

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

**REVISED & UPDATED JULY 2020**

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

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

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

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

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

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

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

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

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

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

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

## Diversity, Equity and Inclusion

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

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

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

## Organizational Context

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

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

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

## II. Student Life's Planning Process and Implementation Highlights

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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 4 Student Engagement in DEI Efforts

- The Student Life DEI Student Advisory Board (SAB), made up of 20 graduate and undergraduate students, hosted a Student Engagement Design Thinking Event, titled *Ignite and Implement: Student Engagement with DEI Initiatives* as a part of the 2019 Diversity Summit. This event included undergraduate and graduate students representing a majority of U-M Schools and Colleges. Students highlighted the following needs and ideas for change:
  - Institutionalization of DEI efforts, such as increasing pathways for climate reporting
  - Transparency and inclusivity, such as engaging students in DEI-related classroom-based discussions and building curriculum around such topics
  - Inclusivity and intersectionality, such as increasing representation of identities at events
  - Inclusive spaces, such as adding inclusivity statement for room reservations
  - Respectability politics, such as programming that covers concepts of comfort and safety
- Since the April 2019 opening of the new Trotter Multicultural Center (TMC) on State Street, the Center has continued to grow as a hub for community engagement and intercultural development. Through the TMC, relationships with students have deepened, academic partnerships have been strengthened, and new and refreshed programming has been implemented
  - During the 2019-2020 academic year the TMC was highly utilized, with a total of 1,900 room reservations, 11 academic courses taught on-site, and student support services available through weekly drop-in sessions
  - 736 participants engaged across 15 interfaith focused events gatherings
  - Hosted 7 other colleges/universities for the Interfaith Youth Core Religious Pluralism and Religious Literacy Conference

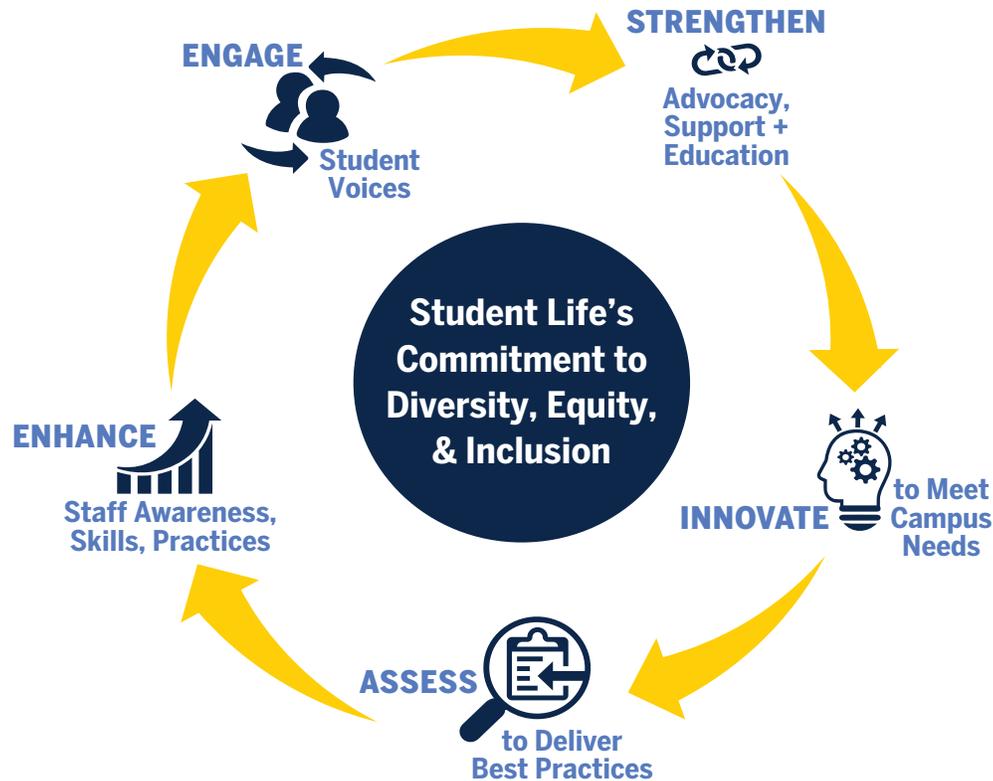
- 73 participants engaged over 6 events through the monthly Interfaith Dialogue Series
- Created Religious Literacy Training and Train the Trainer Program (piloting 2020-2021)
- Received a 2020 Innovation Grant to develop virtual interfaith content for 2020-202
- Developed the Campus Climate Advisory Council (CCAC), established to coordinate diverse student voices in the advancement of campus climate work. Made up of key student org. leaders from across the campus, the CCAC serves as a think tank for critical campus climate work.
- Increased student access to support for peer-led programming focused on race and ethnicity, providing \$90,000 in programmatic support distributed across 85 large and small grants and providing over 100 student advising sessions.
- Expanded divisional “You Belong Here” resource campaign to include 8 partners, to further foster first-year students’ connections to peer resources, Student Life Offices, and student spaces.
- Partnered with student organizations in planning for Fall 2020 Early Welcome Programming intended to build foundational knowledge of social identities from the lens of race and ethnicity, teach the tool of power mapping, help build a network across social identity groups, and develop Allyhood skills.

Student Life’s deep set of Social Justice Education and Intercultural Development offerings continue to provide essential support to curricular and co-curricular spaces.

- Between June 2019 and May 2020, IGR’s CommonGround program received 26 workshop requests, engaged 22 workshop facilitators, hosted 22 workshops for 16 different campus partners, departments and organizations with an average of 17 participants per workshop.
- Implementation of requestable Anti-Racism and Coalition Building peer-led teach-ins, designed to raise critical consciousness, understand the opportunity for actions, and explore how resources can be distributed.
- Reached 120 graduate students through the second pilot phase of the Engendering Respectful Communities initiative, a partnership with Rackham, which uses a combination of skills training, monologues, and talking circles guided by graduate student facilitators.
- Delivery of collaborative trainings to high impact/high influence student groups on well-being, sexual assault policy and prevention, hazing and bystander intervention skills. Student group trainings included Fraternity and Sorority Life (1,772 students), Michigan Marching Band (384 students), ROTC (160 students), Athletics (355 students)

### III. Student Life's Strategic Response

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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

## Data Analysis and Key Findings

Student Life built on our strong foundation of assessing student learning and development by investing in structures that deepen our work as a division and expand our understanding of student experiences. We have spent the past year examining our assessment needs as a division, benchmarking efforts of peer institutions, and developing a strategic plan for the implementation of our new Student Life Assessment and Research unit. Using data from the 2016 Campus Climate Survey, Student Life engaged in multiple efforts to further understand marginalized students' experiences on campus in order to increase our impact on students' sense of belonging:

Engaged in the Student IDEA Board, resulting in a deeper assessment of our campus and divisional needs to create a more equitable campus for people with disabilities within and beyond the classroom.

- Results from three LGBTQ+ student focus groups, totaling 30 participants, point to the following needs: updates to our informational systems to reflect the gender diversity within our community, increased access to long term support services, and increased opportunities for social community building.
- Results from the *Well-being Resources for Students in Uncertain Times* survey administered by Wolverine Wellness in March to faculty GSIs, and academic advisors and yielding 58 responses, has been used to inform institutional communications about student support resources and content for the Student Well-being website.

In order to more effectively respond to increasing student socioeconomic diversity across the institution, a multifaceted and collaborative task force was formed during Year 4, which brought together faculty, staff, and students to discuss the challenges that low-income and first-generation students face on campus and develop recommendations for addressing them. Year 5 implementation of recommendations are currently being explored by the Task Force. Some recommendations include:

- Expand the successful Food Insecurity Working Group to provide a structured partnership for addressing a wider spectrum of basic needs.
- Educate faculty, staff and student educators on process and strategies for effective referral and emphasize the role played as a referral agent.
- Capitalize on the new Wolverine Wellness Well-Being module in Canvas and provide content for students around the financial wellness dimension.

Student Life further advanced our ability to make data informed decisions about student support and advocacy initiatives through the:

- Development of a DEI Assessment Question Bank, accessible to all Student Life units, updated by Student Life Assessment & Research, and used to develop more consistent data across the division.
- Inclusion of the measure “This program fostered a sense of belonging during my time at UofM” into all our Student Learning Outcomes Assessment post-test surveys for the 2020 academic year, totaling 2489 respondents. Survey results (pending analysis) will allow us to determine which experiences are most closely related to students' sense of belonging.
- Integration of an authenticator in our Student Learning Outcomes Assessment surveys to allow for more pre- to post-test survey matching and a deeper understanding of students' growth towards our stated goals and outcomes.

## Student Life's Progress – Year 4 Highlights

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

Over the past four months our institution has demonstrated resilience and innovation as we have co-created a vibrant virtual campus amidst a national pandemic and call for racial justice. Student Life has been actively engaging with students on the virtual campus, aligning our programs, services, and resources to meet current needs. Examples of Student Life's shift to virtual support and education during Winter Semester includes:

- Provided nearly \$90,000 in emergency financial assistance to 128 students and supported over 400 students through critical incident case management services
- Met with students through 3,243 tele-counseling appointments, 354 online screenings, and 130 virtual wellness coaching
- Connected with over 10,000 students through the Student Well-Being website
- Supported 500 shoppers who visited the Maize and Blue Cupboard
- Engaged thousands of students through online office hours, chat programs, and virtual events
- The Ginsberg Center's Connect2 Community website has had over 12,000 visits, connecting volunteers to local service opportunities
- The University Career Center engaged over 500 students through virtual programs, providing critical information and resources to 278 students through virtual career coaching appointments. Currently students have submitted 18,115 applications for jobs and internships through the UCCs career system

Throughout Year 4, Student Life engaged in strategic support for students:

- Engaged with 366 clients and responded to 320 crisis line calls through the Sexual Assault Prevention and Awareness Center.
  - 95% of respondents to the SAPAC Client Experience Survey indicate that they are “very likely” or “likely” to recommend SAPAC to someone they know.
  - 95% of respondents also indicated that they were “very satisfied” or “satisfied” by their experience working with their advocate.
- Led our institutional shift from bias response to a framework of campus climate support. Key outcomes include
  - Implemented a responsive and flexible campus climate support model and carried out extensive communications with DEI Leads, Student Advisory Boards and other campus partners
  - Created consistent language across campus by updating all websites to reflect new campus climate support language
  - Launched an institutional Campus Climate Ad Hoc Team, facilitated by the Dean of Students and meeting as needed, to coordinate responses to major climate concerns and identify patterns in order to best support students
  - Increased awareness institutionally regarding where students can raise campus climate concerns through conducting presentations on the new model to DEI Leads (March 2020), Student Advisory Boards, Campus Climate Advisory Council, and 45 student organizations.

### **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 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>
  - Cultural Intelligence Assessment (CQ) <https://culturalq.com>
  - Cultural Values Profile (CV) <https://culturalq.com/products-services/assessments/cultural-values-profile/>
- Year 4 Student Engagement with Intercultural Learning Tools include:
  - Completed a total of 1,311 IDI's with 1,116 participants engaging in group IDI sessions
  - Completed 606 Individual Qualified Administrator feedback sessions, with 69.8% of individual results track participants completing their one-on-one meeting which is up from 65.6% of Year 3 participants
  - Expanded from one Intercultural Learning tool with 1,139 participants to three tools with 1,254 participants
  - 76 participants completed online group sessions and 109 participants completed online individual results meetings since mid-March
  - 53 participants across four cohorts completed the new ICS partnership pilot
  - Integrated the IDI into curricular spaces, with 839 of our IDI engagements taking place in partnership with academic units
  - 72 of Engineering's M-ENGIN incoming first year students (the entire cohort) completed the IDI and a group results session in Summer 2019. Expanded this partnership in Summer 2020, integrating in both M-STEM programs (M-ENGIN and M-SCI), creating opportunities for multiple points of contact with Engineering students.
- Between June 2019 and March 2020, the Program on Intergroup Relations (IGR) signature peer-education program, CommonGround, hosted 22 workshops for 16 different campus partners. Of the 575 CommonGround survey respondents from 2019-2020:
  - 83% of participants experienced an increase in their desire to continue conversations regarding the content of their workshop.
  - 78% of participants believed that there is an increase in their ability to apply workshop content to their daily life.
  - 77% of participants felt more comfortable interacting with people who hold different identities than they do as a result of their workshops.
  - 82% of participants agreed that their level of awareness increased as a result of the workshop content.
  - 86% of participants believed that the workshop facilitators were effective in their delivery of workshop content.
  - 84% of the participants felt that their attendance at the workshop was beneficial overall.
- IGR also offered the Diversity and Inclusive Teaching graduate student seminar in partnership with CRLT in the Fall of 2019.
  - Engaged 17 graduate students across programs/schools representing STEM, humanities, social sciences and health sciences
  - Participants attended 5 sessions, once a week for 3 hours, from October 22, 2019 - November 19, 2019.
  - Participants rated the overall value of the program as 5.0 out of 5.0 on the final survey.

**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 has continued to strengthen the First Year Experience by deepening student engagement in programs aimed at equalizing access to resources, removing perceived organizational obstacles to seeking help and decreasing barriers to academic and social pursuits. We increased student involvement in first year peer-education programs by reviewing needs, increasing collaboration, improving recruitment and scaling training.

- 213 students enrolled in our signature ALA171 course Making the Most of Michigan, meeting our goals for increased enrollment over the previous year.
  - Students across both Fall and Winter terms of 2019-20 demonstrated statistically reliable gains ( $p < .001$ ) on all six learning outcomes.
  - In fall and winter, there were, respectively, eighteen and sixteen upper-level undergraduates enrolled across ALA 471 “Leadership and Facilitation in Community Building” and ALA 472 “Advanced Leadership and Community Building” who served as peer facilitators for ALA 171.
  - Provided two sections of ALA171 with the CCSP Bridge Scholars Plus students.
  - Piloted an initiative to more robustly support transfer students by strengthening the Year 3 pilot of a transfer section for this course.
- Out of 10,292 total residential undergraduate students, 2,355 (22.8%) took part in MLC and Theme Communities
- 488 students participated in MLead Academy
- 193 instructors nominated for the Honored Instructor Celebration

In support of first-year students’ development of sustainable and healthy relationships, Student Life continues to engage more students in our signature required set of Community Matters programs.

- 6,527 incoming students, up 16% percent over the last two years, attended Relationship Remix, a program focused on the development of healthy relationships
- 5,584 students, up 19% in the past two years, attended Change it Up!, a program focused on interrupting harmful situations such as harassment or unwanted attention.
- Participants in Change it Up! and Relationship Remix who participated in the pre-/post-test assessment continue to exhibit statistically significant gains on a variety of student learning outcomes.

Strengthened students' skills living and learning in diverse communities through expanding successful models of peer-led DEI programming within and beyond the residence halls.

- Connected 500 residents and their families with campus through 14 concurrent programs held during move-in.
- Over 100 students, staff, and community partners came to celebrate the unveiling of Housing’s renovated Multicultural Lounges
- Held 426 DEI peer-led programs across 18 residences on campus, reaching 6,069 participants.
- 92 residents served in leadership roles as a part of our 16 Multicultural Councils.
- 191 students participated in our ALA 421 course which teaches future Housing Resident Assistants skills for high impact interactions in order to create an inclusive residential experience. Students in this course spent a total of 270 hours in small and large group in-person sessions.
- Successfully integrated the Intercultural Development Inventory into Engineering’s M-ENGIN program, with 72 students (the entire cohort) completing the IDI and a group results session.

**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:**

Student Life has a long history of leading institutional partnerships in support a healthy, equitable, and safe campus culture.

- Following the April 2019 opening of the new TMC, Student Life invested in the Center as a hub for community engagement and intercultural development. Through the TMC, we have deepened relationships with students, strengthened academic partnerships, and implemented new and refreshed programming. During the 2019-2020 academic year the TMC was highly utilized, with a total of 1,900 room reservations, 11 academic courses taught on-site, and student support services available through weekly drop-in sessions.
- The Sexual Assault Prevention and Awareness Center (SAPAC) and over 40 campus partners continued into year two of NASPA's Culture of Respect program, a two-year initiative to build the capacity of educational institutions to end sexual violence through ongoing, expansive assessment and organizational change. Next steps will include confirming our action steps and creating SMART goals to bring our ideas to fruition.
- Student Life's First Year Experience continued to lead our partnership to deliver on required sexual misconduct prevention programs for first-year students, reaching 6,527 first-year students through the in-person Relationship Remix program, which invites incoming undergraduate students to reflect on personal values, discuss healthy relationships, and practice skills related to consent and communication.
- In partnership with Rackham, we reached 120 students across 3 schools/colleges, through the Engendering Respectful Communities (ERC) workshop, which is a one-session workshop combining multiple instructional tools to engage graduate students in meaningful dialogue about various forms of sexual misconduct, including sexual harassment, assault, and discrimination.

**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.**

- Increased racial, ethnic and gender representation in our workforce.
  - Of our 1,311 Student Life staff, 40.5% (531) identified as coming from underrepresented racial backgrounds, compared to 39.13% (495) in FY18 (N=1,265).
  - Increased gender representation in the workforce, with a .6% increase in employees who identify as a gender other than female between FY19 and FY20.
  - Increased our percentage of applicants who identify as having a disability as well as our hiring rate of those applicants.
- Provided 3 sessions of Search Training for Committee Members, touching 35 staff in FY20, and an additional 16 staff participated in 2 sessions of Search Training for Hiring Managers.
  - 95% of participants report an intent to apply learnings to future searches
  - 91% of participants report an intent to apply the competencies and behavioral-based interview in helping to mitigate bias
  - 84% of participants report an intent to apply how to positively impact a consistent and inclusive candidate experience
- Continued our successful required New Staff Orientation, with 89% of attendees responding that attending NSO made them feel more included and part of Student Life.
- Integrated TapRecruit technology to enhance job descriptions through augmented writing software that helps ensure advertisements are thoughtful, concise and welcoming to candidates from various backgrounds.
- Facilitated 39 DEI or Social Justice & Inclusion (SJI) professional development programs during FY20 that saw 472 attendees (313 unique). Of 117 respondents for the Diversity & Inclusion Series assessment:

- 82% identified a new skill they could apply in their work, or with their students or colleagues
- 85% Agreed or Strongly Agreed they could contribute toward building inclusive communities as a result of attending a workshop
- 77% Agreed or Strongly Agreed they can evaluate how to improve their contribution to Student Life's diversity, equity & inclusion work as a result of attending a D&I workshop
- Hosted Student Life PD Conference Keynote focused on Religious Diversity with 148 attendees, with 59 respondents for the Conference Assessment.
  - 58% Agreed or Strongly Agreed that they gained a new Interfaith Leadership skill they can implement in their work as a result of the Keynote Address.
  - 91% Agreed or Strongly Agree that they gained a better understanding of Interfaith Work as a result of the Keynote Address.
  - 94% Agree or Strongly Agree that they can evaluate how to improve their contribution to Student Life's diversity, equity & inclusion work as a result of attending the conference overall.
- In support of our Thriving in the First Year initiative, we enhanced staff training efforts for our residential staff. The following are some ways this work was accomplished this year:
  - 900 professional and student staff members were trained on responding to and supporting students impacted by identity related incidents, including all housing professional staff, dining leadership, and conference and event services student staff.
  - Continuation of the July Diversity and Inclusion Social Justice Institute, a two-day immersive experience for approximately 70 Michigan Housing professional staff.
  - Engaged 30 participants across 3 sections of the Fundamentals of Diversity and Inclusion for Professional Staff Course class, which is a required 9-week class for new housing professional staff. During the series, the group explores and discusses topics of identity, power, privilege and ally-ing when working with diverse students and colleagues.
  - IGR and MESA teamed up to co-facilitate a Winter 2020 Diversity & Inclusion Professional Development dialogue offering “What does being an ally really mean?” The dialogue’s 23 Student Life staff participants had an opportunity to map their own Allyhood capacities and behaviors. Of the 13 participants that responded to evaluations, with 92.3% reporting this session as beneficial to the work they do across Student Life.
- Implemented new divisional compensation model for 700 professional staff was completed in September 2020. Since then, as we have integrated the new compensation model across Student Life, all positions and new hires have been evaluated using this structure.
- Enhanced strategic communications regarding our DEI actions:
  - Individual email outreach to 63 staff members who indicated a desire to grow in DEI. Staff received a curated list of training housed both within Student Life and outside of the Division.
  - During the Fall Community of Practice Kickoff meetings, Student Life Leadership reiterated the DEI Strategic Plan for the Division, and outlined Year 4 Goals and Objectives.
  - Student Life staff engaged Central Organizational Learning’s PD offerings, resulting in 89 individual touchpoints with Student Life staff during FY20 (69 unique touchpoints).

## V. Student Life’s Year 5 Action Planning Tables

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*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

Sponsor: Laura Blake Jones  Lead: Nadia Bazy	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.	Measures of Success (Data)*
	Action Items:	
	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.	Student Learning Outcomes Participation Satisfaction Productivity Program Specific
	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.	
	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.	
4) Build a culture of community care, inclusive of education and training, informed by current student experiences and needs in relationship to the COVID-19 pandemic and the impacts of interpersonal and institutional racism.		
Sponsor: Simone Himbeault Taylor  Lead: Will Sherry	Student Plan Objective B: In support of U-M’s DEI Strategic effort to recruit and retain a diverse student community, strengthen <i>Thriving in the First Year</i> efforts.	Measures of Success (Data)*
	Actions:	
	1) Integrate Student Life’s Assessment Model across all Thriving in the First Year programs to ensure evidenced-based best practices and demonstrate impact.	Student Learning Outcomes Participation Satisfaction Productivity Program Specific
	2) Integrate Student Life’s Partnership Model across all Thriving in the First Year programs to facilitate improved collaboration, stewardship and learning for students.	
3) Increase student access to and expand student engagement in Thriving in the First Year Programs to improve impact.		
Sponsor: Kambiz Kahlili  Lead: Mary Jo Desprez	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.	Measures of Success (Data)*
	Actions:	
	1) Integrate Student Life’s Assessment Model across all SL DEI and intercultural learning programs to ensure evidenced-based best practices and demonstrate impact.	Student Learning Outcomes Participation Satisfaction Productivity Program Specific
	2) Integrate Student Life’s Partnership Model across all SL DEI and intercultural learning programs to facilitate improved collaboration, stewardship and learning for students.	
3) Increase student access to and expand student engagement in SL DEI and intercultural learning programs to improve impact.		
Sponsor: Rob Ernst  Lead: Kaaren Williamsen	Student Plan Objective D: Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Measures of Success (Data)*
	Actions:	
	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.	Student Learning Outcomes Participation

	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.	Satisfaction Productivity Program Specific
	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)*

Sponsor: Anjali Anturkar  Lead: Jaime Cox	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.	Measures of Success (Data)*
	Action Items:	
	1) Implement Student Life’s new Compensation Model across all units to improve fairness, consistency and equity in compensation practices.	Staff Learning Outcomes Participation Satisfaction Productivity Program Specific
	2) Integrate Student Life’s hiring and onboarding best practices across all units.	
	3) Increase staff access to and expand staff engagement in DEI professional development programs.	
	4) Increase staff awareness of and access to conflict management pathways related to addressing DEI concerns.	
	Student Plan Objective B: Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	Measures of Success (Data)*
	Actions:	
	1) Integrate best practices in hiring and onboarding new staff, with a focus on sexual harassment and sexual misconduct prevention.	Staff Learning Outcomes Participation Satisfaction Productivity Program Specific
	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.	
	3) Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention ("umbrella policy").	
	4) Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.	

*\*Also being track: Demographic Comp, Climate Survey Indicators*

<b>Student Life DEI Strategic Plan Leadership</b>	
<b>VPSL: Martino Harmon</b>	
Executive Sponsors	Simone Himbeault Taylor Laura Blake Jones Kambiz Khalili Anjali Anturkar Rob Ernst
SL DEI Oversight Leads (Student Plan Objectives)	Will Sherry
SL DEI Staff Plan Lead	Jaime Cox
Lead Teams (for each objective)	Various/Cross-Unit Reps
Strategic Advisory Support	Jennifer Schrage
Instit. Implementation Leads	Monita Thompson, Tom Lehker, Jaime Cox