Appendix C—Plan-A-Thon



Decisions are made by people who show up. We would like to thank all of the LSA students who asked hard questions and submitted thoughtful ideas at the public forums hosted by the University and by the College. We are especially grateful for submissions through our Plan-A-Thon's open call for ideas. We committed to incorporating at least seven student-generated ideas in our draft plan and to following up with those students who self-identified and signaled a willingness to be further involved.

One student in particular attending the Plan-A-Thon Workshop reviewed draft sections of the LSA plan and contributed significantly to the sections on transfer students. She stressed the need for better understanding of the unique situations of some transfer students and what it takes not only to get them here, but also "to keep them here." She is a strong advocate for expanding the transfer connections program and providing transfer students with mentors. "I am grateful for the experiences that I have had at U-M as a transfer student (even when challenging)," she writes, "because it has made me want to help students who come on the path after me." Her ideas and feedback appear in the section on new transfer student initiatives under "Access."

We received multiple submissions, from the UROP Peer Advisors and others, insisting that "LSA needs to stop discussing these issues in generalities like 'diversity' and state exact, specific goals." They feel that enrollment and retention of a diverse pool of students is of the utmost importance, and is a topic "that LSA either tries to tactfully avoid or ignore [sic] entirely." "There should be a sharper distinction," another, anonymous submission states in a similar vein, "between effective actions that make meaningful changes to systemic issues and the kind of cosmetic gestures that divert school resources away from where they are needed. Projects that focus on positive PR for the school, or creation of endless committees and workshops and panels do not have a tangible result." This cautionary note runs throughout various sections of the draft plan, especially those dealing with the Comprehensive Studies Program and ways the College seeks to retain diverse students.

We also received multiple submissions that were highly critical of the LSA Race & Ethnicity Degree Requirement, which the UROP Peer Advisors deemed "a waste in terms of everyday application" and for which they included several "corrective" solutions. All of the submissions, totaling over 25 by various individuals and groups, will be forwarded to the LSA Race & Ethnicity Review Committee, which has been conducting an assessment of the requirement this year and whose final report is due to the College by May 15. Some of this student feedback has been incorporated into the section of the plan on Inclusive Classrooms and Pedagogies.

Several proposals, including the ones submitted collectively by students within the Michigan Community Scholars Program, advocated the need for student advisory committees to "keep us honest" and provide student perspectives on pressing administrative decisions across a range of initiatives: R&E Student Advisory Committee; Admissions Policies LSA Undergraduate Student Advisory Committee; "STEM for Women" LSA Undergraduate Advisory Committee; and "Administrative Diversity Accountability" Undergrad Advisory Committee. The design—and the implementation—of the LSA DEI plan will benefit from the involvement of undergraduates themselves as both advisors and, where appropriate, as leaders.

We also received a submission calling for a DEI student ambassadors group and at least three other proposals for student advisory involvement in the administration of the R&E requirement. While we want to follow up with those students who have volunteered their time, energy, and insights to working on these initiatives and who want to be involved, we are equally committed to respecting the sentiments among other students that this should not be their responsibility.

Another group of MCSP students, as well as two anonymous individuals, submitted ideas for "Diversity Through the Arts" programs that we also want to think seriously about as we begin to move from the plan to its implementation. This may be a place for a cross-school initiative incorporating units such as Arts Engine and the Alliance for the Arts in Research Universities.

Thanks, Awaken Ann Arbor, for the submission on incorporating mindfulness as "one of the keys to making significant progress in regards to diversity, equity, and inclusion at the University," because it is important to "focus on the root of any issue if we want to make real changes." The submission notes the growing body of research on mindfulness, including a 2011 Harvard study that "shows how mediation changes the brain, making us more compassionate and less judgmental" as well as the work of Veronica Rabelo, a doctoral student in psychology and women's studies at U-M, on connections among social identity, mistreatment, mindfulness, and compassion.

We are equally grateful for the submission by an LSA undergraduate majoring in math on the need to address barriers to equity and inclusion in undergraduate STEM education. "As a woman in mathematics, I have experienced firsthand how challenging it is to feel like you belong in the program that you want to be a part of," she writes in her two-and-a-half page proposal. We want to formally welcome her to what is a growing conversation on our campus and nationwide. All department chairs across the College recently received copies of LSA Professor Eileen Pollack's The Only Woman in the Room: Why Science Is Still A Boy's Club in hopes that it will serve as a call to action for our community to acknowledge the problems and seek meaningful solutions. Her ideas have been incorporated into the section of the plan on STEM education.

At the #withDeanMartin student forum on the LSA DEI plan, one student asked: "What about international students?" The submission by the Student Advisory Group of International Student Engagement, titled "M Global Student Network," provides the makings of a possible answer to this question. The proposal itself is intriguing. In the summary paragraphs, they write:

"The MGlobal Student Network is designed to offer structural opportunities that increase international and domestic student engagement and transform the U-M campus environment into a more accepting and integrated community. With an integrated community, students are able to build innovated connections that broaden perspectives and ideas. The MGlobal Student Network will be visible and available for faculty and staff members to utilize. Faculty and staff members can provide their intercultural expertise and serve as mentors. Furthermore, this network will continue to build strong leaders and develop cultural and social activities/opportunities that will change the way we see ourselves, others, and the world around us. Students will gain a better understanding of multicultural issues in society and become better prepared to deal with these problems in their own social groups and in the wider world. We believe this fits into the University of Michigan's Diversity, Equity, and Inclusion strategic plan because we want to help build an environment where students can develop an understanding and appreciation for multicultural diversity through active engagement. The cultivation of a global mindset and intercultural competencies enable international and domestic students to interact and learn from each other outside the classroom, and gain valuable experiences. Through an innovated network, we can begin to change the campus climate and give students the initiative to learn, grow, and explore their cultural backgrounds in ways never done before." We are looking forward to more conversations with this student group, with colleagues in the International Center, and elsewhere.

And thanks, Anonymous, for calling our attention to the need to incorporate intellectual and political diversity into our broader perspective. They ask us to consider the degree to which conservative students constitute an "underrepresented minority on campus" facing their own distinctive challenges around acceptance and belonging. They call our attention to the possible tension between free speech and creating safe spaces on campus. They also advocate for "more events dealing with politics that have both sides represented," such as a "Yale Political Union-type of academic forum/lecture series where different political perspectives are represented."

Appendix D—

Including Muslim, Arab, Middle Eastern, and North African Students in the University's Strategic Plan for Diversity, Equity, and Inclusion The Islamophobia Working Group

February 25, 2016

DEPARTMENT OF AMERICAN CULTURE
ARAB AND MUSLIM AMERICAN STUDIES
UNIVERSITY OF MICHIGAN

Including Muslim, Arab, Middle Eastern, and North African Students in the University's Strategic Plan for Diversity, Equity, and Inclusion
The Islamophobia Working Group
February 25, 2016

I: Overview

The national climate of Islamophobia and anti-Arab racism impacts students, faculty, and staff at the University of Michigan. Students have reported hostility from faculty and other students; verbal assaults on the streets; the receipt of hate mail; hostility toward activists organizing around MENA-related issues, especially the Israeli-Palestinian conflict; and a reluctance to call the police or to report bias incidents. Arab, Muslim, and MENA-identified faculty report various challenges in areas of teaching, research, and service, such as having their authority challenged in the classroom, lack of recognition of the challenge to their research, and being overburdened with unacknowledged service. This report's objective is to identify the experiences of Arab, Muslim, and MENA (Middle Eastern and North African) students and faculty and to suggest ways for the administration to build upon the initiatives that it has already implemented to create a more diverse, equitable, and inclusive campus environment for Arab, Muslim, and MENA students. We offer some suggestions on how to build upon existing efforts and propose some additional ideas to improve the climate for Arab, Muslim, and MENA students, staff, and faculty. We structure these suggestions around three categories: resource building, crisis support, and education.

II: Current Political Climate

Since September 11, 2001, there has been a rise in anti-Arab and anti-Muslim sentiment across the nation. In the year after 9/11, the FBI reported a 1600% increase in hate crimes against Arabs and Muslims. Since then, hate crimes have been commonplace and have increased following other terrorist attacks committed by Arabs and Muslims, such as in Paris in November 2015 and the San Bernardino, California shootings in December 2015. The recent Super Survey[1] published by the Bridge Initiative at Georgetown University reveals two decades of Americans having an unfavorable view of Arabs and Islam. Notable in recent statistics is that 4 in 10 Americans view Islam unfavorably; 47% of Americans said that Islam was more likely to encourage violence than other religions; and 43% percent of American Muslims have faced hostility, been racially profiled, or attacked. At the

[1] The Super Survey: Two Decades of Americans' Views on Islam & Muslims," The Bridge Initiative, Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding, Georgetown University, 2015, http://bridge.georgetown.edu/wp-content/uploads/2015/11/The-Super-Survey.pdf

University of Michigan, a survey of 200 students who self-identified as Muslim American revealed that 63% have experienced discrimination based on their religious identity. Another survey of 110 students who identify as Muslim at the University of Michigan indicated that 50% have witnessed the perpetuation of Islamophobia on campus by staff, faculty, and students**.**

Anti-Arab and anti-Muslim sentiment in the current political climate is not only the result of individual perspectives and actions, but also of state policies and practices. Post-9/11 domestic and foreign policies, from the USA PATRIOT Act to invading Afghanistan and Iraq, to the NYPD's surveillance of mosques and Muslim Students' Associations on college campuses, have positioned Arabs, Muslims, and those who appear to be Arab or Muslim as suspected potential terrorists.

Discrimination, intimidation, threats, and violence targeting American Muslims (or those perceived to be Muslim) and Islamic institutions are routine occurrences. Mosque burnings, hate crimes, workplace and airline discrimination have become commonplace. Murdering Muslims or those who appear to be Muslim is also not unusual. Last year, three Muslim students in Chapel Hill, North Carolina were killed, and in 2012, seven Sikhs were killed in the Oak Creek Massacre in Wisconsin. Islamophobia does not affect only Muslims; it also affects those who are erroneously assumed to be Muslim (even though Muslims are of all backgrounds) – this includes Arab Christians, Iranian Jews, Sikhs, and Hindus. Often people most at risk are those who display religious symbols – the hijab or headscarf, a long beard, or a Sikh turban.

Though anti-Muslim rhetoric by public figures and political leaders is not new, a few recent examples include Republican Presidential Candidate Ben Carson's statements last September that a Muslim should not be president because Islam is not compatible with American values and the Constitution; and Republican Presidential Candidate Donald Trump's statement last December that all Muslim refugees and immigrants should be banned from entering the U.S. Such public statements have the effect of normalizing anti-Arab and anti-Muslim sentiment.

These government policies, public opinion polls, discriminatory actions, and rhetoric reveal a refusal to understand that the 1.6 billion Muslims of the world are people like any other people, with a wide range of experiences and characteristics. It is simply not possible to describe 1.6 billion people with any kind of accuracy. It reveals that Islam is perceived in a very reductive way, as having nothing in common with Christianity and Judaism, as un-American, as violent, and as threatening.

As if this political climate was not enough to contend with, many students who identity as Arab, Muslim, or MENA are involved in campus activism to spread awareness on the impacts of complex geopolitical shifts in the Middle East. This includes the Israeli occupation on Palestinian life and livelihood. Needless to say, the Israeli-Palestinian conflict is one of the most polarizing conflicts of our time. The public discourse often privileges Israeli narratives over Palestinian ones. It is a common trend across the country for engagements in this conflict that criticize Israeli government policies to lead to hostility and accusations of anti-Semitism and even of supporting terrorism, rather than a critical analysis of the differentiation of anti-Semitism from critiques of Israeli policies regarding Palestinians.[2]

III: The Impact of the Political Climate on Students on Campus

The University of Michigan is certainly not shielded from the larger political climate in the U.S. Students have reported microaggressions from faculty and students; verbal and physical assaults on the bus and on the streets; the receipt of hate mail; hostility toward activists organizing around Palestine and other MENA-related issues such as the Winter '15 *American Sniper* incident; and a reluctance to call the police or to report bias incidents. The examples below are based on personal communications; a focus group conducted with some Arab and Muslim undergraduate students; informal surveys with Arab, Muslim, and MENA students; and an Islamophobia Working Group meeting.

In a February 2016 survey of Anti-Muslim Bias at the University of Michigan - Ann Arbor, Muslim, MENA and South Asian alumni and undergraduate and graduate student respondents reported overwhelmingly being the target of and/or witnessing bias and discrimination against those perceived to be Muslim (or Arab) in classrooms, in and around campus, and from students, faculty and staff. Alarmingly, threats of violence, verbal harassment, and fear and anxiety were expressed. 50% of the respondents reported University of Michigan staff, faculty, students and institutions perpetuate Islamophobia against Muslim, MENA and South Asian communities on campus and 33% of all respondents reported feeling marginalized in UM classrooms. The survey overwhelmingly cited social media, namely yik yak, as a site of discrimination and racism.

[2] Burg, A. (2009) The Holocaust is over: We must rise from its ashes. St. Martin's Griffin; Don-Yehiya, E. (2012).Orthodox and Other American Jews and their Attitude to the State of Israel. Israel Studies, 17 (2),120-128; Mearsheimer, J. &Walt, S. (2008). The Israel lobby and U.S. foreign policy. Farrar, Straus and Giroux; and Sokhey, A.E., & Djupe, P. A. (2006). Rabbi Engagement with the Peace Process in the Middle East. Social Science Quarterly, 87 (4), 903-923.

Survey comments included:

- Fear and reluctance around self-expression of Muslim, MENA and South Asian identities in the classroom and on and around campus.
- Concerns over both mental and physical safety and an ineffectual bias reporting system. One respondent reported the most unsafe s/he ever felt was "on this campus."
- Lack of institutional response to matters on campus related to Islamophobia such as Harbaugh's comments in the WI/15 *American Sniper* incident
- A need for education and awareness workshops and programming for the campus community, namely faculty and staff. One respondent noted the negative impact on the learning process: "While all of these experiences are problematic and upsetting, when they take place in classroom discussions, students in the minority, without defense from the instructor or even in the face of discrimination by the instructor, often feel insulted or attacked with no means of rebuttal or self-defense. *It hinders one's ability to participate, to learn, and to feel like a respected or valued member of an intellectual discussion."*

As with other forms of discrimination and bias, it impacts the learning process and emotional and physical well-being of these UM community members.

While the information below is based on undergraduate students, the February 2016 Anti Muslim Bias Survey reflected graduate student concerns. Additional communication with the Muslim graduate student population at the University of Michigan revealed similar issues. They too encounter threats and hateful remarks as a result of the expression of their faith. Some graduate students in professional programs reported difficult scenarios with advisors who made dismissive comments about Islam, implying that they do not take their Muslim students seriously. Graduate students often find it difficult to challenge such situations without institutional support. They fear that such interactions with advisors could directly influence their progress and careers.

<u>Microaggressions and Harassment</u>

Students have reported insensitive, inappropriate, or offensive comments about Arabs and Islam from faculty members both inside and outside of the classroom. The power dynamics often prevent students from addressing issues with their professor or GSI. One example from inside the classroom is associating Islam with terrorism in a class on warfare. Students reported an instance in an introduction to Arabic course in which they were asked on the first day as an icebreaker where they were on 9/11, associating the learning of the Arabic language with terrorism. Other students reported learning militarized words (e.g. military, war, United Nations, terrorism) in first year Arabic and not learning numbers or colors until the second year of language instruction. Examples of microaggressions outside of the classroom include a professor asking a student if she is denying Israel's right to exist by wearing a necklace of a map of Palestine. Furthermore, MENA-identified female students

report that they are asked often about their hijab. Students report that because it is a challenge to explain why the incident was offensive and then to ask someone with more authority to talk with the professor, they hesitate to take it further. Students report a lack of cultural competency across the university; they often feel as if they are expected to be spokespersons for their identities. Some students tend to take courses with the same few faculty members to minimize experiences with microaggressions in the classroom.

Campus Incidents

Particular incidents on campus have lead to students feeling unsupported by the administration.

When the film *American Sniper* was released, it was controversial because some viewers stated that the film inspired them to want to join the U.S. military to kill Arabs.[3] One viewer posted to Facebook: "American Sniper' made me appreciate soldiers 100x more and hate Muslims 1000000x more." The American-Arab Anti-Discrimination Committee reported an increase in hate crimes against Arabs and Muslims after the release of the film.

Last year's *American Sniper* campus controversy (Winter 2015) led to students receiving hate email and Facebook posts, documented at http://umgotmail.tumblr.com, that stated for example, "Your 'religion' is a direct contradiction to our Bill of Rights and an insult to all Americans. Please take yourselves and all of your followers back to the Mideast and stay there," and "Go kill yourself." The hate posts include both visually offensive images as well as verbally offensive speech. Many students felt unsafe walking around campus alone during this time. One student received a death threat on the diag. She called DPS, waited over an hour, and when the officer arrived, her concerns were minimized. Another student reported that she had been followed home and harassed by strangers asking if she was "Arabic." The student didn't call the police because she didn't think it would be worthwhile. Students often no longer report incidents because they don't expect to be heard.

Arab, Muslim, and MENA-identified students state that they would have felt safer if they had been in direct communication with the administration and had more administrative support throughout the process. Support could have been in the form of an email from the Dean of Students office or the President (condemning the hate mail) or an email to deans encouraging faculty to be as flexible as possible in arranging accommodations for targeted students. Someone in the administration told a student that the administration had supported not screening the film; yet the administration then reversed its decision and proceeded with the screening without informing with students. Students say the

[3] Dominique Mosbergen, "'American Sniper' Triggers Flood of Anti-Muslim Venom, Civil Rights Group Warns," *Huffington Post*, January, 24, 2015, http://www.huffingtonpost.com/2015/01/24/american-sniper-anti-muslim-threats_n_6537950.html

university's decision might have contributed to an increase in bias incidents given that those who sent hate email and posts were empowered to engage in anti-Arab and anti-Muslim hate speech as a result of the university's decision (and the coach's tweet).

This particular moment has had a lasting impact and has resulted in a sense of apathy and anxiety among students. One student stated that there is an overall feeling that the UM administration "does not care about them" or take their issues of safety seriously. As a result some Arab, Muslim, and/or MENA students have reported that they do not feel safe on campus, and furthermore, they do not feel that reporting their issues is worthwhile because they no longer expect any positive outcome; instead, they feel they will only make themselves vulnerable and relive traumatic experiences. These comments reveal the impact on the emotional and psychological well being of students - well being necessary for optimal academic performance and engagement.

Another example of students feeling marginalized by an administrative response was after the terrorist attacks in Paris in November 2015. Arab, Muslim, and MENA students were upset by an email communication sent from Dean Laura Blake Jones to students that expressed support for "our French students studying in Ann Arbor, for others directly affected by this situation and all international students," but did not explicitly mention Muslim students, who were negatively impacted by the attack in Paris. These students took this communication as evidence that the administration prioritizes some students over others and avoids taking a stance to protect Muslim students on campus during times of increased anti-Muslim sentiment across the country. Arab, Muslim, and MENA students would have liked to see the administration issue a public condemnation of Islamophobia and a public offering of assistance and support to these specific communities during that time of crisis, which were done later by SACUA, Dean Martin, Associate Dean Dillard, and Assistant Dean Horton.

Student activism around Palestine

Leaders of the #UMDivest campaign in Winter 2014 faced targeted backlash for their organizing around Palestine.[4] Students in support of the movement were also met with hate mail on multiple forms of social media, stating, for example, "Get out, you Palestinian murderer."[5] Students turned to "Michigan in Color," an opinion section of *The Michigan Daily* reserved for people of color, to voice their frustrations with the campus climate surrounding Palestine. One student described her experiences in terms of having to defend her humanity.

[4] Yazan Kherallah, "Viewpoint: Pineapple Express," *The Michigan Daily*, March 28, 2014, http://www.michigandaily.com/opinion/03viewpoint-pineapple-express28

[5] http://umdivestfanmail.tumblr.com

Students who participated in #UMDivest in 2014 reported that they were accused of anti-Semitism and were slandered in personal ways that threatened their emotional and psychological well-being as well as their academic and professional career. During these instances, many Arab, Muslim, and Palestinian student activists did not feel protected by the University and concluded that the University was not made for them.

Students who engage in pro-Israeli activism have institutional support, whether through Hillel, Central Student Government, or other units, advisors and resources. In contrast, students who engage in pro-Palestinian activism do not have comparable support. Faculty who want to support them often shy away from the issue for numerous reasons, including fear of slander or negative impact on tenure applications given the power dynamics involved in discussing Israeli politics.[6] This dynamic mirrors the larger U.S. political context in which the U.S. government has consistently supported Israeli state policies at the expense of Palestinian lives and sovereignty.[7]

Arab, Muslim, and MENA-identified students operate within a climate of wariness at best and mistrust at worst in their relations with the administration as a result of these negative experiences. They have concluded that the needs of the administration and other students far outweigh concerns for their own safety and their sense of belonging on this campus.

IV: Faculty Experiences

Arab, Muslim, and MENA-identified faculty report various challenges in areas of teaching, research, and service.

Teaching

The experiences of Arab, Muslim, and MENA-identified faculty often parallel those of faculty of color.[8] In particular, Arab, Muslim, and MENA-identified women faculty often face accusations of bias and challenges to their authority in the classroom, often from white male students. They also often face challenges to their grading. Some faculty who teach courses specifically on Arab and Muslim topics, often face criticisms from students because the course does not also cover other groups. As a result, some students conclude that the exclusion of other groups makes the class biased.

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[6] (https://www.insidehighered.com/news/2013/08/16/university-michigan-rescinds-invitation-alice-walker).

[7] Sasson, T.(2010). Mass mobilization to direct engagement: American Jews' changing relationship to Israel. Israel Studies, 15 (2), 173-195; Shain, Y. (2002). The Role of Diasporas in Conflict Perpetuation or Resolution SAIS Review, 22 (2), 115-144; and Weinzimmer, J. (2011). Homeland conflict and identity for Palestinian and Jewish Israeli Americans. El Paso, TX: LFB Scholarly Publishing.

[8] Chavella T. Pittman, "Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students," Teaching Sociology 38(3), 183-196.

Faculty who teach about the Israeli-Palestinian conflict also face hostility in the classroom and accusations of bias from certain students, regardless of how much effort they put into presenting multiple perspective on the issue. Some faculty avoid the topic entirely both inside and outside of the classroom in order to avoid the potential harassment that comes with it and to avoid any potential harm to their tenure process. In both of these examples, student attitudes can negatively influence evaluations of the instructor and class. This is of particular concern for assistant professors on the tenure track. Some faculty feel that the time and energy they put into classroom management and preparing lectures that will then be challenged goes unacknowledged by the administration.

Research

Those faculty whose research is on Islam and/or Arabs face challenges given that this field is not as advanced as those of other underrepresented groups.

There are no specialized journals, especially in the social sciences, which have reputable impact factors that are encouraging work on this population. This means that if "mainstream" journals do not accept their work, they can't go to a specialized journal because its impact factor will not be considered acceptable for tenure requirements. Reviewers often come with their own set of biases, often asking questions such as, "Why is it necessary to examine issues of discrimination for Muslims? How are these experiences likely to be different than what we already know for other groups?" Such questions are not necessarily asked regarding research on other groups where it is a given that discrimination has detrimental consequences. Often, funding agencies that focus on social issues tend to prioritize racial and ethnic discrimination over religious discrimination. Without funding, it is almost impossible to conduct quantitative or qualitative research.

Faculty accomplishments are often met with hate mail. One faculty member's recent publication was featured in the University Record, leading to hate mail. Another faculty member was featured on the Wolverines of Ann Arbor Facebook page. It led to hateful comments because he states that he teaches about anti-Arab racism. The offensive posts were removed. Another faculty member receives hate mail whenever she publishes an op-ed or any kind of public scholarship. She has developed a routine of calling the campus police approximately once per semester to report it. As a result, some Arab and Muslim faculty prefer not to highlight and celebrate their accomplishments publicly; which goes against the norm and unsaid expectation that departments publicize faculty achievements. This scenario highlights the need of departments to think about strategies to protect faculty from these kinds of negative reactions as well as value their work even if it is not publicized in the same way as that of others.

Recruiting graduate students who are interested in these topics is very difficult considering the lack of diversity in LSA graduate pools. Faculty also have to take into consideration the impact of the climate upon graduate students who conduct research on issues that draw considerable scrutiny and harassment, such as Islamophobia and Palestine, and personally see to their emotional and psychological well being. This is another example of the unacknowledged work of Arab, Muslim and MENA faculty that contributes towards creating a more diverse, equitable, and inclusive environment on campus.

Service

Arab and Muslim faculty tend to mentor a critical mass of Arab and Muslim students who feel marginalized at the university. These students come to faculty members because they don't know where else to go. Like other faculty of color, Arab, Muslim, and MENA faculty try to provide validation that these students have a place on this campus. However, this kind of advising requires time and effort and often gets unacknowledged as service and as contributing to diversity on campus by the department and the college.

When there is a rise in terrorism or Islamophobia, the same few faculty members are called upon to give lectures or advise the administration. The problem is not that these faculty members do not want to be called upon; rather, because the numbers of these faculty are small, the burden is extremely high. These faculty members are asked for more labor with little consideration of the impact on their already extensive time commitment. Faculty who are needed to do significant advising or campus education should, at the very least, receive course releases and stipends to support them in doing this work. This problem also points to the need for more faculty members who do this kind of work to reduce the individual burden of speaking and advising on topics related to the national climate.

V: A More Inclusive Campus Environment

The national context of Islamophobia and the political environment surrounding the conflict in Israel and Palestine create a complex challenge for college campuses. Nonetheless, a few measures could contribute to creating a more inclusive campus environment for Arab, Muslim, and MENA-identified students to thrive and feel a sense of belonging.

We acknowledge the administration's efforts and the strides it has made to create a more inclusive campus environment for Arab, Muslim, and MENA students over the last few years. The administration has been responsive to student needs in crisis situations. The efforts initiated by the administration provide an important foundation upon which to build. These are a few examples, and we are likely overlooking others:

- In response to student requests for an Arab and Muslim-themed multicultural lounge, staff members from Housing, the Dean of Students office, and other administrative units worked with students to create the Edward Said lounge in North Quad that was officially inaugurated in fall 2015.

- The Dean of Students' office's hire of a Bias Response Coordinator reflects recognition of Arab and Muslims experiences with bias and need for support.

- The arrangement for a Muslim Chaplain, funded through the Felicity Foundation, is also a welcome initiative to meet the religious needs of Muslim students.

- During the *American Sniper* incident, President Schlissel, VP Royster Harper, and Dean Laura Blake Jones met with students to learn from their experiences.

- MESA, the Dean of Students office, and Housing have made consistent efforts to be more inclusive of Arab and Muslim students through programming, outreach, and trainings.

- Dean Martin approved the formalizing of Arab and Muslim American Studies as an official Ethnic Studies unit within the Department of American Culture as of Fall 2015 (the program was founded in 2005). A hire for a faculty member who specializes in Muslim American Studies has also been approved.

- MESA launched Arab Heritage Month last year and is planning another one this year.

- OAMI launched an Arab graduation ceremony last year and is planning another one for this year.

- After the recent terrorist attacks in Paris, multiple administrative units responded. The Assistant Dean and Associate Dean for Undergraduate Education took the initiative to collaborate with Arab and Muslim students in organizing an event, "Sharing Stories, Building Allyhood: Students Speak Out Against Islamophobia." This event was successful not only in educating the campus community, but in providing institutional support to Arab and Muslim students. Also, President Schlissel and VP Harper invited Arab, Muslim, and MENA students to breakfast after the Paris attacks. Along similar lines, mass emails were sent out by Dean Martin and Associate Dean Dillard to underscore that Muslims are part of the UM community and SACUA passed a resolution in support of UM's Muslim community.

Below, we offer some suggestions on how to build on the effort that the administration has already initiated to create a more inclusive campus environment for Arab, Muslim, and MENA students, staff, and faculty. We structure these suggestions around three categories: resource building, crisis support, and education.

Resource Building

a) Hire more Arab/Muslim/MENA identified faculty and staff: Given the importance for institutional diversity for students to have faculty in their identity group, we suggest additional hiring at both the faculty and staff levels. This effort would also decrease the burden on the few faculty members who mentor students and seek to educate the campus on the impacts of anti-Arab racism and Islamophobia. Various administrative units would benefit from staff members who are knowledgeable about the issues this group of students face.

b) Add a distinct designation for Arab, Muslim, and MENA students and faculty on the undergraduate application and on pool reports when faculty and staff are hired. The U.S. Census has plans to include a MENA category in the 2020 Census. Because of Census classifications, Arab students have been counted as white and not counted as adding to diversity initiatives. Data on religion is not collected. We would suggest tracking Arab, Middle Eastern, and South Asian populations in data collected about demographics at UM or consulting with students and community leaders on developing a more appropriate option than the existing one.

c) Continue and increase support and recognition of Ethnic Studies units. Ethnic Studies at the University of Michigan and at campuses across the country offer courses that educate the student body on questions of race and racism and also empower underrepresented students by validating their experiences of marginalization and providing academic frameworks to address this marginalization. The Department of American Culture houses an Arab and Muslim American Studies (AMAS) program, one of only three in the country (the other two being at UM-Dearborn and San Francisco State University). AMAS offers a minor, internship opportunities, programming, courses, and advising to students. The program offers students an institutional "safe space" – sometimes physically and more often than not, intellectually. Many Arab, Muslim, and MENA students take Arab and Muslim American Studies courses because they see themselves reflected in the academic curriculum and seek out Arab and Muslim-sensitive faculty or Arab and Muslim-identified faculty. AMAS has provided safe study spaces during finals and also during the *American Sniper* screening. AMAS does the work of creating a place of belonging for Arab, Muslim, and MENA students and in offering classes and diversity-related curriculum. Ethnic Studies directors do not receive the same kind of support as, for example, a director of an area studies institute. Furthermore, Ethnic Studies programs receive $9,600 per year for

programming, which does not compare to how other units are funded. More funding is needed to support the director positions, for programming to educate the campus community, and to support the work of students and student groups on campus. Additional funding would support Ethnic Studies units in making a greater impact on campus.

d) Increase funding for student programming: There are numerous Arab, Muslim, and MENA student groups who organize educational and cultural events to combat discrimination. Students suggest additional funding in the form of a five-year perpetual plan for these student groups. Students should be consulted on the best structure for allocating, approving, and implementing programming proposals by student organizations (e.g. Dean of Students, MESA, AMAS, etc.).

e) Create more spaces for Arab, Muslim, and MENA students: The Edward Said lounge is a significant effort on the part of the university administration to create a more inclusive environment for Arab, Muslim, and MENA students and reflects a responsiveness to these students' needs. Students have reported a need for another lounge space, one that is not restricted to dorm residences, but that could be used by any Arab, Muslim, or MENA student. One survey respondent said: "We need actual safe spaces. Not like Edward Said, which most people can't get to because it's in the residential part of North Quad or Trotter which is far away and next to the frats which make us uncomfortable at night." We propose another lounge space potentially in the new Trotter House and one on North Campus as well.

f) Provide a Muslim Prayer Space: Observant Muslim students pray five times per day. This is a central facet of the faith. Each prayer must be completed within a limited timeframe, based on a lunar calendar. Having access to a prayer or reflection space is essential to creating an inclusive environment. The Muslim Coalition representing several student organizations on campus surveyed 215 students in Fall 2015 on their use of prayer spaces on campus. The survey revealed that a prayer space in Mason hall is needed, given the high traffic in that building. Therefore, we suggest identifying a space in Mason Hall to be a designated prayer space for Muslim students. Based on the survey results, we also suggest providing better privacy in the Shapiro library prayer space; creating a reflection room map; and improving the existing prayer spaces on campus by installing a compass in the ceiling and to add a chair or two and a shelving unit.

g) Formalize the hiring of the Muslim Chaplain.

h) Designate an advocate for graduate students to provide support in cases of unfair treatment by an advisor and/or abuse due to an Islamophobic mindset.

Crisis Support

a) Improve the Bias Reporting System: While some students have used UM's bias reporting system, there is a general feeling that reporting will not help them. We suggest that the Dean of Student's office work with Arab, Muslim, and MENA students to improve the system so that students feel truly safe.

b) Improve the Safe Ride Service: Muslim female students, particularly those who wear the hijab, feel particularly vulnerable to profiling and harassment when waiting for Safe Ride. They report long wait times leading to students concluding that it is an unreliable service.

c) Create a hate mail policy: Given the frequency in which students have received hateful emails and Facebook posts, students would like to understand whether or not the university policy includes one on email harassment and hate rhetoric sent from umich email accounts. If no such policy exists, we suggest creating one to protect students from harassment and hate mail and providing a means of reporting and dealing with breaches of that policy.

d) Provide administrative support during crisis situations: During crisis situations, students would appreciate if the Dean of Students (or appropriate office) would communicate with faculty on behalf of students to request feasible extensions and other academic accommodations to support them during times of increased distress due to harassment or being targeted as the result of the political climate on campus.

e) Send out campus-wide communications during times of crisis: We applaud the recent resolution passed by SACUA, communications sent by Dean Martin and Associate Dean Dillard, and President Schlissel's winter graduation speech that took stances against discrimination targeting Arabs and Muslims. We encourage more of these kinds of targeted communications during times of crisis that highlight an increase in Islamophobia, that emphasize that Muslims are an important part of our campus community, and that discrimination is not tolerated on our campus. We also suggest considering drafting a communication modeled after the U.S. Department of Education's "Dear Colleague" letters.[9] After the Paris terrorist attacks and San Bernardino shootings, the Department of Education issued a letter to urge schools to take measures to ensure that Muslim, Arab and refugee students are free from harassment. Official communications as such have the potential to shape a more inclusive campus environment.

[9] Evie Blad, "Make Schools Welcoming for Muslim, Arab, Refugee Studies, Ed. Dept. Urges," *Education Week*, January 4, 2016, http://blogs.edweek.org/edweek/rulesforengagement/2016/01/make_school_welcoming_for_muslim_arab_refugee_students_ed_dept_urges.html and http://blogs.edweek.org/edweek/rulesforengagement/safeschoolsletter.pdf

Education

a) Educate the campus community about the issues Arab, Muslim, and MENA students and faculty face, particularly on how the political climate impacts them and how to reduce microaggressions and bias: The administration has already created some important structures to encourage inclusive teaching practices, such as the LSA Teaching Academy, the CRLT-IGR seminar and various other CRLT workshops, LSA's Institute on Diversity and Climate, and the CRLT Players. Similarly ADVANCE's seminar for faculty who serve on search committees seeks to promote inclusive hiring practices. We would suggest using these existing structures to address the issues raised in this report. The urgency of educational workshops cannot be underestimated as world events, biased media and political trends continue to paint pictures of hate and rancor, the public looks to great institutions of higher learning for answers. Thus, the University of Michigan has an opportunity to implement important changes to address the safety and well-being of its students and be an excellent example for many other institutions.

b) Educate the police and other bias responders so that they fully understand the issues involved given the political climate of Islamophobia and the Israeli-Palestinian conflict and insist upon punctual response times.

c) Finally, we suggest conducting a systematic survey of Arab, Muslim, and MENA faculty, staff, and students to gain more information. Given that the university does not currently have data on its Arab, Muslim, and MENA community members, the surveys used to create this report were mostly ad hoc. A more systematic data gathering method could yield important insights in identifying strategies towards creating a more diverse, equitable, and inclusive environment for Arab, Muslim, and MENA students.

REPORT SUBMITTED BY THE ISLAMOPHOBIA WORKING GROUP

MISSION

Given the recent increase in anti-Arab and anti-Muslim sentiment internationally, the purpose of this group of faculty, staff, and students is to study the climate and its impact on Arab, Muslim, and MENA-identified students, faculty, staff and the campus community at large; strategize on how to create a safe and inclusive campus environment for Arab, Muslim, and MENA students and those who are impacted by anti-Arab and anti-Muslim sentiments (i.e. Sikh, etc.); and create a set of resources for community members, students and faculty included.

GOALS FOR WINTER 2016

1. To draft and submit a report to the administration suggesting ways to include Arab, Muslim, and MENA students in the University of Michigan's strategic plan for Diversity, Equity, and Inclusion
2. To create a resource list for Arab, Muslim, and MENA-identified students who are impacted by Islamophobia
3. To create a website that will serve as a clearinghouse for addressing Islamophobia and anti-Arab racism in the classroom

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Appendix E—

Growing STEM: Pipelines, Collaborations and Pedagogies for Diversity & Inclusion at Michigan
A Cross-School Proposal for Consideration in the DEI Strategic Planning Process

"Growing STEM: Pipelines, Collaborations and Pedagogies for Diversity & Inclusion at Michigan"

A Cross-School Proposal for Consideration in the DEI Strategic Planning Process

The potential ramifications for improving STEM education for undergraduate students from underrepresented groups are broad and far-reaching. The societal benefits of a diverse workforce are clear across disciplines, but may be particularly important in STEM-related fields. For example, a diverse health care workforce has been show to improve access to health care, increase patient satisfaction, and increase efforts to reduce health care disparities[1]. Nevertheless, graduate and professional schools in STEM, including health-related fields[2,3,4,5,6] continue to have stagnant numbers of underrepresented students in their programs. This challenge remains despite national and local institutional efforts to shift the demographics of these fields to match the racial and ethnic composition of the United States' population. Students from underrepresented backgrounds enter college with similar levels of interest in STEM fields, however they are less likely to persist during their undergraduate experience[7,8] when compared to non-underrepresented counterparts.

"Growing STEM: Pipelines, Collaborations and Pedagogies for Diversity and Inclusion at Michigan" – a new collaboration at the University of Michigan – is a response to the disparities present at almost every level of STEM education. Faculty and leadership from the College of LSA, the Medical School and the School of Engineering have come together to build a sustainable and strong "pipeline" for underrepresented minority and women into STEM fields. This pipeline would encompass:

- Pre-college outreach, recruitment and admission
- First and second year undergraduate STEM education and retention into STEM majors

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[1] Saha S et al. Student Body Racial and Ethnic Composition and Diversity-Related Outcomes in US Medical School. Journal of the American Medical Association. 2008; 300: 1135-1145.

[2] Association of American Medical Colleges Altering the Course Black Males in Medicine 2015. Available at: https://www.aamc.org/download/439660/data/20150803_alteringthecourse.pdf

[3] Lopez N et al. Effective Recruitment and Retention Strategies for Underrepresented Minority Students: Perspectives from Dental Students. Journal of Dental education. 2003 67(0): 1107-1112

[4] Peery A et al. Diversity Must Start Somewhere: The Experience of One College of Nursing. Journal of Cultural Diversity 2013: 120-124.

[5] Greenhill LM et al. Introducing DVM: DiVersity Matters (An Association of American Veterinary Medical Colleges Initiatives). Journal of Veterinary Medical education 2007; 34 (2): 43-46

[6] Women, Minorities and Persons with Disabilities in Science and Engineering. http://www.nsf.gov/statistics/wmpd/2013/race.cfm

[7] Griffith, A. L. (2010). Persistence of women and minorities in STEM field majors: is it the school that matters. Economics of Education Review, 29, 911-922. http://dx.doi.org/10.1016/j.econedurev.2010.06.010

[8] Barr DA et al. The Leaky Pipeline: Factors Associated with Early Decline in Interest in Premedical Studies among Underrepresented Minority Students. Academic Medicine 2008.

- Preparation and mentorship for undergraduate students into graduate and professional programs
- Ideally this pipeline would encompass all stages from K12 outreach through graduate and professional schools, postdoctoral fellowships and entrance into careers.

The Growing STEM collaboration is open to all interested individuals, programs, schools and colleges at the University of Michigan.

Goals:

- Increasing the successful recruitment and admissions of URM, especially among those students who participate in various pre-college programs run by units at the University of Michigan.
- Increasing support for undergraduate URM students and women with STEM field interests through learning communities, mentorship, study groups and other forms of support.
- Increasing the retention of URM students and women in STEM majors, and continuing to insure access to a range of quality learning opportunities including lab placements, internship, study abroad, etc.
- Offering mentorship, including from peers, and support for URM and women STEM majors to encourage them to pursue graduate and professional studies; providing support through the admissions and recruitment process.
- Increasing levels and quality of support for URM and women graduate and professional students pursuing degrees.

History

This effort grew out of a September 22, 2015 event sponsored by Rob Sellers' office and hosted by NCID that brought together more than 50 members of the faculty and professional staff in STEM-related fields and programs from across the campus. The intent of the meeting was to examine opportunities for greater collaboration and success in advancing individuals from underrepresented groups into careers in medicine and the health sciences at the University of Michigan. The keynote speaker was Dr. Michael Summers, Howard Hughes Medical Institute Investigator and Professor of Chemistry/Biochemistry at the University of Maryland, Baltimore County (UMBC), who has played a key role in the success of the Meyerhoff Scholars Program at the UMBC. The hope was to engage in a discussion that might lead to greater awareness and partnerships across outreach programs, undergraduate programs, graduate and, at least initially, the medical school/health science programs.

Even during our brief open discussion many of us realized that our campus seems poised for a greater level of collaboration among and between programs in LSA, Public Health, Engineering, the Medical School and professional schools in STEM more broadly.

To foster this openness to collaboration, and to give us the information about each other and our programs that is essential in doing so, a small cross-campus working group hosted a follow up poster session on STEM education at Michigan on December 19th,

with emphasis on programs that support underrepresented minority students and women. *The central question was what the University of Michigan is currently doing to attract and support a diverse student body in STEM fields from undergraduate years to entrance into professions, and how could we all improve our individual efforts through greater collaboration.* Over 70 people attended the session; 21 individual posters were presented – all of which have been cataloged and archived. (A full list of poster topics and participants can be found in Appendix A.)

Lessons from the Poster Session: Challenges & Opportunities

We asked everyone who attend the poster session to spend ample time viewing the individual posters and having conversations. We also asked them to list the top three challenges for their individual programs and/or existing collaborations. Here were some of the most common responses:

- Knowing what else is going on around campus; connecting with other organizations on campus with convergent goals
- Lack of coordinated, mutually supportive outreach to high schools for target students
- Clear articulation of core messages in recruitment so perspective students and parents know what UM offers, along with guidance in making the best decisions about programs.
- Need for more coordinated pipelines from first and second year programs, like UROP, into majors, minors and other kinds of support programs.
- Funding! Many programs are on "soft money," grants and so forth.
- More resources for scholarships and student support.
- Staff, especially professional staff, to accomplish goals and to be able to start new collaborations.
- Scaling up initiatives, especially making the jump from "pilot" to full-fledged program.
- The need for more and better assessment mechanisms.
- Improving levels of diversity among graduate students and the faculty as integral to increasing diversity for undergrads.

During the final segment of the Poster Session we conducted a group discussion. This discussion also generated a series of suggestions and ideas about challenges and opportunities. Many of these suggestions had to do with creating more mechanisms for collaboration across the various segments of a STEM pipeline. Participants wondered aloud about the role that MPathways might play (and very few people in the room felt that they had much knowledge or insight about this); we talked about databases (like the one maintained by CEO) and creating institutional mappings to identify key hubs and nodal points in our current landscape; we also discussed using this moment around strategic thinking and planning for diversity, equity and inclusion.

Immediate Next Steps (FY16 Goals:)

We believe that all of this interest, activity and feedback provide ample justification to make a series of institutional commitments to "Growing STEM." We believe those next

steps will require hiring an appropriate person, at least half time, to do the kind of "retail work" involved in helping individuals and programs to coordinate the efforts below and make more generative connections. Someone already here and familiar with the UM would be ideal. Initial steps include:

1) Create a survey distributed to individual faculty with key questions designed to map the landscape of existing STEM outreach, recruitment and support programs for URM students and women. This mapping would use materials in current databases, in the Center for Educational Outreach and elsewhere, to do more effective data visualization and conceptual organizing. This bottom-up effort will complement the more top-down inventories already initiated and should include ability of individual programs to update their own programs. This map will initially be used to connect existing programs and identify gaps. It could also be used as a basis for eventual development of a visual tool for prospective and current students to find programs most relevant to their interests and needs.
2) Create a baseline of our status now in terms of outreach, recruitment, retention and support of women and URM STEM students, making sense of historical trends where possible.
3) Develop a series of "Growing STEM" presentations for the community at UM interested in growing, strengthening, and diversifying the STEM pipeline. These would be short talks, accompanied by a 1-page synopsis, designed to further introduce programs and approaches, and to do some "thinking out loud" grappling with a significant challenge around URM STEM recruitment and student success. These seminars would also allow us to think collectively about possibilities for collaboration and synergy. To incentivize the talks, we would offer a small grant of $500 toward the work of the program or initiative being represented. We aspire to do at least 1–2 such talks per term over the next two years.

<u>Goals for 2016-2017</u>

- Better institutional tracking from pre-college programs, through undergraduate admissions, and into STEM majors and minors and eventually into post-graduate education and professions so that we can evaluate which programs are most effective in keeping students in a STEP career pipeline. The most urgent need is tracking of pre-college program participants.
- Initiate institutional tracking of initial STEM interest, declaration of STEM majors, and graduation with STEM degrees by demographic characteristics such as race/ethnicity, gender, family income, first generation college status) (applies largely to LSA since Engineering is all STEM by definition).
- Initiate institutional tracking of participation in STEM-related co-curricular activities (e.g., STEM-related living-learning communities, peer-led study groups, UROP, upper division independent research, internships, by demography.
- Initiate a review of existing survey data from UMAY and other sources on climate issues to better understand experiences and perceptions around whether women and URM STEM students feel welcome and supported in

departments and programs, and how they express feelings of belonging, efficacy, and persistence.

- More effective mechanisms with the Office of University Admissions to coordinate recruitment efforts among current STEM programs. How can existing programs and, importantly, current student participants, be better used to recruit students?
- Clearer materials outlining and identifying various STEM support options and programs at UM to help students and families make the best choices.
- Establish a multi-phase pipeline mentoring program

Metrics for Success

- An increase in the number of under-represented minority students and women (where currently under-represented) in STEM majors, and elimination of disparities in how they experience climate issues around measures of belonging, support, confidence and efficacy.

- Elimination of any disparities in participation rates in STEM-related co-curricular activities (e.g., STEM-related living-learning communities, peer-led study groups, UROP, upper division independent research, internships)
- Elimination of any disparities in probability of graduating, given initial interest, with an undergraduate STEM major for under-represented minority students and women (where under-represented).
- An increase in the number of under-represented minority students and women (where currently under-represented) in STEM-related graduate and professional programs.
- Elimination of any disparities in probability of graduating with a graduate or professional degree in a STEM-related field for under-represented minority students and women (where under-represented).

Resources Required:

Efforts to slowly build this collaboration and think through its implications are ongoing, but it is already clear that the effort would require infrastructure to encourage meaningful collaboration, data tracking and analysis, and program support. These goals would require sufficient resources to hire 1-2 full or part-time staff members to support "Growing STEM" over the next three years. It would also need a visible location, preferably outside of a single school or college.

A mechanism to provide support to both stabilize and scale up existing projects, along with seed money to spark new initiatives and collaborations would also be needed. A specialized M-Cubed or TLTC funding program could be established on the order of $250,000 a year for a three-year period.

We would also need resources to host speaker series (see above), to send teams on site visits to other institutions with similar initiatives and to bring people with expertise and

experience to our campus, at roughly $15,000 per year for three years.
We view this proposal as a foundation and starting point to encourage further discussion. We are in the process of planning for a working meeting in late March or early April as a follow up to both the September 22nd gathering and the December 16th poster session. All of us who have signed on to this proposal endorse its overall aims and are committed to an ongoing investigation of its feasibility in the context of the University's Strategic Plan for Diversity, Equity & Inclusion.

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Appendix F—

Sociology Opportunities for Undergraduate Leaders (SOUL)
A Proposal for a Departmental-Level Pilot Intervention for First-Generation Students

SOCIOLOGY OPPORTUNITIES FOR UNDERGRADUATE LEADERS (SOUL)

A PROPOSAL FOR A DEPARTMENTAL-LEVEL PILOT INTERVENTION FOR FIRST-GENERATION STUDENTS

The Sociology Department seeks to create a pilot program designed to both develop the leadership skills of its first-generation undergraduate majors and overcome the academic, financial, and social challenges confronting them.

LSA SOCIOLOGY
UNIVERSITY OF MICHIGAN

TABLE OF CONTENTS

Introduction 2

First-Generation Students in Sociology 3

Challenges of First-Generation College Students 4

- **Academic Challenges** 4
- **Social Challenges** 4
- **Financial Challenges** 5

SOCIOLOGY OPPORTUNITIES FOR UNDERGRADUATE LEADERS (SOUL) 5

- **Program Selection** 6
- **Core Course** 6
- **Peer Mentoring** 8
- **Graduate Student Tutoring** 8
- **Faculty Research** 8
- **Financial Assistance** 9
- **Leadership Training** 10
- **Social Integration** 10

Program Director 11

PROJECT EVALUATION 11

CONCLUSION 12

APPENDIX A 0

- **TABLE 1: First Generation/Continuing Generation Students, University of Michigan, 2008-2015** 0
- **TABLE 2: First Generation/Continuing Generation Students, University of Michigan, 2008-2015** 0

REFERENCES 0

SOCIOLOGY OPPORTUNITIES FOR UNDERGRADUATE LEADERS (SOUL)

A PROPOSAL FOR A DEPARTMENTAL-LEVEL PILOT INTERVENTION FOR FIRST-GENERATION STUDENTS

INTRODUCTION

In a context of a campus-wide initiative to enhance diversity, equity, and inclusion throughout the University of Michigan, this proposal seeks to pilot a program offered at the departmental level that would address the unique challenges first-generation college students confront in pursuing a four-year college degree at the University of Michigan. While the University offers important support services for students entering the University of Michigan—most notably through the Comprehensive Studies Program—these services taper off as students enter their third year and begin orienting toward a particular major. As a consequence, first-generation students at Michigan typically take longer to graduate, graduate with lower GPAs, and have higher attrition rates than their continuing generation peers.

This proposal seeks to pilot a comprehensive leadership program offered at the departmental level for select first-generation junior and senior Sociology majors. Research suggests that the most effective programs for first-generation students are those that:

- address the unique combination of academic, financial, and social challenges confronting first-generation students;
- offer personalized attention to students from dedicated staff;
- provide a "home base" on campus where students can connect with, and learn from peers who share common backgrounds; and
- reinforce and build on students' capabilities and qualifications.

The Sociology Department is uniquely situated to pilot such a program.

DIVERSITY, EQUITY, AND INCLUSION

"The University of Michigan cannot be excellent without being diverse in the broadest sense of that word. We also must ensure that our community allows all individuals an equal opportunity to thrive."

--President Schlissel

FIRST-GENERATION STUDENTS IN SOCIOLOGY

Nearly 1 in 4 Sociology majors is the first in his or her family to attend a four-year college or university.

To identify the number of Sociology majors who are the first in their family to attend a four-year college or university—and to assess their success at the University of Michigan relative to their peers—we draw on the Learning Analytics data set from the University of Michigan Data Warehouse. The data set contains two main components: student-level data collected primarily by the Office of Undergraduate Admissions and course-level data for each student collected primarily by the Office of the Registrar.[1] The analysis that follows is limited to records from 2008 through 2015. We define "first generation student" as any student where neither parent has attained a four-year degree or higher. First-generation students are identified based on the highest level of education achieved by either parent in an incoming student's household, as reported by the student in his or her application for admission.

As shown in Table 1 (Appendix A), 15.5% of all undergraduates at the University of Michigan and nearly 17% of all undergraduates in the College of Letters & Sciences are first-generation college students. **The percentage of first-generation students in Sociology is markedly higher: nearly 26% of all majors are first-generation college students.** Compared to the departments with which Sociology typically make comparisons—referred to here as "peer units"—Sociology has the highest percentage of first-generation students of any of its peer units. As Table 2 illustrates, the percentage of first-generation majors in departments such as Communications, Economics, History, and Political Science are all at or below the College and University mean. Only Anthropology and Psychology come close to Sociology: in both cases, just over 20% of majors are first-generation students.

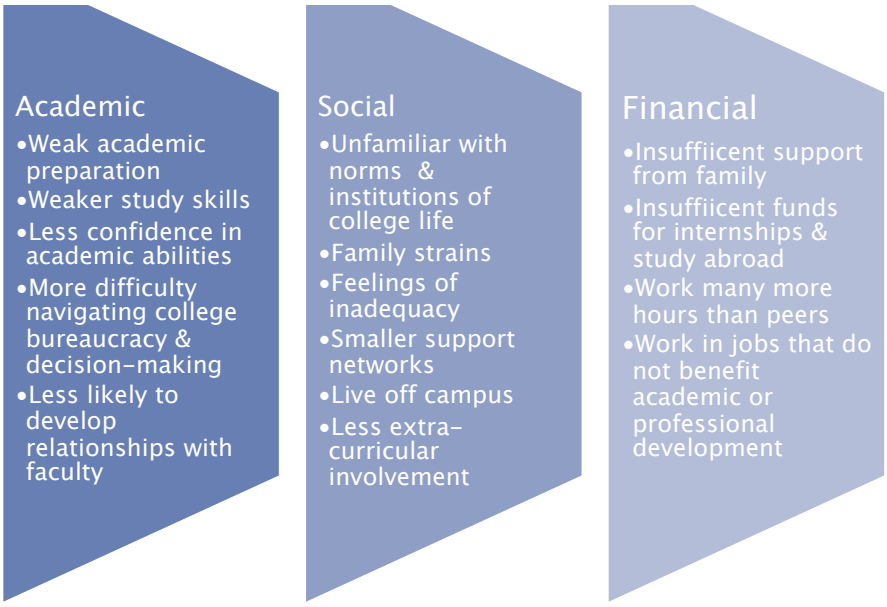
Research has long demonstrated the significant adverse impact of first-generation status on traditional markers of student success. Consistent with that research, first-generation students at the University of Michigan consistently maintain lower GPAs, take longer to graduate, and are more likely to drop out of school than their continuing generation peers (see Table 1). Table 2 shows that Sociology maintains one of the widest gaps in GPA between first-generation and continuing generation students, and one of the lowest overall GPA averages in the College, but importantly, these gaps exist across all units. Perhaps most strikingly, the percentage of first-generation Sociology students who drop out of the University of Michigan entirely is more than 2.5 times the rate of continuing generation students, and at 6.2% is the highest of all peer units.

[1] The full data set includes 207,103 students and includes information from the time they accept their offer of admission from the University of Michigan to the time they leave UM (including any time spent in graduate school), with data stretching as far back as Fall 1982. Standard practice as recommended by the Learning Analytics team is to left censor the data beginning at 2005 due to data quality concerns (146,308 students). This analysis left censors the sample further at 2008 (100,296 students) to minimize missingness in parents' education, the main variable of interest. Because we are interested in comparing the sociology undergraduate population to the undergraduate population at the University of Michigan as a whole, we drop graduate students, for a final sample of 71,277 undergraduate students who have taken at least one class in Fall 2008 or later.

CHALLENGES OF FIRST-GENERATION COLLEGE STUDENTS

Students who are the first in their family to attend a four-year college or university face an array of academic, financial, and social challenges that make it more difficult to graduate (or graduate in a timely way), impair their academic performance and professional development, and adversely affect the psychosocial experience of being a college student. To put it more bluntly, the experience of many first-generation students is that of *surviving* college, rather than enjoying and thriving in college. Research on student success programs consistently points to the importance of addressing all three sets of challenges simultaneously, as they intersect in complex and significant ways.

FIGURE 1: SUMMARY OF FIRST-GENERATION STUDENT CHALLENGES



Academic Challenges

First-generation students are more likely to enter college less prepared academically than their continuing generation peers and are less likely to have had access to the kinds of rigorous high school curricula that prepare students for success in college (Engle and Tinto 2008). They tend to lack important time management and study skills, have less confidence in their academic abilities, and they experience more difficulty navigating the bureaucratic aspects of college life (Bui 2002; Cabrera, La Nasa, and Burkum 2001; Chen and Carroll 2005; Lohfink and Paulsen 2005; Penrose 2002; Terenzini, Springer, Yaeger, Pascarella, and Nora 1996). Compared to their peers, first-generation students frequently lack knowledge about how to select a major, how to take advantage of college resources, how to find internships, build a resume, or develop relationships with faculty who could mentor them or write letters of recommendation (Reay, Crozier, and Clayton 2009). All of these factors lead to weaker academic performance and higher levels of attrition from college.

Social Challenges

Research suggests that lower performance and persistence rates of first-generation college students are as much a result of the experiences they have *during* college as they are a result of the experiences or preparation they had *leading up* to college (Engle and Tinto 2008). While all students experience anxiety and dislocation when they begin college, these transitions are much more significant for first-

generation students (Terenzini et al. 1996). Low income, first-generation students are generally unfamiliar with the middle-class culture and institutional norms of college life (Ostrove and Long 2007). They lack what Sociologists refer to as "cultural capital": knowledge about and comfort with the "dominant" culture of society, including the subtle rules about taste, appearance, and behavior that are linked to success in academic and professional life (Pascarella, Pierson, Wolniak, and Terenzini 2004). First-generation students, who cannot call on their parents or grandparents for advice, have to learn these rules of the game as they go, and as a result, they often struggle with feelings of inadequacy. Relationships at home with family and friends who did not got to college often become strained, increasing stress on students and exacerbating feelings of isolation and alienation (Terenzini, Rendon, Upcraft, Millar, Allison, and Gregg 1994). First-generation students often describe themselves as living in two different worlds, neither of which fully accepts them (Phelan, Davidson, and Yu 1993).

Financial Challenges

The academic and social challenges confronted by first-generation students are often intensified by struggles around financial need (Engle and Tinto 2008). Low-income, first-generation college students often lack sufficient financial support from family and even when they receive financial aid, they must rely on part-time jobs to supplement their incomes. They generally do not have a financial "cushion" to fall back on to deal with unanticipated expenses or to finance a semester in a study abroad program or a summer at an unpaid internship. Some first-generation students are also responsible for assisting their families financially. While most low-income students have access to subsidized student loans, research consistently shows that low-income students are "loan averse," and will try to make up the student loan portion of their financial aid packages through part-time work (Engle and Tinto 2008; Somers, Woodhouse, and Cofer 2004).

Due to lack of financial resources, first-generation students are more likely to live off campus and to work more hours than their peers (Terenzini et al. 1996). As a consequence, students participate less in academic and social experiences that foster success in college, such as studying in groups, interacting with other students and faculty, participating in extracurricular activities, and using campus resources (Pascarella and Terenzini 2005). Lower levels of academic and social integration typically result in lower grades than their continuing generation peers, greater feelings of isolation, and lower utilization of support services (Pascarella, Pierson, Wolniak, and Terenzini 2004). First-generation students also tend to work at jobs that do not benefit their academic development or lead to future opportunities (Terenzini et al. 1996).

The proposed Sociology Opportunities for Undergraduate Leaders (SOUL) program seeks to provide a set of evidence-based interventions designed to address these academic, social, and financial challenges simultaneously—and to do so in a way that seeks to valorize rather than stigmatize the unique backgrounds and capacities of our first-generation majors.

SOCIOLOGY OPPORTUNITIES FOR UNDERGRADUATE LEADERS (SOUL)

The core principle of the leadership program is an emphasis on skill development rather than deficit.

Research on interventions for first-generation students emphasizes the importance of designing programs that reinforce students' qualifications and capabilities and emphasize the positive

dimensions of first-generation status, rather than simply emphasizing the risks and deficits of first-generation status (Martinez, Sher, Krull, and Wood 2009). These qualifications, capabilities, and positive dimensions are real: low-income, first-generation students who are admitted to elite institutions such as the University of Michigan are very likely to possess those "non-cognitive" skills increasingly recognized by psychologists and others as critical for success: persistence, self control, curiosity, conscientiousness and grit (Tough 2013). Indeed many psychologists now think these skills are more crucial for success than the cognitive skills we typically measure through things like I.Q. tests (Tough 2013). These potential leadership skills ought to be cultivated. The proposed program, administered in part through CSP, seeks to create a cohort of students who will receive individualized advising, study skill and writing development, professionalization, and research skill development, as well as leadership training through the Barger Leadership Institute at the University of Michigan.

Program Selection

The pool of students eligible for this two-year program includes first-generation, CSP junior and senior Sociology majors. The program will be cohort-based, beginning in the first year with a group of twenty juniors who will continue in the program through graduation. CSP will assist in identifying their first-generation Sociology majors in their junior year. All of these students will be invited by the Director of Undergraduate Studies to apply for the program. While the program will eventually create selection criteria designed to identify those students most likely to benefit from the program, during the pilot's development, we will randomly select the applicants for admission into the program each year. This will create an unbiased control group of applicants with which to evaluate the impact of program interventions on student success (see Program Evaluation below).

Core Course

All program participants will be required to participate in a 2-credit core course during each of the four semesters of the program. Research suggests that when students struggle academically, highly structured and intensive intervention programs such as required enrollment in a study skills class, academic counseling, or tutoring programs are most successful at helping students raise their grades and persist in school through graduation (Mann, Hunt, and Alford 2003). Indeed, this is the model that CSP uses for Michigan students in their first and second years. We seek to incorporate this structure into the Sociology leadership program for our junior and senior majors.

The core course is also premised on research that finds that when first-generation students are provided with an educational experience designed to help them understand how their differences shape their experience in college (and in life), they are better able to overcome background-specific obstacles to success (Stephens, Hamedani, and Destin 2014). In Sociology, we are uniquely positioned to provide this kind of educational experience. One of the central orienting themes of the discipline is the study of the causes and consequences of inequality. The core class will be designed to situate students' individual experiences in a broader social context, emphasizing research and theory on social stratification and the unique challenges of class mobility.

In addition, the class will include the following components:

- Skill development in professional writing
- Skill development in seeking campus resources for tutoring, internships, and research opportunities

- Skill development in time management, study skills, and effective communication strategies
- Professional development, including career development opportunities, visits from professionals representing different career paths, resume writing and building, interview training
- Community-based learning opportunities

In the final year of the program, students will also devote credit hours to working on a capstone leadership project (see Leadership Training below).

Peer Mentoring

> *"The single, most important thing that UM could do to create a better undergraduate experience would be to hire more mentors (Peer, academic, etc.). With more mentors, more students would be reached and relationships would be more personal. Had I been encouraged more I would have known more about campus and participated more. Sometimes you just need someone to guide you and answer your questions about all aspects of college." –2014 UMAY Survey*

There is very strong evidence that first-generation student success can be improved through a well-designed peer mentoring program (Hermanowicz 2003; Pascarella and Terenzini 2005; Renn and Arnold 2003). The Sociology Opportunities for Undergraduate Leaders (SOUL) program will assign a peer mentor (either an undergraduate senior or graduate first-generation student) to every incoming program participant. Peer mentors will be trained to take a very involved role in the personal and academic life of their assigned students, assisting with all aspects of learning on campus, from how to seek out resources or negotiate university bureaucracy to how to navigate the challenges of family and home life for first-generation students caught between "two worlds."

Graduate Student Tutoring

Building on the principle that students benefit when they receive individualized attention on their work, each participant will have access to a graduate student tutor for the Sociology classes in which they are enrolled. The program will enlist graduate students as hourly paid tutors for all classes offered by the Sociology department. The program will budget two hours of individual tutoring per student per week.

Faculty Research

> *"Make research opportunities and internship possibilities more available. … I often feel the pressure to find these opportunities, but as a first generation college student, I don't have the connections or knowledge to make that happen." –2014 UMAY Survey*

First-generation students often need more "validation" than continuing generation students, confirmation from outside sources that they do belong at an institution like Michigan and are capable of doing college-level work. The most powerful form of validation comes from interactions with professors (Lohfink and Paulsen 2005). Research suggests, however, that first-generation students are less likely to visit professors during office hours or to develop relationships with faculty outside of a classroom. First-generation students also tend to work more hours than continuing generation students and often work in jobs that do not benefit their academic development or lead to future professional opportunities (Terenzini et al. 1996).

The Sociology Opportunities for Undergraduate Leaders (SOUL) program would build on the strengths of our existing Sociology Undergraduate Research Opportunity (SURO) program as well as UROP to place students on specific research projects. But rather than conducting research for credit, as a typical SURO or UROP student would, these would be work-study appointments (See Financial Assistance below). Such appointments provide several opportunities for students: they offer a structured means of developing relationships with faculty members who may serve as mentors and future letter writers, they develop concrete research skills (such as analyzing and collecting data) which help to build students' capacities (and resumes); and they integrate students into academic and social life on campus in a way that jobs in dining services or retail services cannot do.

Financial Assistance

> *"Constantly being worried about how I am going to pay for college tuition and for books takes a good portion of my focus away from school. I have to work through the week ...in order to have the money I need from school. The "estimated family contribution' from FAFSA is not contributed by my family, it all comes from my own paid work." –2014 UMAY Survey*

Many of the social and academic challenges confronting low-income first-generation students are linked to finances and financial aid (Engle and Tinto 2008). Students in Sociology work more part-time hours than students any other unit in the college. ***One of the primary goals of this program is to reduce the number of part-time hours students feel they have to work to meet their financial needs and to ensure that those hours are spent in jobs that benefit their academic and/or professional development.***

While other high-profile success programs, such as the University Leadership Network at the University of Texas, offer generous stipends for participants in their programs,[2] the structure of financial aid at the University of Michigan is such that every scholarship dollar would only reduce the amount of loans for students, and would not actually reduce work hours. To reduce part-time work hours, then, and to better integrate students into social and academic life on campus, the Sociology Opportunities for Undergraduate Leaders (SOUL) program would hire participants as work-study research assistants. The majority of their appointment would be spent providing assistance to faculty members (see above). But participation in activities related to their leadership training would also be compensated as part of their appointment, just as training in data analysis software, for example, is typically covered under a work-study appointment. The rationale is that the capstone leadership projects created and implemented by students in their senior year would be designed to assist future first-generation students in achieving academic success at the University of Michigan. The research assistantships would pay a minimum of $15 an hour, a higher rate than the average work-study appointment at the University of Michigan ($9.60/hr), as their job responsibilities will involve more intensive research skills than, for example, a job at dining services. With fewer hours devoted to paid employment, we hope to make students more available for academic studies and for participation in extracurricular activities on campus.

Because low-income, first-generation students may not know about, and are typically unable to afford a semester in a study abroad program or summer unpaid internship, they frequently miss out on opportunities for academic and professional development that are important for their future success. Students in the Sociology Opportunities for Undergraduate Leaders (SOUL) program who are not enrolled in classes in the Summer will be encouraged to find placements in a qualified internship, study abroad program or community-based learning opportunity. These students will be eligible for a summer scholarship of $6,000 to encourage them to pursue such opportunities.

For students interested in graduate school, we would provide funds for a GRE preparation course.

[2] Students in the University of Texas's University Leadership Network receive $5,000 per year in monthly installments during the fall and spring semesters. They also receive a $1,000 scholarship payment the first month of both fall and spring semesters, and three $500 monthly scholarship payments for the remainder of each semester. This scholarship is in addition to any other grants or scholarships.

The objective of all of these financial interventions is to reduce work hours and integrate participants more effectively into social and academic life on campus.

Leadership Training

The defining feature of the Sociology pilot program is its emphasis on leadership development.

Students who are the first in their families to attend a four-year college—and who have been admitted to a top-tier university like Michigan—can be presumed to have a degree of initiative and a set of skills that set them apart from the average student. The Barger Leadership Institute (BLI) is designed to develop these skills through its Leadership Fellows Program.

BLI will partner with the Sociology Opportunities for Undergraduate Leaders (SOUL) program to incorporate student participants as BLI Fellows. In the first semester of the program, student participants would be required to attend BLI's month-long Leadership Lab, a hands-on, interactive workshop specially designed to help students develop the skills and confidence they need to grow as leaders. The Leadership Lab will help students learn to:

- Work with a group to identify important problems, develop innovative solutions, implement and improve their ideas;
- Collect evidence about problems and solutions that are important to them through leadership experiments that test their ideas against the world;
- Build a leadership "toolkit" that is based on their own skills, ability, vision, and personal style; and
- Reflect on their experiences in order to continuously improve their own effectiveness and the effectiveness of the teams with which they work.

After completion of the Leadership Lab in the Fall, students will be eligible for BLI and Sociology funding for a student project. The student project serves as the capstone experience of the leadership program. In the Fall and Winter of their junior year, students would be responsible for researching and developing a specific project proposal that they would then present to a team of BLI and Sociology faculty through a formal presentation. During their senior year, students would then execute the project. These projects would focus on improving the experience of other first-generation or underrepresented students at the University of Michigan. Seniors would be eligible for BLE's new capstone experience in evidence-based leadership, which offers grants of $8,000-10,0000 for interdisciplinary projects conducted by BLI teams.

Finally, senior participants in the Sociology Opportunities for Undergraduate Leaders (SOUL) program would also be eligible to apply for a paid position at BLI as a Senior Fellow/Student Facilitator. Senior Fellows/Student Facilitators take on formal roles within the Institute that allow them to create community-building programming, offer advice to their peers, and work together to deepen and expand BLI programming.

Social Integration

Research suggests that while first-generation students spend fewer hours engaged in extracurricular activities relative to continuing generation students, they derive greater benefit from non-academic socializing with respect to critical thinking, degree plans, sense of control over their own academic success, and preference for higher-order cognitive tasks (Pascarella, Pierson, Wolniak, and Terenzini 2004). By reducing work hours, the Sociology leadership program seeks to increase the time available

for students to participate in such activities and integrate into new groups of students, all of whom could potentially offer forms of social support. While the program would encourage participation in any student-led organizations and activities on campus, some activities will be built into the Sociology Opportunities for Undergraduate Leaders (SOUL) program, including leadership activities and social events for participants and their families.

As BLI Fellows, sociology leadership students will be eligible to participate in social events and leadership activities such as:

- Meals with visiting alumni
- Guest speakers
- Peer-organized social events
- Faculty-guided special topics workshops

All of these activities present professionalization opportunities for students as well as opportunities to learn the cultural "rules of the game," in both academia and the professional realm.

Finally, the leadership program will host a capstone event for graduating seniors, during which they will present the results of their final project to faculty, colleagues, and their families, and enjoy a celebratory meal to honor their accomplishments.

PROGRAM DIRECTOR

Research suggests that one of the most important aspects of a successful support program for students is the staff who run it (Renn and Reason 2013). The success of this pilot program will depend on hiring a Program Director who is familiar with the challenges confronting students with diverse identities at the University of Michigan, and who is trained to support students coming from first-generation backgrounds. To ensure continuity with CSP's mission and resources, it would be most effective to create a line with appointments in both Sociology and CSP. The Program Director would be responsible for admissions and administration of the program, as well as designing the curriculum for and instructing the program's core course. The Program Director would also serve as a full-time advisor for students (both as their general CSP advisor, and as their sociology major advisor) and supervise students' leadership projects.

PROJECT EVALUATION

As a pilot program, Sociology Opportunities for Undergraduate Leaders (SOUL) is principally concerned with evaluating and understanding the effects of programmatic interventions on student success at the University of Michigan. To this end, we have built an experimental design into the structure of the program: students will be randomly selected into the two-year program from a pool of applicants that include all first-generation CSP Sociology majors in their junior year. Because we are not selecting students who are most likely to succeed in the program (which would introduce a selection bias), we will have a control group by which to measure the effects of our interventions on program participants: those students who apply to the program but are not selected. The success of the program interventions will be measured by how significant the differences are between the students who participated in the program and the students who applied but were not admitted.

Three sets of outcomes will inform our determination of the success of the program.

1. *Objective Academic Measures*: Program administrators will compare GPA, time to degree and drop out rates for both program participants and applicants who were not selected into the program.

2. *Subjective Psycho-Social Measures*: CSP will conduct a survey and intake/exit interview of all applicants to the program—whether or not they are admitted into the program—at the start of the program, after completing year one of the program, and at graduation. This survey/interview will ask students to respond to questions on the following issues:

    - Financial stress
    - Hours worked for pay per week
    - Study hours per week
    - Participation in extracurricular activities
    - Participation in faculty research projecgs
    - Faculty contacts
    - Overall social experience
    - Overall emotional experience
    - Satisfaction with the University of Michigan

3. *Resume Analysis* - CSP will collect updated resumes from all Sociology applicants—whether or not they are admitted into the program—at the start of the program, after completing year one of the program, and at graduation. Resumes will be analyzed for the kinds of line items that are associated with academic and professional success, including but not limited to:
    - Academic or career-related work for pay
    - Internships
    - Study abroad opportunities
    - Specialized skills
    - Community service
    - Leadership roles in organizations
    - Participation in student-led extracurricular organizations

CONCLUSION

The possibilities for social mobility in the United States are threatened by an important paradox: on the one hand we know that earning a four-year college degree is the most certain path to higher socioeconomic status (Bowen, Kurzweil, and Tobin 2005). But on the other hand, college students who do not have parents with a four-year degree receive lower grades and drop out at higher rates than students who have at least one parent with a four-year degree (Pascarella, Pierson, Wolniak, and Terenzini 2004). As a result, American colleges and universities over the past 50 years have continued to reproduce—and widen—the gap in social class achievement rather than close it (Duncan and Murnane 2011).

As the University of Michigan embarks on a plan to diversify its student body, the unique experiences of first-generation students promise to become increasingly salient. We encourage the university to think about how individual departments can better support and develop these students. The Sociology

Opportunities for Undergraduate Leaders (SOUL) pilot program will serve as an important model for departmental interventions.

APPENDIX A

TABLE 1: First Generation/Continuing Generation Students, University of Michigan, 2008-2015

	SOCIOLOGY		LSA		UNIVERSITY	
	First Generation	Continuing Generation	First Generation	Continuing Generation	First Generation	Continuing Generation
Percent of Population	25.8%	74.2%	16.8%	83.2%	15.5%	84.5%
Average GPA	3.00	3.28	3.03	3.31	3.07	3.32
Median GPA	3.02	3.37	3.16	3.41	3.19	3.42
Years to Degree*†	3.93	3.77	3.89	3.76	3.90	3.78
Total Credits*	117	111	117	112	116	110
Percent Dropout	6.2%	2.4%	8.9%	4.6%	8.6%	4.5%
Percent Black	27.4%	13.2%	13.7%	3.9%	11.5%	3.4%
Percent Hispanic	14.2%	5.1%	8.8%	4.3%	8.4%	4.2%
Percent Transfer Students	13.0%	11.4%	18.8%	11.2%	19.2%	9.9%

* Population excludes transfer students.
† Each semester—fall, winter, and spring/summer--is a third of a year. An individual who graduates in April of their 4th year has spent 3.66 years to achieve their degree.

TABLE 2: First Generation/Continuing Generation Students, University of Michigan, 2008-2015

Comparisons with Peer Units

	SOCIOLOGY		ANTHROPOLOGY		COMMUNICATIONS		ECONOMICS		HISTORY		POLITICAL SCIENCE		PSYCHOLOGY	
	First Gen.	Cont. Gen.	First Gen.	Cont. Gen.	First Gen.	Cont. Gen.	First Gen.	Cont. Gen.	First Gen.	Cont. Gen.	First Gen.	Cont. Gen.	First Gen.	Cont. Gen.
Percent of Population	25.8%	74.2%	20.5%	79.5%	11.0%	89.0%	13.4%	86.6%	15.4%	84.6%	15.2%	84.8%	20.2%	79.8%
Average GPA	3.00	3.28	3.26	3.45	3.33	3.40	3.22	3.31	3.14	3.41	3.14	3.36	3.19	3.39
Median GPA	3.02	3.37	3.36	3.53	3.34	3.42	3.27	3.35	3.26	3.51	3.19	3.42	3.25	3.48
Years to Degree*†	3.93	3.77	3.89	3.77	3.71	3.69	3.85	3.76	3.97	3.74	3.83	3.71	3.87	3.74
Total Credits*	117	111	118	114	112	108	114	112	119	113	114	110	116	110
Percent Dropout	6.2%	2.4%	2.4%	1.3%	0.5%	0.4%	1.8%	1.2%	4.0%	2.2%	3.7%	1.7%	2.1%	0.9%
Percent Black	27.4%	13.2%	12.7%	5.2%	6.5%	3.4%	2.7%	1.2%	5.0%	2.1%	13.8%	4.1%	17.8%	4.6%
Percent Hispanic	14.2%	5.1%	9.3%	7.2%	10.8%	4.8%	4.5%	3.6%	8.2%	3.5%	8.6%	4.6%	8.1%	4.8%
Percent Transfer Students	13.0%	11.4%	25.2%	12.6%	10.3%	7.3%	36.8%	20.1%	21.2%	11.2%	17.2%	12.1%	16.5%	10.4%

* Population excludes transfer students.
† Each semester—fall, winter, and spring/summer--is a third of a year. An individual who graduates in April of their 4th year has spent 3.66 years to achieve their degree.

PROGRAM BUDGET ESTIMATE

Annual cohort of up to 20 students (2-year program – 40 total concurrent students)

		Annual Cost
Sociology Program Director/Instructor - estimated salary (60K) and benefits (25%)		$ 75,000.00
	teach four 2-credit SOUL courses per year (two per term - 80 total SCH generated), manage program admissions process with CSP, administer program activities, serve as student's full-time CSP advisor and Sociology Major advisor, supervise senior leadership projects, and conduct continual program evaluation	
Marketing/Swag/Misc Programming (food)		$ 4,000.00
Capstone event for students, faculty, grad students, and family		$ 5,000.00
	poster session, graduation, dinner	
Program Evaluation - 2 grad student RAs @ $20/hour x 5 hrs/week x 20 weeks/year		$ 2,000.00
	Grad Student RAs to do intake interviews, exit survey, etc.	
Peer Mentor program - no cost		$ -
	each member of the Junior-class cohort will be assigned a peer mentor; either a member of the Senior-class cohort, or a graduate student	
Tutoring Program - 2 hrs/week x 20/students in cohort x 2/simultaneous cohorts x 27/AY weeks x $20/hour		$ 43,200.00
	each member of the cohort will be provided tutorial assistance by a graduate student, for their sociology courses, up to 2 hours/week.	

Work/Research Opportunities (must have work-study award)		
	10 hrs/week x 20 /students in cohort x 2/simultaneous cohorts x 27/AY weeks x $15/hour x .40/workstudy cost	$ 64,800.00
	Students may work as research RAs, course consultants, IGR consultants	
	Students will be paid for participation in the BLI 6-week leadership lab - fall of first year	
	Students will be paid for participation in BLI events as BLI fellows	
GRE prep course for all participants		$ 6,500.00
Barger Leadership Institute programming - BLI will provide to SOUL students for no cost (students will be paid for their time; see above under work/research opportunities)		
	BLI Leadership Lab training	$ -
	BLI student project funding (not guarenteed, but anticipate that 2-3 teams of students will take advantage of BLI student project funding)	$ -
Summer Experience Stipend - 6K x 20/students		$ 120,000.00
	Stipend to allow a student to do a summer internship or study abroad experience between Jr & Sr years	
	Total Annual Cost	**$ 320,500.00**
		or, $8,012.50 investment per SOUL student (assuming program size of 40 students)
		or, $16,025 total investment per SOUL student during their two years in the program

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Appendix G—

College of LSA Dean's Advisory Council
Campus Climate Working Group

March 2016

UNIVERSITY OF MICHIGAN

College of LSA
Dean's Advisory Council

Campus Climate Working Group

March 2016

Working Group

Tom Ostrander and Teresa Sebastian – Co-Leaders. Team: Marvin Brown, James Curtis, Joan Evans, Fran Peikert, Mike Peikert, Cathy Redlich, Gail Carr Williams

Mission Statement:

To mirror the full diversity of the society the University seeks to challenge and improve, and for LS&A to take the lead in safeguarding and enhancing diversity in all of its forms

Foci – Campus Climate

- Climate in the classroom and the college, including the student's experience and life in the broader Ann Arbor community (excluding recruiting)
  - How can LSA support more diverse student population in the classroom
  - How can more diversity in faculty encourage student diversity
  - How does current climate and programs to address diversity benchmark against peer institutions

History of U-Mich Campus Climate

James Curtis, Cathy Redlich, Gail Carr Williams

LSA

Q: **What is Campus Climate?**

A: "Behaviors within a learning environment that influence whether a student feels personally safe, listened to, valued, and treated fairly and with respect." *University of Wisconsin-Madison*

Q: **How does campus climate affect students?**

A: "Research shows that students thrive in healthy environments, free of the negativity of discrimination, where inclusion and respect for diversity is the daily norm." University of California-Berkeley

Q: **What does the history of campus climate at U of M tell us?**

A: Campus climate for African-Americans has consistently mirrored the trends, tensions, and events of the larger American society. Yet even when campus climate is *objectively* negative, the *subjective*

Reconstruction to Turn of the Century Campus Climate: "Accepting"

"Although the admission of the first Negro students to Michigan occurred in the midst of the bitter controversy over the admission of women, Negroes were admitted without argument, without publicity, and without any special record of the fact."

Elizabeth G. Brown, "The Initial Admission of Negro Students to the University of Michigan", Michigan Quarterly (1963)

Racial egalitarianism in the North during Reconstruction created a campus climate conducive to some notable "firsts":

- 1868: First two African-American students "knowingly" admitted to UM
- 1880: First African-American woman graduates from UM
- 1888: First black baseball recruit, Moses "Fleetwood" Walker, also becomes the first African-American varsity letter winner
- 1890: First black football recruit, George Jewett, is also the first African-American to letter in football

1900–1930
Campus Climate: “Hostile”

“I am surprised at the amount of ill-feeling which there is here against colored students.”

Mrs. Porter Cole, landlady of an off-campus house for Negro male students, as told to the *Michigan Daily News*, 22 January 1902.

Rise in Racial Discrimination and Segregationist Policies Nationwide Creates Impetus for Group Struggle at U of M

- **1901 :** Football Coach Fielding Yost imposes strict segregation on football team
- **Early 1900s:** U.B. Phillips, a nationally prominent slavery apologist and white supremacist, and A. Franklin Shull, a genetic supremacist, are professors in History and Biology departments, respectively
- **1902:** "Colored Students Club" formed at UM to provide mutual help and to assist poor students of color with textbooks, medical care, jobs, and lodging
- **1909**: First African-American fraternity Alpha Phi Alpha
- **1920s:** Only 60 African-American students in a student body of 10,000.

- **1926:** Negro-Caucasian Club ("NCC") formed by group of white and black students to "abolish discrimination against Negroes." University refuses to recognize.

- NCC members stage informal "sit-ins" at AA restaurants that refuse to serve blacks

- **1928:** NCC meets with Dean to protest banning of black students from college dances and gymnasium swimming pool.

"Dean Effinger was more than hostile. He seemed to think we were demented."

Oakley Johnson, NCC Faculty Advisor

- **1929:** University seeks to establish a segregated off-campus house for African-American women. Black students successfully derail project.

1930-1950s
Campus Climate: Energized

Progressive Social Movements (New Deal, Socialism, Communism, Labor Movement) Impact the African-American Student Experience

"Some of the large residential houses maintained by or under university auspices were financed by wealthy white alumni who were Communist or Socialist and, especially the Communist-oriented one, had racially integrated partying, dating, dancing, etc. which were great fun…I was an angry young man but it was directed toward our racist and social class injustice, and on balance the University was in the vanguard of leadership on that issue."

Dr. James Curtis, DAC Member and UM Medical Student in 1940s

- **1934:** Football coach Harry Kipke defies Athletic Director Yost and recruits African-American Willis Ward
- **1934:** Black female students finally permitted to live in dormitories
- **1940:** Students file lawsuit against Pretzel Bell for refusing to serve black patrons. UM President expels students who brought suit.
- **1953**: First tenure-track African-American Professor hired
- **1954:** Supreme Court decision in *Brown vs. the Board of Education*
- **1940s-50s.** Off-campus housing discrimination continues unchecked, including in university-owned apartments.

1960-1975
Campus climate: Activist/Empowering

- **1960:** First SDS Chapter formed on U of M Campus
- **1964:** Federal investigation finds considerable discrimination by the University in employment and recommends greater integration at all levels of University
- **1964:** University starts Opportunity Awards Program ("OAP") to recruit and support minority students
- **1965:** Malcolm X shot to death; Selma "Bloody Sunday"; Voting Rights Act passes
- **1967:** "The University Steering Committee on the Development of Academic Opportunities: Racial Origin Survey" reveals scarcity of minorities in advanced degree programs
- **1968:** Black students take over Administration building after assassination of MLK, Jr.
- **1968:** UM President appoints Dr. William Cash as Ass't to President for Minority Affairs
- **Fall 1969:** First Black History course offered. Afro-American Studies Progra formed.

1970: BAM I
"Open It Up or Shut It Down"

- **February 5:** BAM is born: A coalition of black student organizations gather to develop a list of demands to present to the University
- **February 19:** University Regents ask President to draft alternative proposal
- **March 18:** President's alternative proposal, which does not commit to ten percent enrollment, is presented to Regents at open campus meeting that 500 students attend.
- **March 19:** Regents vote to approve alternative proposal.
- **March 19:** BAM strike called.

BAM I Demands

1. Ten percent black enrollment by fall 1973
2. Nine hundred new black students by fall 1971
3. An adequate supportive services program
4. Graduate and undergraduate recruiters to recruit black students
5. A referendum on a student assessment of $3 for one year for the MLK, Jr. Scholarship fund
6. Tuition waivers for minority group students who are Michigan residents
7. The establishment of a Black Student Center
8. All permanent work on the Black Studies program halted until effective input is developed
9. Creation of a University-wide appeal board to rule on the adequacy of financial aid grants to students
10. Revamping of the Parent's Confidential Statement
11. One recruiter for Chicano students to assure 50 Chicano students by fall 1970
12. Black students are to be referred to as black, not Negro nor anything else.

EXTRA **The Michigan Daily** EXTRA

BAM CLASS STRIKE CONTINUES AS NEGOTIATIONS BREAK DOWN

PROFESSOR TO FILE CHARGES OF DISRUPTION



FLEMING ACCUSED OF 'BREACH OF FAITH'

“It wasn’t just a black strike, or a white strike, it was a *student* strike.”

Madison Foster, member of BAM negotiating team

“The White Student body, spurred by the conscience-prodding rhetoric of MLK, Jr. and the Civil Rights Movement, saw involvement as mandatory to their humanism.”

Dr. Henry Vance Davis, Ph.D. , African-American history, U of M

- Although only 3% of students at the University were African-American, an estimated 75% of students in LS&A stayed away from class during the Strike.

- One-third of the total student body stopped attending class.

- School of Social Work, Residential College, and the Institute for Social Research closed their doors

- Student groups such as the Student Government Council, SDS, white fraternities and sororities, teaching fellows, Women's Lib, and the Ann Arbor Tenants Union supported the Strike

- AFSCME members refused to cross picket lines disrupting food service to campus

BAM I Successes

- BAM I settled on April 1, 1970. The programs instituted represented the first major breakthrough in a decades-long struggle to end discrimination on campus

- University pledges several million dollars toward “goal” of ten percent black enrollment by 1973-74

- Programs to recruit black students and faculty, aid and support services for minority students, increased funding for Afro-American Studies are implemented

BAM II 1975

- By 1973 the ten percent admission goal had not been met.
- Lack of supportive services led to high attrition rates among African-American students
- White student support waning
- Student government council passes resolution condemning University's commitment to ten percent Black enrollment
- 1975: Dr. Jewel Cobb selected by Regents to fill LSA Dean position, then offered insulting non-tenure contract, then offer withdrawn
- Feb. 1975: Two-day sit-in at Administration Building

BAM II DEMANDS

"The Black Action Movement is declaring the University of Michigan to be in breach of contract in respect to the BAM demands of 1970… Not only has the contract been breached, but there is every indication by the University that it wishes to sizably reduce the number of Blacks on campus."

- Ten percent black student enrollment by 1975
- Overall black faculty be ten percent by 1975
- Black United Front has power to screen, hire and fire recruiters and administrators, control 25 percent of UM budget, control all services impacting black students
- Increased financial aid for minorities
- Increased black staff hiring
- All grades for blacks below A be "neutralized" until all demands met

BAM III March 1987
Events Leading up to BAM III

- Racist jokes on the radio
- Racist fliers on campus and the university's failure to adequately respond
- Continued decline in Black Student enrollment and retention
- Concerns of African American Faculty about climate
- Lack of Minority faculty on campus

BAM III Demands

1. We demand the establishment of a permanent and completely autonomous yearly budget of $35,000 for the black student union.

2. We demand the immediate endowment of $150,000.00 for the Monroe Trotter House to insure that the integrity of African-American culture will be preserved in spite of the vile climate of racism that persist at the University of Michigan.

3. We demand the university immediately grant tenure to all presently hired black faculty, and develop an accelerated tenure program for all newly hired black faculty. Furthermore, we demand an increase of Black faculty members such that every department of the university has tenured black professors.

4. We demand that the university Board of Regents and Administration adopt a plan which appoints blacks as department chairpersons or heads of 30% of all academic departments of the university's schools and colleges. This demand applies to undergraduate, graduate and professional schools.

5. We demand the immediate addition of a racial harassment clause in the [illegible]ersity rules and regulations to punish institutionally those who perpetuate, mo[illegible]te and

BAM III Demands, cont'd.

6. Full participation pf black student union executive board in the formulation and implementation of any reform, program or policy that implicitly or explicitly effects the black community of the university, or out community at large.

7. We demand President Shapiro's 1 million dollar initiative to improve the recruitment and retention of black students be extended to a 5 million dollar 5 year initiative. At the end of the five year period the initiative will be evaluated and possibly extended indefinitely.

8. We demand the development of a permanent black music program and black affairs program at all university owned student run stations. These programs shall be produced, programmed and operated by black students.

9. We demand that all university publications cease degrading and insulting the integrity of black people by the use of lower "b" when referring the Black Race.

10. We demand the uncompromised ratification of UCAR's anti-racism proposals.

11. We demand total amnesty for all reprisals incurred by students during B.A.M. III

Explanation of BAM III Demands

"These demands were developed for Black students and represent the minimum changes that must be implemented to deter the malignant growth of racism at the University of Michigan. The powers that be should be forewarned that if our demands are not met, direct action against the university will be our only option. We expect a written response by noon on March 23."

University Response

On March 23, 1987, President Harold Shapiro Responded to the Black Action Movement.

- The University has arranged for the Black Student Union to be provided with funding at an initial level of 35,000 per year starting in fiscal year 1987-88 through the Office of the Vice President for Student Services. These funds will be used to develop and sustain programs which address the cultural needs of the Black Student community at the university
- The Affirmative Action Office has established three hotlines to facilitate the reporting of incidents of racial harassment. The information was to be publicized through the distribution of a poster "Tell Someone About Racism"; this was distributed to deans, directors and department heads by President Shapiro.
- The University in Response as it relates to faculty hiring, retention and tenure agreed to do the following:
  - Ø Appointment of a Vice Provost with responsibility for Minority Affairs along with additional funding to manage the demands the of the group
  - Ø Appointment of an Advisory Committee comprised of faculty, alumni, external community member, staff and students
  - Ø Funding to hire and retain minority faculty*.

Current State of U-Mich

Fran Peikert, Mike Peikert and Tom Ostrander

Assessment of Campus Climate/DEI

- We conducted a number of 30 minute phone interviews with University faculty who are intimately involved with issues of DEI.
  - Malinda Matney – Senior Research Associate, Divisions of Student Affairs
  - Catherine Lilly – Senior Advisor to the Executive VP/CFO; DELT member
  - Mary Boyce – Assistant Vice Provost for Equity, Inclusion and Academic Affairs
  - Sha' Dunkin – Smith-Ross Business School Director of Diversity and Inclusion
  - Alec Gallimore – Prof. of Aerospace Engineering; Associate Dean of Academic Affairs
  - Jennifer Linderman – Prof. of Chem. Engineering; Assoc. Dean for Grad. Education; Member of ADVANCE Leadership Team and STRIDE
  - Elizabeth Cole – Prof. of Women's Studies, Psychology, and African American and African Studies; Associate Dean for Social Sciences; ADVANCE
  - Angela Dillard – Professor African American Studies and African Studies in the Residential College; Associate Dean of Undergraduate Education
- Other group member interviews include: Harold Waters (Dir. Comprehensive Studies Program); Dr. Edward P. St. John (*Center for the Study of Higher and Postsecondary Education U-Mich)*

What We Learned

- There is a tremendous amount of time and effort being exerted campus wide regarding the topic of DEI
- President Schlissel has called for the development of UM's first five year DEI strategic plan
- Week long, campus wide Diversity Summit held November 2015
- In a "bottom-up" effort, 49 individual units will be developing their strategic plans
- Initial draft plans are due March 2016
- Aggregate report is due out August 2016
- Plans should include goals for student, faculty and staff recruitment and retention
- Campus wide survey regarding climate is being developed and will be conducted Fall of 2016

Examples of Existing Programs Related to DEI

- ADVANCE
  - Initially established to promote women faculty in STEM fields
  - Expanded to promote other kinds of diversity among faculty in all fields
  - Focuses on recruitment and retention of faculty, department climate and development of leadership skills
- STRIDE
  - Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence
  - Leads workshops for faculty and administrators involved in hiring
  - Provides advice about practices that will maximize the likelihood that diverse well qualified candidates will be identified, recruited and retained

Important Climate/DEI Issues

- Climate is not something you fix, rather something you learn to navigate
- Climate involves not only actual events, but also perceptions and rumors
- Overall issue is "Competency Building" for all constituents and awareness of the notion of privilege and unconscious bias
- Climate issues arise because of lack of critical mass of a group
- Critical need: development of a diagnostic tool to assess university wide climate (importance of Fall 2016 campus-wide survey)
- Large and difficult task will be creating measurable objectives without inducing defensiveness
- Five year plan must be a living document
- Islamaphobia along with anti-Semitism has reared its ugly head
- Socioeconomic disparities have created dichotomies on campus

Ongoing Campus Initiatives

- Focus groups: women, URM, Asian, LGBT, low socio-economic, 1st generation
  - each group asked for three specific things it wants accomplished over next few years
  - start with five-year goals, but also have some shorter term goals
- Web based surveys
- Teaching Academy for incoming junior faculty
- LSA student empowerment and leadership committee
- "Planathon" asking for student ideas
- Training university employed students to become better at bystander interventions in their capacities as peer advisors, tutors, etc.
- #BBUM(Being Black at UM) launched by Black Student Union announcing seven steps to improve DEI
- Tri campus student seminar held in Flint in February 2016 to begin developing collaborative projects
- Recent campus wide student event on Islamaphobia

Benchmarking

Marvin Brown, Joan Evans, Teresa Sebastian

Benchmarked Institutions

- Suggested by President Schlissel
  - UCLA
  - Berkeley
  - Virginia
  - North Carolina
  - Northwestern
- Suggested by Harold Waters
  - University of Maryland-Baltimore Campus
  - University of Washington
  - Cornell University
  - Indiana University
  - University of Texas, Austin
  - Ohio State University

Commonalities Among the Institutions

- A strategic plan for diversity and inclusion
- A form of diversity and inclusion officer(s) and advisory committee(s)
- Support for faculty for hiring, and working with diversity, equity and inclusion (DEI) issues on campus
- A campus climate survey
- Robust and easily accessible websites to communicate campus climate issues and activities

Notable Student Programs

- Cultural events, including dedicated month for various cultures (UNC, Univ. of Maryland, Indiana, Univ. of Texas, Ohio State)
- Safe Space (LGBT) (UVA, Univ. of Maryland, Univ. of Texas)
- Postdoctoral fellowship in diversity (UVA, Univ. of Maryland)
- Diversity related workshops and trainings, and courses (UCLA, Northwestern, Univ. of Maryland, Univ. of Washington, Cornell, Univ. of Texas, Ohio State)
- Affinity networks, communities and centers (UC Berkley, Cornell, Indiana, Indiana, Univ. of Texas, Ohio State)
- Programs to effect change (UC Berkley, UNC, UVA, Univ. of Washington, Cornell)
- Diversity research (UVA, Univ. of Washington, Cornell)
- Programs to track bias, ombudsmen and Campus Climate Response Team (responds to campus climate incidents) (UCLA, Northwestern, Cornell, Univ. of Texas)
- Services for students with disabilities (Univ. of Texas)
- Student organization funding (Univ. of Texas)
- Community engagement (Northwestern, Univ. of Texas)
- Scholars programs, financial assistance, outreach and recruitment (Northwestern)



Note: Institution name indicates D&I initiative as listed in Appendix A

Notable Faculty Programs

- Programs and policies to recruit and hire diverse faculty, including advertising outside of the campus (UCLA., UVA, Univ. of Washington, Univ. of Texas)
- Retention best practices and strategies (Univ. Of Washington)
- Educational programs on diversity, and programs to meet the needs of diverse fac-ulty (UCLA, UNC, UVA, Cornell, Ohio State)
- Affinity groups (UCLA, Univ. of Washington, Univ. of Texas)
- Faculty diversity scholars (UCLA, UVA, Univ. of Washington)
- Diversity offices (UCLA, UNC, Univ. of Texas)
- Faculty equity advisors (UCLA, UC Berkeley, Northwestern)
- Committees on inclusion and equity (UNC, Northwestern)

Note: Institution name indicates D&I initiative as listed in Appendix A

Indiana Univ. Study of Diversity Best Practices

- Halualani & Associates – 2014 "*Diversity Atlas Project*" – "client success trends" among 30 higher education institutions
  - Created a diversity infrastructure (100%)
  - Engaged in a campus conversation about what diversity means to that campus (100%)
  - Launched a diversifying faculty initiative (100%)
  - Created a diversity assessment protocol (100%)
  - Created a campus wide diversity master plan (93%)
  - Implemented the diversity master plan (87%)
  - Redesigned employee diversity learning sessions (87%)
  - Redesigned their general education diversity requirement (87%)
  - Launched a faculty-staff learning community around diversity (67%)
  - Launched a diversity curricular integration across the curricula (50%)

"*Diversity is an educational resource and knowledge domain for students that contributes to their academic success.*" Office of the President, San José State University.

"*Diversity Mapping: Identifying Your Institution's Commitment to & Investment in Diversity"* Halualani & Associates, http://www.iu.edu/~dema/div_assess/halualani_and_assoc/IU_Visit_1_Presentation.pdf Percentages indicate the percent of schools that implemented the practice (30 institutions included: Penn State, UNC Chapel Hill, East Carolina Univ., Calif. State Monterey Bay, San Jose State Univ., Calif. State San Marco)

Recommendations

Campus Climate Working Group

Recommendations for College of LS&A

- Continue all present efforts to improve campus DEI, especially expanding training in "bystander intervention“
- Consider and devise organizational plan to collate and integrate myriad inputs
- Take the lead in development of a diagnostic tool to assess university –wide climate and creating measurable objectives for DEI
- Review aggregate report for five year strategic plan due in August and adopt "best practices"
- Redesign student evaluations of faculty to include questions regarding classroom climate
- Continuing creating a robust and easy to navigate public digital media communication channel for DEI
- Provide LS&A funds for student organizations and recommend diversity training
- Request that leaders of student organizations annually participate in diversity training
- Include one or more community and corporate representatives on a DEI council to facilitate climate between the U-Mich and external constituents
- Consider brief follow-up report at Spring 2017 DAC meeting

Appendix – Benchmarking Data

APPENDIX A – DAC Campus Climate – March 2016

SCHOOL (% UNDERGRADUATE*)	D & I ADVISORY GROUP?	D & I OFFICER	D & I INITIATIVES? (SAMPLE)	CAMPUS CLIMATE SURVEY	FACULTY D & I SUPPORT	CLIMATE OR D & I STRATEGIC PLAN
Univ. of Michigan (Fall 2015) AA/Black 4% Amer.Ind./Alk 0.2% Asian / Pacific 13% Hispanic 5% White 61% international 7%	[D&I Strategic Planning Team]	Yes - Rob Sellers	Various Programs (Not clearly defined on website)		Yes • Office for Institutional Equity	President's Strategeic Plan
UCLA (Fall 2014) AA/Black 4% Amer.Ind./Alk 0.5% Asian / Pacific 34% Hispanic 19% White 27% international 13%	Yes	Yes	• Diversity Course requirement • Discrimination Prevention Office- • Meetings with students, • Social media • Robust website for D&I • Ombuds Office	Yes	Yes • Office of Equity, Diversity and Inclusion - new July 2015 • Office of Diversity and Faculty Development	Yes • UCLA Council on Diversity & Inclusion chaired by Chancellor • Transforming UCLA for the Twenty-first Century - includes reaching out to urban schools with large African American and Latino students and fostering teaching and research about diversity
UC Berkeley (Fall 2014) AA/Black 2% Amer.Ind./Alk 0.2% Asian / Pacific 35% Hispanic 14% White 28% international 14%	Yes	Yes	• African American Student Development • Chicana/Latino Student Development • Gender Equity Resource Center • Multicultural Community Center • Haas Institute for a Fair and Inclusive Society • The African American Initiative	Yes	Yes • System-wide intolerance report form • Faculty Equity Advisors	Yes • Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion and Diversity Top strategies include: • Responsive Research, Teaching and Public Service • Expanded Pathways for Access and Success • Engaged and Healthy Campus Climate
UNC (Fall 2015) AA/Black 8% Amer.Ind./Alk 0.6% Asian / Pacific 10% Hispanic 8% White 63% international 3%	Yes	Yes	• University Diversity Awards. • Programs to celebrate cultural and heritage months • Carolina Conversations - • Carolina Millennial Scholars Program	Yes Diversity Climate Assessment to be done in spring 2016	Yes • Provost's Committee on Inclusive Excellence and Diversity • Diversity and Multicultural Affairs Office,	Yes UNC Diversity Plan

*Derived from the **Common Data Set** (CDS) form. The CDS initiative is a collaborative effort among **data** providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report.

Appendix – Benchmarking Data

APPENDIX A – DAC Campus Climate – March 2016

SCHOOL (% UNDERGRADUATE*)	D & I ADVISORY GROUP?	D & I OFFICER	D & I INITIATIVES? (SAMPLE)	CAMPUS CLIMATE SURVEY	FACULTY D & I SUPPORT	CLIMATE OR D & I STRATEGIC PLAN
NORTHWESTERN (Fall 2015) AA/Black 6% Amer.Ind./Alk 0.03% Asian / Pacific 17% Hispanic 11% White 50% international 8%	Yes	Yes	• Expanded admissions outreach • Good Neighbor, Great University Program providing financial assistance • The Northwestern Academy program designed to help • The Campus Inclusion and Community Task Force	Yes Northwestern University's Diversity and Inclusion Report	Yes • Faculty Diversity Committee • University Diversity Council	Yes We Will. The Campaign for Northwestern –
UVA (Fall 2015) AA/Black 6% Amer.Ind./Alk 0.2% Asian / Pacific 12% Hispanic 6% White 61% international 5%	Yes Diversity Council	Yes	• Diversity Dialogues- • The Carter G. Woodson Institute • The Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Center	Yes but focused on climate related to sexual assault. Unable to find survey related to DEI	Yes • Excellence in Diversity Fellowship Program.	None found for LSA related to DEI. University has strategic plan known as the Cornerstone Plan focusing on university objectives in general
Univ. of Maryland Baltimore (Fall 2015) AA/Black 17% Amer.Ind./Alk 0.1% Asian / Pacific 20% Hispanic 6% White 44% international 4%	Yes	Yes	• Dedicated Month for various cultures • Safe Space- (LGBT) • Postdoctoral fellowship in diversity. The fellow will help the DAC develop evidence-based • Diversity related workshops and trainings; • Created a framework for the ongoing assessment of campus climate.	Yes. Spring 2016	Yes • Focus on diverse hires • Providing educational programs	Yes: Diversity Advisory Council Conversation on Race President's Strategic Plan Includes: •Promote diversity and inclusion. •Foster a culture of accountability and transparency.
Univ. of Washington (Fall 2015) AA/Black 3% Amer.Ind./Alk 0.4% Asian / Pacific 23% Hispanic 7% White 42% international 14%	Yes	Yes.	• Academic Programs on diversity studies • Programs to effect change • Diversity Research Programs - Diversity Research Institutes - faculty conduct research on the benefits of cultural diversity	Yes	Yes • Advertise jobs outside of Univ. • Faculty affinity groups • Programs to meet the needs of diverse faculty and staff. • Faulty affinity groups • Diversity Hiring Tool Kit • 2014/15 initiated Faculty Diversity Scholars	Yes. Diversity Blueprint Includes: • Attract and retain a diverse faculty and staff • Create and sustain a welcoming climate for diversity • 2015 launched Race & Equity Initiative

*Derived from the **Common Data Set** (CDS) form. The CDS initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report.

Appendix – Benchmarking Data

APPENDIX A – DAC Campus Climate – March 2016

SCHOOL (% UNDERGRADUATE*)	D & I ADVISORY GROUP?	D & I OFFICER	D & I INITIATIVES? (SAMPLE)	CAMPUS CLIMATE SURVEY	FACULTY D & I SUPPORT	CLIMATE OR D & I STRATEGIC PLAN
Cornell University (Fall 2015) AA/Black 6% Amer.Ind./Alk 0.4% Asian / Pacific 18% Hispanic 12% White 41% international 10%	Yes	Yes	• Inclusive Excellence Academy • Courses focused on diversity • Colleague Network Groups • University Communities • Program to track bias – tracks all bias activities and outcomes • "Toward New Destinations" – framework developed in 2014	Yes.	Yes. Faculty Institute for Diversity	Yes. Annual Diversity Planning
Indiana (Fall 2015) AA/Black 4% Amer.Ind./Alk 0.1% Asian / Pacific 4% Hispanic 5% White 67% international 10%	Not Identified	Yes	• Celebratory cultural events • Various culture centers • Diverse Student Organizations	Yes. To be published late Feb. 2016	Not Identified	Diversity Mapping Report President's Strategic Plan Includes: Faculty - Emphasize recruiting candidates with a diversity of backgrounds, experience, and perspectives Students -High quality student life. Enhance and expand the quality of student life , , , that is culturally rich, diverse, and inclusive.
Univ. of Texas Austin (Fall 2015) AA/Black 4% Amer.Ind./Alk 0.2% Asian / Pacific 20% Hispanic 22% White 44% international 5%	Yes (external community members)	Yes	• Campus Climate Response Team (responds to campus climate incidents) • Diversity Education Initiatives • Gender and Sexuality Center • Multicultural Engagement Center • Services for Students with Disabilities • Student Org Funding • Campus Culture Initiatives • Community Engagement	N/A	Yes. The Office for Inclusion and Equity includes: • advances inclusive retention best practices and strategies • advances inclusive faculty search and recruitment processes • Affinity organizations for Faculty	Yes. Division of Diversity and Community Engagement - Strategic Plan Includes: • Campus Culture: Advancing efforts to create an inclusive, accessible and welcoming culture on campus ▪ Community Engagement ▪ Pipeline for first-generation and underrepresented students ▪ Research best practices for diversity and community engagement

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Ohio State (Fall 2015) AA/Black 6% Amer.Ind./Alk 0.1% Asian / Pacific 6% Hispanic 4% White 71% international 7%	Yes	Yes	• Student Life Multicultural Center • Campus cultural and intercultural celebrations •Campus heritage and awareness events •Education and training courses and workshops	Yes	Yes. Lectures-and-discussions on diversity	Yes. Diversity Action Plan

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Appendix H—

LSA DEI Marketing Efforts

M | LSA

DIVERSITY, EQUITY, and INCLUSION

PLAN-A-THON

an open call for ideas

SUBMIT YOUR IDEA BY
Feb. 8
(by midnight)

Send ideas to:
LSA-DEI-plan@umich.edu

Your idea can be a principle; something to avoid and not do; an actual program or policy; a new approach or initiative, etc. Ideas can be submitted in written form (not more than three pages) or via video (not more than five minutes). You can tweet them as well using **#LSADEI**.

LSA DEI STUDENT WORKSHOPS
Ballroom, Michigan League

Feb. 1
6:30 p.m.–8:45 p.m.

Feb. 4
6:30 p.m.–8:30 p.m.

Start thinking and planning contributions for the open call for ideas with other students, faculty, and staff members who have been involved in various ways, both direct and indirect, with shaping the draft of the LSA DEI Plan.

Be Heard. Be Informed. Be Involved.

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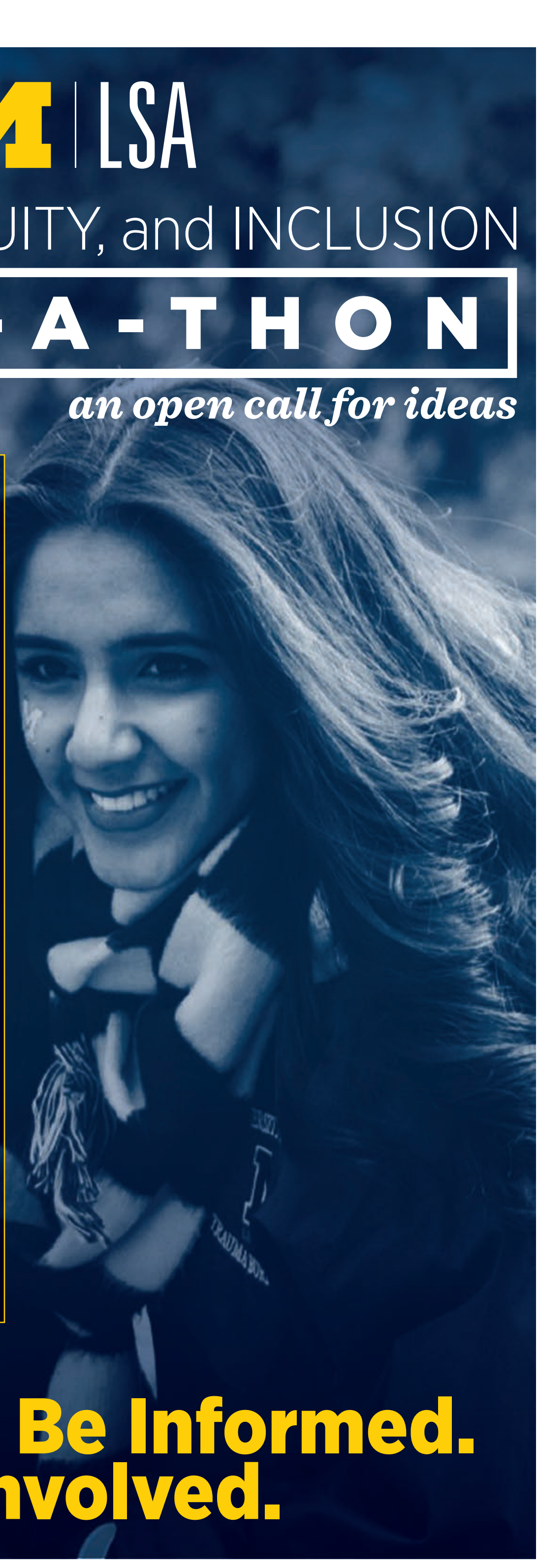
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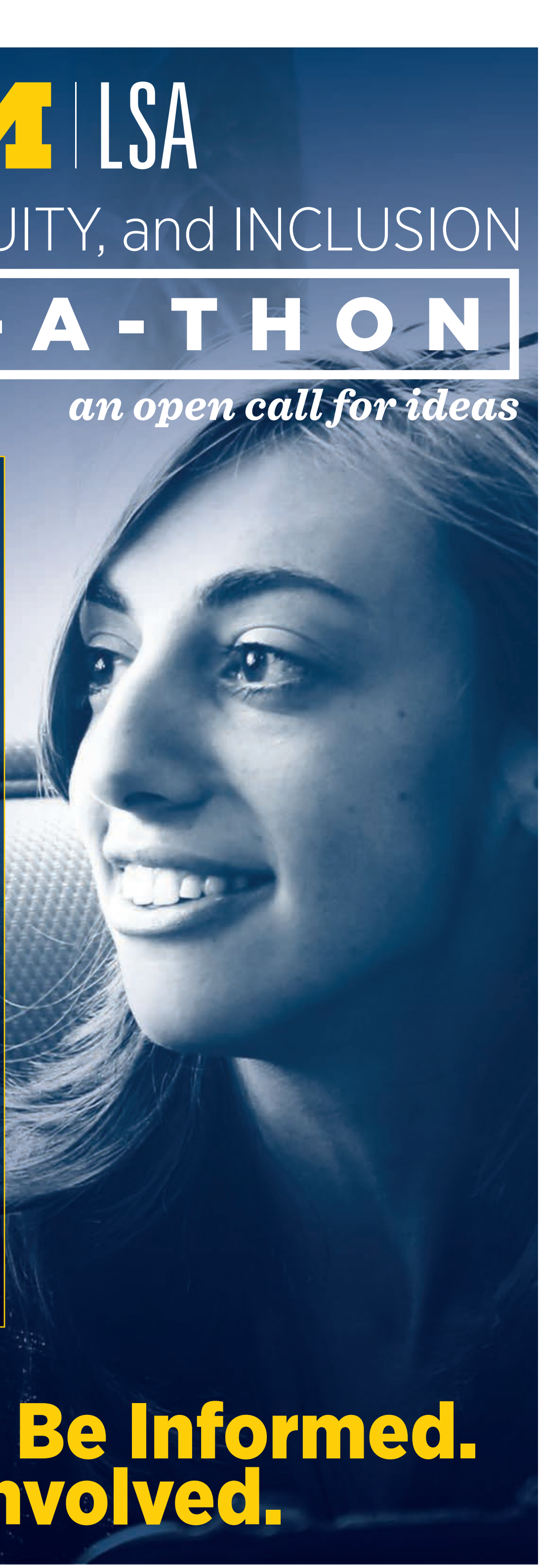
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*Join the dean for an open discussion of the College's initiatives centering on **diversity**, **equity**, and **inclusion**. The dean will answer questions, address concerns, and share his thoughts on how to safeguard and enhance diversity throughout LSA.*

M | LSA

myumi.ch/lsadei

PLEASE JOIN US FOR THE NEXT

#withDeanMartin

Thursday, January 28

8:00 p.m.

HUSSEY ROOM, MICHIGAN LEAGUE

Refreshments will be served.

Be Heard. Be Informed. Be Involved.