Measures of Success (Data)*</td>
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<td>Action Items:</td>
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<td></td>
<td>1) Implement Student Life’s new Compensation Model across all units to improve fairness, consistency and equity in compensation practices.</td>
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<td>2) Integrate Student Life’s hiring and onboarding best practices across all units.</td>
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<td>3) Increase staff access to and expand staff engagement in DEI professional development programs.</td>
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<td>4) Increase staff awareness of and access to conflict management pathways related to addressing DEI concerns.</td>
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<td>Measures of Success (Data)*</td>
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<td>Actions:</td>
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<td>1) Integrate best practices in hiring and onboarding new staff, with a focus on sexual harassment and sexual misconduct prevention.</td>
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<td></td>
<td>2) Increase staff access to and expand staff engagement in professional development focused on creating healthy, equitable, and safe cultures focused on sexual harassment and misconduct prevention.</td>
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<td>Measures of Success (Data)*</td>
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*Also being track: Demographic Comp, Climate Survey Indicators*
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<tr>
<th><strong>Student Life DEI Strategic Plan Leadership</strong></th>
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<tr>
<td><strong>VPSL: Royster Harper</strong></td>
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<td>Executive Sponsors</td>
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<td>SL DEI Oversight Leads</td>
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<td>(Student Plan Objectives)</td>
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<td>SL DEI Staff Plan Lead</td>
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<tr>
<td>Lead Teams (for each objective)</td>
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<tr>
<td>Strategic Advisory Support</td>
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<tr>
<td>Instit. Implementation Leads</td>
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