LSA COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS
UNIVERSITY OF MICHIGAN

Diversity, Equity, and Inclusion

STRATEGIC PLAN

AUGUST 2016



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PRIVILEGED AND CONFIDENTIAL
PRELIMINARY AND ADVISORY
PENDING BUDGETARY REVIEW

UNIVERSITY OF MICHIGAN

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

Diversity, Equity, and Inclusion
Strategic Plan

August 2016

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MISSION

Through a top-ranked liberal arts education outfitted by a uniquely robust and spirited research university, LSA prepares students with pragmatic, durable skills that hold their value for a lifetime.

VISION

ACADEMIC EXCELLENCE

Our commitment to academic excellence starts with recruiting and retaining world-class faculty across the humanities, the natural sciences, and the social sciences so that our students are engaged with a modern curriculum taught by leading experts in their fields. It extends to stress a collaborative approach where all of our tenure-track faculty teach undergraduates, and where students and faculty contribute original knowledge within and across disciplines. We take pride in the fact that 35 percent of LSA faculty have appointments in others schools and colleges—broadening students' perspectives and enhancing their understanding of classroom concepts.

ACCESS

One of our highest priorities is to see that top students who come from economically disadvantaged backgrounds, from under-resourced high schools, from underrepresented minority groups, and from small rural districts have the same opportunities to come to LSA and succeed as those who come from high schools that offer AP classes, fully stocked science labs, and class trips abroad. But access doesn't stop at admission; it continues in academic and non-academic support for all current students so that they may reach their full potential. Every LSA student has the capability to graduate and to thrive—we have the responsibility to provide the tools necessary for them to do so.

DIVERSITY

All of our students are different. They come from different high schools, different academic experiences, different families, and different communities. We know that this diversity is essential for one of the world's leading liberal arts colleges to produce ideas and graduates that will make an impact in today's increasingly connected global community. At LSA, we seek not only to reflect society, but also to serve as a model of how bringing people from a range of backgrounds together to do important work can make a vital difference.

LIBERAL ARTS FOR LIFE

We are committed to helping students succeed academically and professionally, and to allowing them to leverage the full scope of their LSA education both during their time here and beyond. We encourage every one of our students to enhance their liberal arts experience by engaging in research, study abroad, or internships—and we hope that they are able to do all three. It is our goal to provide essential opportunities for students to demonstrate to themselves and others the power and flexibility of their liberal arts degree. When classroom learning meets the broader world, students gain knowledge, skills, and understanding of the complexities of culture and the marketplace.



Statement of Commitment

We are committed to a campus environment where all students, faculty, and staff feel welcomed and valued, and where all are able to take full advantage of the resources and opportunities that make LSA the premier public liberal arts institution in the nation.



Planning Process

2015

January–February

Dean Andrew Martin reports to the LSA Dean's Cabinet that "Rob Sellers presented a proposal to undertake a University-wide and school-level strategic planning process surrounding diversity," at the January APG meeting. The process and target dates will be revised and refined over the next several months, but the date to publicly release the new U-M strategic plan is set for September 2016.

The Division of Undergraduate Education begins to refine and further develop its approach to "LSA Inclusive Classrooms" across the curriculum—first presented at the bimonthly chairs and directors session "#BBUM & Beyond: Recruiting, Supporting, Retaining a Diverse Undergraduate Population."

February–April

LSA learns more about the process and its adaptation for LSA, and begins to make decisions about the College's approach and priorities.

Faculty hiring and retention, the Comprehensive Studies Program, and the review of the Race and Ethnicity (R&E) Degree Requirement are identified as key pillars.

May–August

LSA holds second Faculty Institute on Diversity and Climate and fourth CRLT-IGR Faculty Dialogue Institute on incorporating dialogic pedagogy in the classroom. A special public session is held at the Diversity and Climate Institute to discuss implications of the University's strategic planning process and LSA priorities.

Dean Martin appoints an Ad Hoc Faculty Diversity Task Force comprised of faculty from all three LSA divisions to develop an analysis of the obstacles to recruiting and retaining a diverse faculty, to generate possible solutions to this challenge, and to identify metrics for success.

LSA seeks clarification on the University-wide Diversity Census process and begins to design an LSA-specific method to collect the data requested by Rob Sellers, the Vice President for Equity, Inclusion, and Academic Affairs.

Further decisions are made on College-wide priorities for the LSA plan, and conversations begin on non-incremental measures and mechanisms.

The LSA Diversity Census begins with a tool designed by the College to be used by all chairs and directors, who are asked to respond by September 1.

The Preparatory Committee for the R&E Degree Requirement Review submits its report, with research and data collection appendices.

The LSA Teaching Academy incorporates new materials and a more forceful articulation of diversity and climate issues, with a focus on inclusive classroom pedagogies as test case and pilot for possible campus-wide approaches.



September

President's Diversity, Equity, and Inclusion Launch on September 9.

LSA completes the Diversity Census on September 15 with 100 percent participation from units.

Several LSA faculty begin to look at plans from other universities, especially the University of California, Berkeley. (Throughout the academic year, several universities will announce new diversity plans and initiatives.)

The R&E Degree Requirement Review Committee is formally appointed and charged by Dean Martin. Dean Martin charges Human Resources Director Patrick Smitowski with development of DEI strategies for staff.

October

The R&E Review Committee holds its initial meeting and creates subgroups, meets with the LSA Curriculum Committee, and begins holding consultation meetings with faculty groups (e.g., Anthropology 101 instructors).

Associate Dean and DEI planning lead Elizabeth Cole presents an overview of the LSA planning process to all unit chairs, directors, and chief administrators at their bimonthly meeting.

Student protests on campuses across the country begin and will shape the thinking of the R&E Review Committee in direct and indirect ways.

The LSA human resources director drafts a matrix of potential staff diversity initiatives in consultation with the dean and his chief of staff.

Members of the Ad Hoc Faculty Diversity Task Force meet with chairs and directors from the three LSA divisions to discuss barriers to and effective strategies for recruiting and retaining a diverse faculty.

November

President/Provost offices host series of DEI related events.

The Staff Committee Report on Diversity, Equity, and Inclusion is released.

Two student forums are held on the R&E requirement, one hosted by Central Student Government, the other by LSA Student Government.

The R&E Review Committee holds additional meetings with faculty groups on "Global R&E," with IGR faculty and staff, and faculty in the Natural Sciences.

LSA Student Government includes a "ballot question" to gauge student familiarity with the wording of the R&E requirement.

December

The LSA DEI drafting team begins to consider a template created by the Office of the Vice President for Equity, Inclusion, and Academic Affairs as a mechanism for coordinating data gathering across sections.

A December 9 panel ("History and Politics of Diversity: Mandates, Lawsuits, Strategies") organized by faculty in history and English signals the level of frustration among at least part of the faculty with the planning process. On the same day, the Supreme Court hears oral arguments in *Fisher v. University of Texas*.

A meeting is held for faculty liaisons for Faculty Professional Development Program on Inclusive Teaching.

CRLT begins focus group work with U-M and LSA faculty.

The R&E Review Committee arranges to have five newly designed questions added to teaching evaluation forms for the fall 2015 R&E courses, and selects six courses for embedded assessment for winter 2016.

The CSP Faculty Advisory Committee is formally appointed and charged.

The LSA human resources director presents a matrix of potential staff diversity initiatives to the LSA Senior Management Team and the Dean's Cabinet for comment.

LSA administrators meet with Rackham leadership to discuss how to coordinate DEI efforts in graduate education.

The LSA Dean's Cabinet Retreat reviews draft sections and components of what will become the College DEI plan. Discussions focus on faculty hiring and retention, and on climate issues. Decisions are made about the importance of acknowledging and honoring difficult histories around diversity and diversity planning in the past. Undergraduate education materials are presented. Staff diversity plan options are presented and discussed.

2016

January

Dean Martin shapes the LSA DEI plan's sections and key assumptions. A general outline is created, and a letter of intent overviewing the planning efforts is sent to the vice president for equity, inclusion, and academic affairs on January 11.

Angela Dillard and Patrick Smitowski are officially designated as leads for undergraduate education initiatives and staff diversity, respectively. They join Elizabeth Cole as LSA Lead; Cole continues to oversee work of the Faculty Committee.

The LSA Dean's Office begins a greater degree of outreach. Dean Martin sends a "welcome back" email to all LSA faculty, staff, and students updating the LSA community on DEI initiatives and announcing the LSA DEI webpage populated with event information, contacts, a timeline, and other updates.

Elizabeth Cole and Paula Hathaway convene an advisory committee of leaders in graduate education across the three divisions to solicit input and provide feedback on proposed collaborative efforts with Rackham.

Dean Martin presents the DEI summary to chairs, directors, and chief administrators at their bimonthly meeting (1/21).

A series of open meetings with faculty interested in LSA's approach to fostering and maintaining faculty diversity take place. The purpose of these meetings is to hear ideas about practices to improve recruitment, climate and retention, and career advising for faculty representing diverse backgrounds. The meetings are organized to focus on issues concerning different constituencies, but all LSA faculty members are welcome to attend. Additionally, a survey is made available for faculty who are unable to attend the open meetings to share their views.

Faculty are also engaged through a series of meetings and conversations with the R&E Degree Requirement Review Committee, and through a "reunion" meeting of faculty participants in the LSA May Institute on Diversity and Climate. A survey mechanism is being prepared to capture additional feedback on principles and plans around LSA Inclusive Classrooms.

The LSA human resources director presents potential staff diversity initiatives to the LSA Administrative Forum, comprised of 300 staff members. The goals for this meeting are to share information about DEI planning related to staff, to receive feedback on potential DEI activities developed via prior discussions with the Dean's Cabinet and senior management team, and to solicit input about other DEI opportunities that LSA could explore. The meeting is followed up by an electronic survey seeking feedback on the staff plan presented. Feedback will inform final decisions as to what DEI activities related to staff appear in the final plan.

February

Directors and associate directors of the 22 units in the Division of Undergraduate Education meet to workshop sections of the plan dealing with Undergraduate Education Initiatives and Climate.

Two mass workshops for LSA students are hosted in the beginning of February as part of the LSA DEI Plan-A-Thon Week. Most of these events are planned in collaboration with LSA students; some are entirely student-led and organized.

All LSA students are invited to submit an idea as part of the Plan-A-Thon. An "idea" is defined broadly—a student can submit a principle, something to avoid and not do, an actual program or piece of proposed policy, a new approach or initiative, etc. Ideas could be submitted in written form (not more than three pages) or via video (not more than five minutes). They could be tweeted using #LSADEI. They could also be sent to lsa-dei-plan@umich.edu.

Members of the Ad Hoc Faculty Diversity Task Force hold meetings to discuss and consolidate recommendations received during the open faculty meetings.

Feedback from faculty, students, and staff is collected and consolidated. LSA DEI leads, members of the Dean's Cabinet, and the LSA marketing and communications team (DMC) have from February 12 to March 22 (including Winter Break, 2/27–3/4) to produce a final draft of the LSA DEI Plan, roughly 35 calendar days. Given the constraints of this timeline and the size of the College, LSA strongly recommends that public messaging and communication stress that this is a DRAFT plan to be sent to the next level of the University-wide strategic planning process. A target date for public release of the final LSA DEI Plan is set for June or July.

March

The Dean's Alumni Council Campus Climate Working Group presents its findings on the history of U-M climate, the current state of U-M climate, benchmarking of other universities' diversity best practices, and the group's recommendations moving forward. (See appendix F.)

April

Two open "progress update" meetings are held, one with graduate students, and one with LSA student government representatives and undergraduates who contributed ideas to the Plan-A-Thon.

May

The R&E Review Committee submits its final report to Dean Martin.

The first staff DEI officer is hired, set to begin work in July.

June

The Undergraduate Education Climate Subcommittee for Professional Development holds training on cultural competency at the International Institute for some of their staff.

Manager training takes place on the Americans with Disabilities Act.

July

PitE, RLL, and the RC sponsor the Spectrum Center LGBTQ Allyhood Development Training Workshop.

Introduction and Overview

The College of Literature, Science, and the Arts Plan for Diversity, Equity, and Inclusion aims to create a campus environment where all students, faculty, and staff feel welcome and valued, and where all students are able to take full advantage of the resources and opportunities that make LSA the premier public liberal arts institution in the nation. Given our mission, our plan centers around the experiences of our undergraduate student population, especially those who face distinct challenges because of their social identities and economic status. We view this work as part of our special mission as a public university that prepares students as citizens and leaders across every professional domain.

The University of Michigan's *amicus curiae* brief submitted to the Supreme Court in *Fisher v. University of Texas* focused primarily on LSA as the largest college in the U-M system. The brief acknowledged insufficient access for students of color and those from lower socioeconomic backgrounds. This has been particularly true for African American and for Native American students. In the years since the passage of Proposal 2, this problem has intensified; despite concerted efforts to increase the racial and ethnic diversity of our student body, including attention to admissions and providing generous need-based financial aid, the proportion of students from underrepresented minorities who apply to and matriculate at Michigan has dropped dramatically. While we could argue about whether these efforts were *persistent enough*, the conclusion reached is undeniable: These efforts have not "been sufficient to create significant opportunities for personal interaction to dispel stereotypes and to ensure that minority students do not feel isolated or that they must act as spokespersons for their race." (6)

The consequences of U-M's mixed record in living up to our stated commitments to diversity are deeply felt by many members of our community. Alumni and long-serving faculty and staff remember, and often recount with pain, past efforts that did not meet their goals, or failed to sustain the progress they made. This failure has also produced tangible absences. By one estimate, there are 1,443 underrepresented minority students who would have been on campus, likely as LSA students, without Proposal 2. This loss of "critical mass"—which had already begun in previous years—is felt in classrooms, research labs, residence halls, student organizations, and on the Diag (Countryman, 2015).

It's no surprise that students feel this absence keenly. In the winter of 2013, our students launched a Twitter campaign to narrate these experiences (#BBUM, or Being Black at the University of Michigan) that drew the attention of a national audience and that was deeply affecting to those of us on campus. The thousands of tweets took on an almost ethnographic quality:

#BBUM is praying my black male friends don't get arrested/questioned for fitting VAGUE crime alert descriptions

I'm Black, I go to Michigan and I am not from Detroit. #BBUM

#BBUM now means that @umich can't say they don't know what we go through anymore. @umich can not ignore us anymore. @umich now has to act

"Oh you're writing a diversity statement? You're writing about being black, right?" Is my race the only thing that makes me diverse?? #BBUM

I will not use the color of my skin as an excuse. #BBUM

For all of these reasons, climate issues and concerns run throughout the LSA DEI Plan. They constitute an ongoing challenge, as well as an opportunity for honesty, reflection, and action. Faculty, staff, and undergraduate and graduate students have been identifying problems for many years. Members of our community have felt isolated and disrespected based on their social identities, both visible and invisible. They have confronted racism, sexism, homophobia, and Islamophobia; they have suffered depression and stigmatization resulting from a lack of understanding and compassion. Asian and Asian-American faculty, students, and staff have felt

left out of the conversation altogether. Diverse expressions of gender identities and sexual orientation have met with confusion and fear among peers, professors, colleagues, and supervisors.

Those with disabilities have felt insufficiently supported with both formal and informal accommodations for success in the workplace and in the classroom. The lived reality of social class and the first-generation status of faculty, graduate, and undergraduate students is, many feel, obscured by assumptions of who works and who studies at U-M. International students, faculty, and staff, who infuse our community with a much-needed global perspective, have also experienced social isolation and cultural misunderstanding. They have felt harassed in classrooms as both teachers and students, and mocked in our departments and units. In this regard and others, classrooms can be sites of incivility and disruption in which faculty and students feel under attack based on their social identities and social status and therefore unable to function effectively as learners and instructors.

For many, the problem is not that they have failed to speak, but the feeling that people in positions of authority have not listened. Few of us, it seems, feel fully included, welcomed, and embraced in a way that truly intertwines diversity and excellence. And yet, despite shortcomings, lapses, and failure to act, we want to call our community to a broader vision.

The College of Literature, Science, and the Arts shares the goals articulated by President Mark Schlissel at the outset of this campus-wide strategic planning process:

Diversity. We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective. We commit to acknowledging the power of diversity to advance our collective capabilities.

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

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion.

A Climate for Intercultural Understanding: As a liberal arts college, we are dedicated to the promotion of what some scholars have come to label as "intercultural maturity." The term encompasses an array of skills, including the ability to shift perspectives and to use multiple cultural frames, along with the capacity to create an internal self that openly engages challenges to one's views and that considers social identities in a global and national context. Intercultural maturity not only allows for a deeper engagement of people from diverse backgrounds, but it also promotes appreciation for diversity in creative problem solving and collaboration. It is a prerequisite to any meaningful commitment to social justice. It is a goal worthy of a major research institution and its largest college.

U-M Professor Patricia King and her co-author Marcia Baxter Magolda (King and Magolda, 2005) argue that the goal—and benefits—of intercultural maturity ought to be a dimension of undergraduate education, and ought to be part of our work to prepare young people to enter professions and workplaces, play leadership roles in their communities, and be compassionate individuals and good citizens in a diverse democratic society. Intercultural maturity is also a goal for those who work on campus as faculty and GSIs, as researchers, as members of the staff, and as members of the administration.

Achieving this vision will require identifying and building on past and current success.

Acknowledging what has worked is as important as being honest about what has not. Throughout the second half of the 20th century, LSA has been home to successive waves of innovation in undergraduate education. In the late 1960s, students fought for the right to determine the course of their own education, and University faculty and administrators listened, built a host of new programs, and adopted new pedagogies, including those that would come to be labeled as community based, student driven, and engaged. We founded programs such as the Residential College and the Pilot Program, Project Community in the Department of Sociology, and Project Outreach in psychology, followed in later decades by the Undergraduate Research Opportunity Program (UROP) and the Program on Intergroup Relations (IGR)—both of which also took seriously the challenge of meaningful diversity on the Ann Arbor campus and, ultimately, created national models.

These programs, in turn, helped to recruit and retain a diverse range of faculty and professional staff. Indeed, there is nothing fundamentally new about commitments to hiring and retaining women and faculty and staff of color, which was a hallmark of the Michigan Mandate and which has been part of ongoing efforts to reshape the composition of the faculty. Cumulatively, these past efforts constitute a base on which to continue to build.

Achieving this vision will require an ongoing commitment to research and assessment.

Serious work around diversity, equity, and inclusion will also require ongoing research of the kind we have been generating on the Ann Arbor campus for decades. U-M Professor Patricia Gurin's work in this area has been especially influential on this campus and nationally, helping to shape the University's argument in *Grutter v. Bollinger* and leading to the creation of IGR. (Gurin, et. al., 2013) This moment of strategic institutional thinking and planning gives us other opportunities to harness the research and assessment capacity of our faculty and staff.

Working closely with ADVANCE and the Women of Color in the Academy Project, along with a host of academic centers and institutes—including the National Center for Institutional Diversity, which will transition to LSA in July 2016—will allow us to promote cross-disciplinary research and scholarship development by engaging in its direct production, supporting the work of others, and disseminating promising, evidence-based findings from affiliated scholars, faculty, and graduate students.

Achieving this vision will require building more robust networks, including those that actively engage and involve undergraduate and graduate students as partners and leaders.

We do not believe that students should be expected to "solve" climate problems. But we do want them to be involved. While we are institutionally obligated to better train our faculty, staff, and administration to acknowledge and address climate and interpersonal and personal issues that interfere with student learning and educational success, we should also help students to increase their capacity to deal with issues that will shape their lives and careers after college and graduate school.

One encouraging model for this work has been created by the Division of Undergraduate Education's (UGED) Climate Committee, which includes professional staff and faculty from UGED units, as well as student members. Its mission is to improve the campus climate so that all students at Michigan feel welcomed, supported, and respected regardless of their background. By educating students, faculty, and staff about issues of diversity and inclusiveness, by continuing their education and skill development, and by speaking against acts of bias, racism, and cultural appropriation, they are working to enhance the cultural competency of as many members of the College and University community as possible.

The committee conducts this work in several different arenas. They develop communications to address climate issues on campus and explore ways technology can be employed to scale up efforts to educate students and increase their sensitivity to issues of diversity and inclusiveness. They plan College-wide events in connection with MLK Day, including some specifically geared toward supporting student leaders and opening up spaces for them to network and interact. They develop programs on professional development and identify best practices for student-facing staff. They collaborate with faculty and staff to explore and develop inclusive pedagogies. They promote a broad vision of intergenerational leadership designed to empower students to make change.

Finding more ways to engage staff across the College is essential. The committee will also spend time during the 2016-17 academic year on ways to encourage more communication and collaboration with department-based diversity committees, especially those that incorporate graduate students.

Achieving this vision will require a redefinition of leadership.

Being a leader at one's best must include a commitment to access, equity, and inclusion. Leadership happens at all ranks and levels and involves being accountable to each other, to the institution, and to the high expectations laid out in our commitment to diversity, equity, inclusion, and excellence.

In particular, we will be looking for ways to establish more mechanisms for accountability to ensure all of the College's programs are accessible to all LSA students, including incorporating higher standards around inclusion and equity for faculty members who serve, or who would like to serve as directors, chairs, supervisors, and deans.

Achieving this vision will require asking hard questions.

In a November 2015 editorial published in the *Michigan Daily* just ahead of the Diversity Summit, LSA faculty members Martha Jones, Amanda Alexander, and Matthew Countryman, along with graduate student Austin McCoy, wrote: "The Diversity Summit is an opportunity to talk about hard questions. What can we learn from the examples in Berkeley, New Haven, Missouri, and elsewhere? How does our University address incidents on campus? Can we prevent them in the future? Will the diversity initiative tackle issues like policing and racial profiling? How might the University's strategic plan foster a safe, inclusive, and equitable climate? How will the University address racial tensions in classrooms, residence halls, elsewhere on campus, and in the Ann Arbor community?" (Alexander, et. al., 2015)

Here are some of the hard questions members of the campus community ought to be asking:

- **Is it time to Ban the Box?** There is evidence that including a question about past criminal charges and convictions on college applications has a chilling effect on applications with criminal justice involvement. A *New York Times* editorial by Vivian Nixon cites findings that nearly two-thirds of those who checked "yes" in the felony box never completed the application. The University of Minnesota passed a Ban the Box resolution earlier this year and dropped the question about misdemeanors. Is it time for U-M to do the same?
- **How do we assess the status of campus/community/police relations?** Should police on campus disarm? Are we pursuing policies and practices that criminalize our students, especially African American and Latino men? Do students of color suffer increased levels of police scrutiny and even harassment on campus and off? Do policing practices have a differential impact on students, faculty, and staff from communities in which a police presence is viewed and experienced as threatening?
- **Are there inequities in the treatment of members of URM groups by Ann Arbor public schools, police departments, and hospitals?** This problem must be approached through partnerships between the University's administration and the

community. As the largest school in the University, LSA can be a key collaborator in these efforts. It is important for faculty, students, and staff to know that when they encounter disrespect, disregard, or violence in the community outside the University, they are supported by the administration, and to know how to access help when they are in difficulty. We ask the University to provide visible, clear, and detailed explanations of what resources exist (e.g., general counsel, ombudsman, institutional equity, etc.).

- **How do we tackle issues of student—and faculty and staff—mental health and wellness?** The LSA Dean's Office recently partnered with students from Central Student Government and the Ann Arbor chapter of Active Minds to encourage LSA faculty to incorporate a suggested syllabus statement and to commit to working together to give faculty members more and better advice, training, and resources for recognizing and advising students experiencing distress. Surveys show that 24% of University of Michigan students have thought about suicide, and 42% have said they have felt "so depressed that it was difficult to function at least once during the school year." Why are so many members of our community suffering? And how do we partner with units such as CAPS and University Health Services to provide services for those who need them?
- How do we improve our relationships and connections with the city of Detroit, where the University of Michigan was "born" in 1817? The challenges are in many ways symbolized by the difficulties in establishing and sustaining the MDetroit Connector Bus Service between campus and the U-M Detroit Center. Why has establishing and maintaining this service felt like such an uphill battle? What are the challenges faced by the administration in supporting this free service to members of the University community? What does the future of the U-M Detroit Center hold? How do we continue to support and grow programs like the Semester in Detroit?
- How do we not only recognize the problem of Islamophobia on campus and its impact on students, faculty, and staff, but also craft strategies to combat it? At the invitation of the LSA Dean's Office, an Islamophobia working group, comprised of student, faculty, and professional staff members, has created a roadmap for the College and the University. Their report (see appendix D) identifies the experiences of Arab, Muslim, and MENA (Middle Eastern and North African) students, staff, and faculty, and suggests 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 these populations. They offer suggestions for resource building, crisis support, and education. We urge the leadership of the University to give all due consideration to this important document, both because of the pressing nature of the underlying issues and the viability of the proposals, and because this ad-hoc group represents a strong model for institutional change. Over 40 individuals, including students, contributed to this document, and the College is grateful to Evelyn Alsutany for her leadership.

LSA is committed to fostering these difficult conversations in an environment that promotes intercultural understanding. Both our history and our future vision can inform this process of asking hard questions and seeking challenging solutions. As part of this process, **we want to create opportunities to foster recognition and understanding of the history and future of diversity at U-M and beyond.**

Memories of past movements and the initiatives they inspired inform the LSA Plan. To recognize and represent these memories, we suggest two broad initiatives rooted in our identity as a liberal arts college.

First, we suggest making funding available for student/faculty projects that draw on different modalities (e.g., art, literature, performance, etc.) to document and memorialize the history of diversity on the U-M Ann Arbor campus.

Second, we encourage the College to develop new opportunities for members of the LSA community to deepen their academic engagement with the concept of diversity. These may include various formats such as speaker series or book groups. Activities may be organized to reflect different themes each year.

The pages and sections that follow include both firm commitments LSA is making as part of the larger U-M DEI effort, as well as more speculative possibilities. Our draft plan is not intended to be comprehensive. Nor is every ongoing or new initiative included. Rather, we have selected 36 major goals for further discussion with the LSA community. These 36 goals are organized across six sections: Faculty Initiatives; Student Access; Inclusive Classrooms and Pedagogy; Undergraduate Education Initiatives; Graduate Education Initiatives; and Staff Diversity and Inclusion Initiatives. (36 Goals, appendix B.)

This document, and the website created for public viewing and comment, is a first step. It should be read as part of an ongoing—and evolving—conversation.

Strategic Plan Initiatives and Metrics for Success



Faculty

In many ways, the challenge of diversity in higher education is the defining challenge facing this generation of faculty. How we answer this call will have huge implications for the future of our society for many years to come. In May 2015, Dean Andrew Martin charged a task force comprised of three faculty members from each division and chaired by LSA Associate Dean Elizabeth Cole to examine challenges to the goal of recruiting and retaining a diverse faculty, and to generate effective and innovative policies aimed at advancing this goal. The members of the task force are distinguished academic leaders who have demonstrated a commitment to diversifying our institution.

Dean Martin's charge noted LSA and U-M's longstanding commitments to faculty diversity, citing U-M's responsibility as a public institution to serve all of humanity, and the centrality of diversity to excellence and the pursuit of knowledge. Yet despite these commitments, we seem to be losing ground in this area and are seemingly at a crossroads. Dean Martin acknowledged the difficulty of this challenge, the significant national trends that pose headwinds to our success, and the fact that many faculty members have already invested years of thoughtful effort to this work, even as it seems that over time we are falling behind. But he noted as well his confidence in our ability to meet the demands of the current moment, invoking President Schlissel's comments at the Diversity Leaders' Breakfast in February 2015: "The Michigan community will take on the biggest problems facing our society and bring to bear the best minds, the most-talented faculty, staff, and students, and produce the path-breaking innovations that create lasting change." Dean Martin expressed his commitment to take decisive and timely action to reverse these trends and his willingness to invest significant resources to advance LSA's progress on the roadmap the task force would design.

The task force met twice each month throughout the fall 2016 term, including presentations from Associate General Counsel Maya Kobersy concerning Proposal 2 and Professor Abigail Stewart, the director of ADVANCE, who provided data on the composition of the faculty over time to reveal where the College may be falling short (e.g., not hiring enough faculty, not supporting or promoting our existing faculty, and not retaining faculty). Professor James Penner-Hahn, LSA's associate dean for budget and planning, consulted on extant practices across the College and budgetary implications.

Members of the task force conducted several outreach activities to engage the faculty in these questions. They met with department chairs and program directors in October 2015 to discuss their experiences with recruitment and retention of faculty whose scholarship and teaching advances diversity. In January 2016, task force members conducted two full days of open meetings with faculty interested in LSA's approach to fostering and maintaining faculty diversity. The purpose of these meetings was to invite their ideas about practices to improve recruitment, climate and retention, and career advising for faculty representing diverse backgrounds. These meetings were organized to focus on issues concerning different constituencies (e.g., issues relating to Latino/Latina faculty, or issues relating to Muslim American faculty, etc.), but all LSA faculty members were welcome to attend any of the meetings. The task force also distributed a survey to all LSA faculty, which included the same questions that were posed at the meetings. The purpose of the survey was to solicit ideas from faculty who were either unable to attend the open meetings, or who had ideas they had not shared in the meetings.

Several key insights emerged during these meetings and engagement sessions. The first pertains to general patterns of faculty diversity. Task force members examined faculty composition by race/ethnicity and gender between AY1979 and AY2014. *These data suggested a moderate increase in gender diversity among LSA faculty over the 36-year period, but at a fairly slow rate*. Moreover, these improvements in equity appear to have leveled off. The improvement could be due to increasing diversity in the pipelines to these disciplines. We noted inflection points in the trend toward increasing gender diversity in both the early 1990s and early 2000s (particularly in the natural sciences). In contrast, the proportion of faculty of color in LSA (of either gender) was

low and relatively stable over this same period. ADVANCE also provided the task force with information about how the faculty composition at LSA compares to other R1 institutions. The proportion of faculty representing women and URM groups at LSA is comparable to peer institutions in the humanities and natural sciences, although LSA social sciences are slightly more diverse, on average, than peers. Given U-M's longstanding commitments to the issue of diversity in higher education, many task force members were surprised to learn that we do not have a better record in this area.

The second key insight from the data concerned climate and job satisfaction. We learned that female faculty reported more experiences with bias and exclusion in their departments compared to their male colleagues. The same was true of URM faculty compared to those from majority racial and ethnic groups. In contrast, male faculty reported feeling they had more influence and voice than their female peers, and this pattern was repeated for majority racial and ethnic group members compared to URM faculty. This is critically important to retention, because these variables are associated with intention to leave the University. Discussion of these data, considered together with the conversations we had with chairs and directors, led the task force to believe that *any effort to increase faculty diversity must include concerted, strategic efforts to improve climate in the departments*. This impression was underscored by the conversations in the open faculty meetings. We noted as well that unlike some barriers to increasing the proportion of faculty who contribute to the mission of diversity in teaching and scholarship (such as lack of diversity in the pipeline to the professoriate), climate is largely under local control.

Finally, our conversations with community members during the engagement section of our process indicated that a third obstacle to achieving diversity on our faculty is the availability of skilled, sustained, and appropriate mentoring/career advising of junior faculty to tenure (and, perhaps less obviously, associate professors to full). We noted that making high-quality career advising available to all LSA faculty fulfills several goals: 1) it creates an equitable system where everyone has the best chance of success; 2) it may have the most benefit to faculty from groups that have been historically under-represented; and 3) it supports excellence among our faculty.

The task force identified three pillars of faculty diversity that support LSA's efforts to increase the proportion of our faculty who contribute to diversity teaching and scholarship: *Climate and Retention*; *Mentoring/Career Advising*; and *Recruitment*. In February 2016, the task force held three intensive planning sessions dedicated to these three pillars. Specific recommendations related to each pillar appear below, followed by a timeline for action. These recommendations will be submitted to the LSA Executive Committee for review; the EC will share feedback and vote on recommendations pertaining to position allocations.

Climate and Retention

Revise criteria for faculty evaluation to recognize significant contributions to diversity, equity, and inclusion in the areas of research, teaching, and service.

In the open faculty meetings, we heard that faculty feel their work in support of DEI is unrecognized, uncompensated, and sometimes misunderstood. In the area of research, they described disciplinary hierarchies that valued certain kinds of research (e.g., theoretical, universal) over others (e.g., applied, particular, or region- or culture-specific). Often these hierarchies replicated histories of privilege and inequality. In their teaching, they discussed perceptions by students that instructors teaching DEI-related material had less credibility or expertise about their subject matter. In the area of service, they described a thick extra layer of informal and often invisible work, including responding to urgent concerns of individual students and student organizations, taking on advising roles for struggling graduate students, or playing the role of advocate on graduate admissions committees. Many said that the failure by their departments and the College to recognize and value this work was a barrier to their professional advancement and personal well-being.

The task force acknowledges that U-M and LSA have long benefitted from labor in support of DEI. Moreover, the success of the current Diversity Strategic Planning effort depends on

continuing and expanding the scope of this work. If we don't change our processes, there can be no hope of changing our results. Our goals are simply not attainable under the current practices.

To implement this change, it will be necessary to develop criteria for excellence in DEI in the areas of research, teaching, and service. We call for recognition of a new kind of merit in order to track it and reward it. This will necessitate changes in other aspects of review during every stage of the faculty life cycle, including searches, annual reports, career advising, and decisions about responding to outside offers.

To signal our commitment to DEI, criteria for the highest awards made by the College (e.g., collegiate chairs) should include an expectation of significant contribution in this area. Further, we propose that the College establish a new category of named chair (akin to the Thurnau) for outstanding contributions in DEI—not only service, but also teaching and research.

Encourage departments to create committees and service assignments for DEI work.

Faculty in the open meetings reported that much of the work they do related to DEI is done on an ad hoc, volunteer basis, and is therefore unrecognized, uncompensated labor. At a minimum, departments should delegate this work through committees or other forms of service assignment (e.g., the Rackham Diversity Allies), both so that the work can be accounted in merit reviews, and so it can be considered when chairs assign the balance of other service roles in their departments. Additionally, the College should mandate that service related to DEI be considered for eligibility for raises from the C-Fund.

Provide information for faculty on how to select items and understand responses on student teaching evaluations. Educate students about how teaching evaluations are used.

Faculty from underrepresented and otherwise stigmatized groups report negative experiences with student teaching evaluations, including hostile responses to open-ended questions. These responses can render the evaluations primarily a source of stress and pain rather than an opportunity to gain useful information to improve their teaching. We recommend that faculty be provided with research-based information about how to select items for the evaluations, and how student evaluations can be affected by course content and the social identities of the instructor. We also note that in the absence of any orientation to the significance of teaching evaluations, students use norms for communicating feedback that are typical in consumer reviews and social media. We recommend that student training in this area could raise the level of civility in the open responses.

Track and evaluate the process through which retention offers are made.

The task force noted that chairs and directors play a crucial role in negotiating retention offers when faculty members receive outside offers. Greater transparency, standardization, and record keeping of these negotiations would help the College ensure that these offers are made equitably and in a timely manner. We suggest implementing a Retention Summary checklist for chairs, analogous to the Third Year Review checklist. Like the Third Year Review, this tool would provide accountability and standardization of the process. It would also clearly convey to departmental chairs the specific steps they are expected to take to retain their faculty. Members of the task force noted that the academic job market is marked by bias and inequity, and to the extent LSA salaries are significantly market-driven, our salary structures are likely to replicate those patterns. If retention offers are not made equitably, this bias can be amplified. Therefore we recommend that data from the Retention Summaries be systematically reviewed on a regular basis to ensure that counter-offers are being made consistently and equitably.

Require training on DEI for all members of the College community.

Develop and mandate standard training modules on race, gender, sexuality, etc., and climate for all faculty, staff, and students. (One example is the recent disability-related training many faculty were required to take). More effective and extensive DEI training for department chairs is

expressly requested by many faculty. Develop a forum for leaders in the College (including not only chairs and directors, but other faculty departmental officers as well) to share best practices in promoting DEI at the unit level.

We call on public schools, police departments, and hospitals in the Ann Arbor area to improve their capacity to deliver responsive, respectful, and appropriate services to members of URM groups.

This problem must be approached through partnerships between the University's administration and the community. As the largest school in the University, LSA can be a key collaborator in these efforts. It is important for faculty to know that when they encounter disrespect, disregard, or violence in the community outside the University, they are supported by the administration and to know how to access help when they are in difficulty. We ask the University to provide visible, clear, and detailed explanations of what resources exist.

Support faculty in building community networks.

Many faculty expressed appreciation for the opportunity provided by the open faculty meetings to collectively discuss challenges facing their groups, and some expressed desire for more of these opportunities. We suggest the College should provide logistical and financial support for self-organizing groups on campus (e.g., Asian and Asian American Professors, LGBTQ faculty, etc.). In order to qualify for support, groups would need to be open to all interested faculty (including group members and their allies), and to demonstrate that their objectives are aligned with DEI priorities. By supporting varied DEI groups, the College will help to alleviate the impression held by some U-M faculty that "diversity" only refers to certain groups and that other communities are invisible in the debate. There should be open lines of communication between these groups and the Dean's Office to address issues of specific concerns to those communities (e.g. access for faculty with disabilities, the "hidden curriculum" for first-generation academics, etc.). These community groups may also be enlisted to meet with candidates for faculty positions to share information about the community. For example, leaders in the Women of Color in the Academy Project (WOCAP) recently reached out to the Dean's Office, as well as some individual departments, to offer this service.

Faculty Mentoring and Career Advising

Conduct a review of mentoring plans in every LSA department and assess how the plans are implemented.

The task force notes a lack of consistency and accountability about career advising. If certain groups of faculty systematically receive less effective or attentive career advising, it poses a hidden source of inequality. Each LSA department is required to have a mentoring plan; however, these plans have not been recently reviewed, nor has their implementation ever been assessed. This review should evaluate plans against a set of predefined guidelines or best practices, with particular attention to the unambiguous separation of the functions of mentoring and evaluation. This is necessary to ensure that mentoring is experienced as helpful and supportive rather than a form of surveillance. There must also be attention to career advising post-tenure. As part of this effort, we suggest a review of the associate professor support fund to ensure that it is reaching the faculty it was intended to reach.

Offer the LAUNCH Program to all new LSA faculty.

LAUNCH committees provide support and guidance to new junior faculty as they begin their careers at Michigan. Committees meet with the new faculty member from the time of hire until the end of the first year. They have been very well received in the natural science division of LSA, and next year we will pilot them in selected departments in the social sciences and humanities. In addition to the benefit to new assistant professors, the structure of the LAUNCH program also serves to train mentors in the range of specific topics that career advising ought to include, thereby growing capacity for effective mentoring. Although the LAUNCH program is not

specifically a DEI initiative, the task force believes that increasing the quality of mentoring for junior faculty across the board will present the most benefit to groups that have been historically underrepresented in higher education. Providing a high level of career advising to all our faculty is an important issue of equity. Implementation of the LAUNCH Program ought to include some consideration of how the strengths of the program can be extended beyond the first year. It may be particularly important to create opportunities for faculty from underrepresented groups to have ongoing access to a mentor or coach from outside their department.

Provide training and support for faculty who mentor.

In order to raise the quality of mentoring for LSA faculty and ensure that all junior faculty have access to high quality, standardized career advising, it will be necessary to train faculty as mentors. Mentoring entails a set of skills that is not taught as part of doctoral training. The College should provide basic and refresher trainings on how to mentor faculty. Some existing resources for training are the Career Advising booklet developed by ADVANCE, ADVANCE's LIFT workshop for newly tenured faculty, and a sketch offered by the CRLT Players. Relatedly, faculty in Rackham's MORE Program have generated a body of relevant peer-reviewed research on mentoring doctoral students, which may be useful in developing this training. Resources from these programs may be adapted and more broadly deployed. Finally, we remind department chairs that mentoring is a formal service assignment and should be distributed equitably among senior faculty with attention to the overall service load for each individual.

Emphasize and support the role of chairs and directors in mentoring and career advising.

The task force recognizes that chairs and directors are at the front line of oversight for mentoring. It is not possible for chairs to also serve as mentors, as these roles have some inherent conflicts. For example, at times mentors must communicate and advocate for the needs of junior faculty with the chair. However, chairs carry out the mentoring plans and can set the tone for the expectation of high-quality mentoring in the units. The College must convey the importance of this role in chair and director training, in the interactions of chairs with associate deans, and in the guidelines for the annual review process.

Recruitment

Establish departmental diversity recruitment plans.

Within a reasonable timeframe, all departments should conduct a self study and develop a diversity recruitment plan that addresses conditions and goals specific to each unit. Departments should develop these plans through a process of participatory discussion. Plans should include a review of historical data about pool composition and how it compares to candidates who were interviewed, invited for campus visits, and made offers. Where these trends suggest the department may be falling short, there should be thoughtful reflection about the reasons why. Plans should discuss practices and strategies that will be implemented to cultivate diversity in the applicant pool and to ensure the search process is as free as possible of explicit and implicit bias. They should also seek to identify areas of scholarship and research that promote intellectual diversity and contribute to the production of innovative and even transformative knowledge. These plans would be submitted to the College for review and approval (including legal review) and reviewed for progress at regular intervals (perhaps as part of the strategic budget meetings). Although the goals and action items may be different for each unit, all units are expected to make progress over time. Any request for authorization of faculty searches would be required to refer to this diversity recruitment plan. Each search should become an occasion for the entire hiring unit to engage in a discussion of diversity needs and objectives. As part of this process, the College would provide some guidance, including legal resources, template questions to guide the structure of the plans, and suggestions for best practices. It is important that all the plans are in compliance with state and federal law.

Given the mandate for DEI from President Schlissel, the commitment of the College to these goals, and the evidence that we have not maintained our historical strength in this area, the task force recommends that three-quarters of the College's faculty lines should be allocated to departments who can make a strong case for how the position will advance their DEI goals.

Create new fellowship opportunities to bring junior scholars committed to diversity to campus.

The task force discussed several extant models for postdoctoral fellowship programs on campus, including the President's Postdoctoral Fellowship, the Michigan Society of Fellows, and the Postdoctoral Research Fellowship in Psychology. Although each of these models has strengths, these programs are small, some are defined narrowly, and there is unevenness in the extent to which they have been successful in increasing the number of faculty on campus who have demonstrated a commitment to DEI goals in teaching, scholarship, and service to U-M.

The task force recommends initiating an LSA version of the President's Postdoctoral Fellowship designed to recruit outstanding candidates whose "research, teaching, and service will contribute to diversity and equal opportunity in higher education. The program is particularly aimed at scholars with the potential to bring to their research and undergraduate teaching the critical perspective that comes from their non-traditional educational background or understanding of the experiences of groups historically underrepresented in higher education." This program would provide up to two years of postdoctoral training with the expectation that most fellows will eventually be offered a tenure track position.

The LSA program should be designed to reflect the different disciplinary needs and institutional practices across divisions, disciplines, and interdisciplinary units. It may also be configured flexibly so that it may be used as a dissertation fellowship in disciplines that don't traditionally place a high value on postdoctoral training (e.g., economics). So that departments are invested in mentoring their fellows, we suggest that the program include some mechanism of accountability in the case that the department does not choose to pursue a tenure track offer at the end of the term.

The task force notes that many of our peer institutions are currently increasing their efforts in the DEI arena, and competition for outstanding junior faculty may be expected to increase. Programs such as this fellowship, as well as a visibly increased emphasis on mentoring and career advising, may help recruit top candidates to U-M.

Engage community members in faculty recruitment visits.

This effort would assist all candidates for faculty positions in identifying and connecting with a broader community of faculty with shared interests and/or identities, and strongly promote LSA's acknowledgement of the value of faculty representation from these communities.

General Recommendations

Establish a new position of associate dean for diversity and professional development.

The recommendations pertaining to faculty in the LSA plan entail generating new practices and many new responsibilities for training and oversight. Chairs will require advice, support, and leadership training to carry out these mandates successfully. Although task force members did not unanimously support this suggestion, there was strong interest in establishing a new position of associate dean for diversity and professional development to provide leadership and accountability for these efforts.

Creating the position of AD for diversity and professional development will send a clear message on LSA's commitment to DEI and excellence in mentoring. Faculty at our open meetings made a strong case that leaving DEI training and initiatives to department chairs has not been working well. Creating an appointment with a "bird's eye view" of DEI initiatives within LSA will ensure that programs are developed in a timely manner, administered conscientiously, and evaluated

regularly for their effectiveness. Many of the tasks in this section that are attributed to the LSA Dean's Office would be expected to be a part of the portfolio for the new AD.

Enhance the visibility of DEI-related material on the LSA website.

Task force members noted that many resources related to DEI are not easily located on the LSA website, and they noted this problem is a missed opportunity in representing our campus, climate, and community during faculty recruitment. We suggest raising the visibility of our DEI-related programs on the College website. This could include a centralized and more user-friendly website for job candidates that illustrates the commitment of the College and University to diversity.

Create opportunities to foster recognition and understanding of the history and future of diversity at U-M and beyond.

Memories of past movements and the initiatives they inspired inform the LSA Plan. To recognize and represent these memories, we suggest two broad initiatives rooted in our identity as a liberal arts college. First, we suggest making funding available for student/faculty projects that draw on different modalities (e.g., art, literature, performance, etc.) to document and memorialize the history of diversity on the U-M Ann Arbor campus. Second, we encourage the College to develop new opportunities for members of the LSA community to deepen their academic engagement with the concept of diversity. These may include various formats such as speaker series or book groups. Activities may be organized to reflect different themes each year.

Undergraduate Student Access

Part of attaining a diverse study body means increasing access to the University, particularly for students from lower socioeconomic backgrounds and those who belong to underrepresented minority groups. Once on campus, equity and inclusion require that students from all backgrounds have access to the rich opportunities on offer in LSA, both on and off campus. We will use three broad, interconnected strategies to improve access for diverse students: a focus on diversity and representation in the recruitment of transfer students (Goal #5); programs that seek to help "level the playing" by addressing the "digital divide," increasing the number of need-based scholarships, increasing access to internships and career opportunities (Goal #6); and improving the diversity of student recruitment through outreach and attention to pre-college pipelines (Goal #7).

Recruit, Retain, and Support Transfer Students

LSA has identified recruiting and retaining a diverse body of transfer students as one of its major DEI goals.

We believe that increased attention to diversifying the transfer applicant pool with respect to measures such as URM status, lower socioeconomic status, first gen status, community college students, and veterans will make a difference in terms of access to a University of Michigan education. To date, we have hired a transfer student initiatives manager in the LSA Office of Student Recruitment; established two specialized transfer student advising positions in the Newnan Center, one for domestic students, the other for international students; established a transfer student recruitment working group with representatives from the LSA faculty, the Offices of University Admissions and Enrollment Management, and Student Life; continued to make connections with advisors and others at community colleges; and begun to craft an LSA-specific strategy of recruitment, retention, and support.

This strategy will involve supporting transfer students from the beginning of their exploration, through the application process and transition into LSA, and on to their successful completion of their chosen LSA degree. This effort, led by the transfer student initiatives manager, will involve increased recruitment activity at both in-state and out-of-state community colleges, increased financial support from LSA for transfer students, collaboration with LSA departments to improve the evaluation of transfer credits, and increased programming to help transfer students make a successful transition.

Continue our commitment to recruiting community college students.

We also recommend an additional commitment to work with tribal colleges to recruit and retain Native American students in particular. Transfer students are already a diverse part of our student body. They are both in-state and out-of-state students; they come from both four-year and two-year institutions; and our population includes international transfer students, as well. Strategic DEI thinking in this area allows us to do a better job in meeting current needs while crafting targeted, careful plans to use recruitment and retention as a vehicle for further diversification at scale while placing a focus on specific populations such as underserved Native American communities.

Increase the size and diversity of the transfer student population and focus on our commitment to creating a transfer-receptive culture.

This five-year-goal will create a culture dedicated to the support and advancement of these students as a group and as individuals. We are working to understand the particular needs of all transfer students, especially those from community colleges. Higher education researchers have long used terms such as "transfer shock" (a generally temporary dip in GPA immediately after transferring) and "transfer stigma" (the perception that transfer students are less well prepared) to describe the experiences of students who transfer from community colleges to four-year

institutions such as Michigan. We need to find creative ways to combat both of these phenomena.

To support students in making this transition, the transfer student initiatives manager is collaborating with University-wide programs.

These programs include the Office of New Student Program's Transfer Connections and their Transfer Orientation team; the Central Student Government's Transfer Student Resource Commission; the Transfer to Michigan (TR2M) collaborative group of admissions and recruiting, orientation, financial aid, and other interested partners; and the Transfer Year Experience in housing to develop a cohesive program of support for transfer students. The Office of New Student Programs is also exploring the establishment of a voluntary two-day orientation for community college transfer students, as well as a follow-up orientation program offered after the beginning of the semester.

It is important to acknowledge the work that has already been done in this area, both inside LSA and beyond. We also want to build on these initiatives wherever possible. Three of these—two with the Undergraduate Research Opportunity Program and one within the Sweetland Center for Writing (SCW)—are particularly noteworthy in terms of generating a level of support for transfer students that is commensurate with what is currently available to all LSA students. We have launched two new programs aimed at leveraging UROP to enhance our receptiveness to transfer students.

The Changing Gears Program targets newly admitted transfer students as well as current U-M students in their junior year who are in academic transition (for example, changing to a STEM major), while the Community College Summer Research Fellowship Program (CCSRF) targets promising students from Michigan Community Colleges. The former provides academic year research opportunities while the latter provides a summer research experience. Both programs have been successful in recruiting an unusually diverse pool of students (39% and 54% URM, respectively; 51% and 72% first-generation), and anecdotally both programs appear to have a significant impact on the outcomes of participants. As we accumulate more data, we are looking into quantitative metrics for measuring our competence at recruiting and retaining students who might be "at-risk" in terms of individual success.

These UROP-based programs are dedicated to providing transfer students with the quality of research experiences that we know leads to student achievement. The staff at the Sweetland Center for Writing have been exploring parallel ways for addressing student writing. This exploration began with the discovery that "U-M transfer students performed significantly less well than their continuing peers" in courses that fulfill the College's Upper-Level Writing Requirement. While many transfer students manage well and do not need special interventions, others face distinctive writing challenges for which we can develop programmatic initiatives (Gere, et.al., 2017).

The SCW launched a study that analyzed institutional data on the demographics and course grades of the 1,656 transfer students who entered U-M during the 2010–2011 and 2011–2012 academic years, followed by surveys in fall 2011 and winter 2012, and in-depth interviews with 15 selected students. They used their findings to create a new one-credit workshop (Writing 350: Excelling in Upper-Level Writing) to be taken concurrently with classes for the Upper Level Writing Requirement. This initial study and workshop was augmented by a second effort using semi-structured interviews in 2014–2015, which has yielded additional insight and nuance.

Recruiting and supporting more transfer students will necessarily change the College.

We are therefore recommending the launch of an LSA-wide, department-based discussions with the goal of creating departmental transfer-friendly cultures. This could include hosting events for transfer students and making transfer students more visible as part of their undergraduate populations.

The success of our transfer initiative necessitates efforts to provide clear and transparent transfer policy statements that let prospective students know precisely what credits will transfer

and how they will count towards their intended major and degree. Part of this effort will require departments to review, evaluate, and create pathways for transfer students within their majors. Another part of this effort may require more academic departments and units to reach out to state community colleges and assist in the development of new courses that will not only transfer easily, but also provide the necessary prerequisite coursework to continue successfully at Michigan.

Current transfer students who reviewed drafts of this section of the DEI plan wanted to see an increase of attention not only to recruiting and admitting transfer students, but also to our commitment to their success once here. We enthusiastically endorse this vision. Suggestions included expanding the Transfer Connections program so that more transfer students can have mentors, and considering the feasibility of making all members of the Transfer Orientation Team students who have successfully completed the transfer and acclimation process, with a "representative number" having come from community colleges.

Hire current LSA Michigan community college transfer students to advise.

These students will work with the transfer initiatives manager on recruiting and marketing efforts to provide additional avenues for the involvement of current transfer students. So, too, will building on existing networks among transfer students in UROP and Transfer Connections; we should consider the creation of transfer student near-peer mentoring programs rooted in LSA departments and majors.

Address the Digital Divide as a Recruitment and Access Issue

The "digital divide" helps to conceptualize the way that differential, unequal access to new technologies can work to shape opportunities and outcomes on a college campus. Not having access to an individual laptop is arguably a marker of this divide at Michigan. To further test and address this assumption in winter 2015, the LSA Dean's Office and the Provost's Office co-sponsored a pilot laptop loan program for a selected group of admitted LSA students with the lowest socioeconomic status. This was an attempt to address the digital divide for low SES students, help recruit them to LSA, build a relationship for them with the College, and retain them through graduation.

Continue the laptop loan program for FY2017, partnering more closely with the Office of Enrollment Management.

We will also explore the possibility of extending the laptop loan program to transfer students. The ADVANCE team surveyed students who accepted and declined the computers to learn more about their perceptions of the program, and reasons for why they participated or not. The students' self-assessment is uniformly (4.83 on a 5-point Likert scale) in agreement that the laptop has had a positive impact on their studies. Interestingly, the students accepting the loaner computer reported significantly more use of a computer in class (71% vs. 39%) and elsewhere on campus (97% vs. 79%) in comparison with the control group who declined the computer. To the extent that technology is important to student success, this validates the student self-assessment. Beyond the quantitative measures, the open-ended responses are quite compelling. For example:

My family, particularly my dad, was quietly stressing out very much for not being able to provide a laptop that would be able to run all the required programs for college. Before, I was using a couple of years old Chromebook that would constantly crash during class if it was running too many processes at once. I'm ever so grateful for this, and it truly lifted a lot of burdens off of my shoulders and my family's. It honestly helped with my studies, and I was sincerely able to accomplish so much more with this. Thank you.

Although we selected students based on SES, it was our hope that, given the correlation between SES and race, this program might have a selective impact on campus racial and ethnic diversity. This is in fact the case: 41% of the students offered the computer and 53% of those accepting the computer identified as URM. We will continue to follow these students, both with periodic

surveys and/or focus groups and also with quantitative measures of success (GPA, retention) as metrics to judge the success of this program.

LSA Scholarships

Plan for growth in size and level of engagement in the Kessler Presidential Scholars program.

The Kessler program is currently serving 130 students with need-based scholarships. They come from diverse demographic and geographic backgrounds but all have significant financial need. Scholarships for incoming first-year students continue to promote access for students from low socioeconomic backgrounds. These awards displace loan debt and help close the unmet need gap.

In the current capital campaign, we have set a $150 million goal for scholarships. While we are proud of our past success in this arena, we continue to look for ways of doing better. Planning for the growth of the Kessler Presidential Scholars is part of this goal. Beyond meeting that financial need, we also aspire to build a stronger Kessler community.

Raise sufficient scholarship funding.

Ensure that all LSA students have the resources necessary to pursue experiential learning in study abroad programs, internships, and research opportunities, regardless of financial need.

The fall/winter scholarships (formerly called current student scholarships) also reduce loan debt and unmet need for currently enrolled LSA students. Additionally, we offer Global Experience Scholarships for LSA students with need who are participating in a CGIS study abroad program, and LSA Internship Scholarships for LSA students with need who will participate in a summer domestic or international internship.

We want to work to ensure that all students have access to these opportunities. We launched the new spring/summer scholarship program in 2015, serving students who need one or two courses to graduate and lack the funding to do so. Additionally, low SES students who have committed to an off-campus lease for 12 months now have a better funding option to enroll for spring/summer terms. These terms are not required and thus are not fully funded for students with need. The scholarships also open opportunities for students with need to participate in spring/summer programs that were financially out of reach before, including the New England Literature Program, U-M Biological Station, Camp Davis, and Semester in Detroit, among other high-impact learning opportunities that take place beyond the boundaries of the Ann Arbor campus.

Expand the Passport Scholarship Plan with CGIS and the Comprehensive Studies Program to acquire passports for all CSP Summer Bridge students.

Passports are a precondition of world travel and a marker of global citizenship. We want all LSA students to have study and work abroad as an aspiration, if not also an expectation. In winter 2016, the Scholarship Program is partnering with CGIS and the Comprehensive Studies Program to acquire passports for 25 students; we anticipate expanding this small but significant use of Scholarship Office resource, especially for Pell-Eligible students.

The LSA Opportunity Hub as a Driver of Access, Equity, and Inclusion

Invest in the future success of LSA students by building the LSA Opportunity Hub, with expanded internship programs and career services.

This growth will ensure that all LSA students are aware of and encouraged to engage with these significant resources, which are designed to support them in their career exploration and to help identify the connections with their liberal arts education. It is fortuitous that this period of University-wide strategic planning for diversity, equity, and inclusion coincides with LSA's greater

engagement with making internships and career development opportunities more available to more of our students.

Getting students to campus and building critical mass in key demographics is crucial. Equally important is to prepare students for what comes next: the first job and the long career. Over the next five years, the College will invest millions in the future success of its students by building on the success of the LSA Opportunity Hub. These efforts are well under way.

In 2015, over 1,000 internship positions were offered to LSA students across a wide variety of fields, and the LSA International Internship Program placed 130 students in 19 countries around the world. Many of these opportunities were provided by LSA alumni, and because of their generous financial support, 250 LSA students with financial need were awarded over $540,000 to support them during their summer internships in the United States and abroad. In the coming years, we will continue to expand our impact, and we plan to award $1 million in internship scholarships in 2016.

In 2015, the program began to strategically develop employer relationships and host recruiting events as well as interview sessions in LSA with employers who had not previously had the opportunity to engage with LSA students directly through the College. We are working to expand these relationships and connect LSA students with employers and alumni through innovative uses of technology, on-campus visits, partnerships with LSA departments, and mentorship. As the profile of the Internship Program grows across the College, more LSA students and departments are recognizing the resources available to support them and help students prepare for and make the most of their internship experiences.

Ask hard questions about equity and access.

We already provide scholarship assistance to ensure that students with financial need are able to accept low-paying and non-paying summer internships. The LSA Internship Network has also begun to work with the Comprehensive Studies Program and with University Athletics to address the specific needs of these student populations while looking for ways to connect with transfer and nontraditional students, as well.

The growth of the LSA Opportunity Hub will ensure that all LSA students are aware of and encouraged to engage with these significant resources, which are designed to support them in their career exploration and help identify the connections with their liberal arts education.

Build More and Better Recruitment Pipelines

Build a better profile of existing pipeline and outreach efforts.

Attempt to bring a greater degree of coordination and collaboration to this important dimension of access and inclusion for both the College and the University.

We want to use this moment of strategic planning to make sense of the inventory of pre-college outreach and recruitment programs that are sponsored by and/or receive funding from LSA.

Some of these programs, like Earth Camp, are located within academic departments (in this case Earth and Environmental Sciences); others, like Michigan Math and Science Scholars span multiple disciplines and units. The Telluride Association Sophomore Seminars (TASS) summer programs are hosted by the Telluride Association with partial funding from LSA. Student Recruitment collaborates to jointly recruit and enroll students who attend these programs.

LSA also funds programs like Women in Engineering and Science (WISE)—a joint series of initiatives and programs with the College of Engineering—and there may be others that are not necessarily on the radar of Student Recruitment. We need to make sure that students who participate are appropriately identified in the larger University recruitment database. This is especially important for programs with significant numbers of diverse students. Both Earth Camp and MMSS work with young people in the summers beginning in the 9th grade.

Preparing materials associated with the LSA DEI draft plan has uncovered a wide variety of needs for further information on individual programs, a better understanding of their interrelationships, and a clearer picture of which approaches are most effective.

Explore the creation of a new position within LSA Student Recruitment to focus more attention on these efforts.

Provide better coordination with the Office of Undergraduate Admissions and the Office of Enrollment Management. While admissions is a central function at Michigan, LSA maintains its own Office of Student Recruitment, which also houses the LSA Scholarship Office and is a good partner in efforts to further coordinate all LSA programs and initiatives, both large and small, involving potential pipeline programs.

LSA Inclusive Classrooms and Pedagogies

One of our greatest avenues for impact around diversity and inclusion is in our classrooms. Some 3,000 classes are offered each semester by 1,200 instructional faculty members across more than 70 departments. We want to encourage our instructional faculty to use evidence-based techniques and best practices, as well as inclusive pedagogies across the LSA curriculum, in our classrooms and related interactions with students (Goal #8).

Inclusive classroom practices and pedagogies mean teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn. Inclusive teaching strategies also refer, perhaps more fundamentally, to "any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities." In the succinct formulation provided by the Center for Teaching Excellence at Cornell University: "These strategies contribute to an overall inclusive learning environment, in which students feel equally valued."

Our Five-Year Goal is to spread this sensibility—and expectation—across the LSA curriculum in the humanities, the social sciences, and the natural sciences. To accomplish this goal, we will use a combination of increased resources for faculty development for all instructional faculty, both tenure stream and lecturers, as well as GSIs.

We will also spend the 2016–2017 academic year further exploring three broad curricular-based initiatives:

- Discussing the recommendations from the 2015–2016 review of the Race & Ethnicity Degree Requirement in order to improve the learning experience for students enrolled in R&E courses. (Goal #9)
- Improving the learning experiences for students enrolled in first- and second-year introductory courses in the natural sciences in ways that, though broadly applicable to all students, target specific strategies around the retention of URM and women students as STEM majors. In addition, working collaboratively with other schools, colleges, and units on campus to create a multi-phase "pipeline" of students, particularly women, URM students, first-generation students, and students from lower SES backgrounds, from pre-college to college to graduate and professional programs and into STEM careers. (Goal #10)
- Supporting the further development and growth of community-based learning and engaged learning opportunities in diverse spaces and across the curriculum. (Goal #11)

The specific recommendations that follow are the result of extensive consultation with LSA faculty members, including those who have participated in LSA Diversity & Climate Institutes, in the IGR-CRLT Dialogue Institutes, and in forums held as part of the 2015–16 R&E Review. Consultations were also held with CRLT, which also did focus group work with members of the LSA and U-M faculty, and with members of REBUILD.

Also of great use was the April 2016 summary report of CRLT's four, 90-minute focus groups with 27 faculty members in December 2015 and January 2016. Participants included faculty representing 16 U-M schools and colleges in a range of roles and ranks (lecturers as well as tenure-track faculty, including clinical faculty) with diverse social identities, as well as self-reported experience with inclusive teaching practices.

"Overall, faculty at the focus groups felt that inclusive teaching is important, but they identified several barriers or challenges, many of them with respect to participating in professional development about inclusive teaching as opposed to inclusive teaching itself," the report's authors write. "Barriers raised by participants were institution-level (e.g., institutional culture that values and rewards research over teaching), as well as individual-level (e.g., faculty lack of awareness about the need for inclusive teaching strategies). Incentives to teaching more inclusively that were discussed primarily included time (e.g., course release) and financial

resources to support time spent on teaching improvement and professional development activities."

The report also summarizes some of the concrete steps proposed by participants, including the need for "better alignment between these various levels of the institution," so that messages from all levels, from senior faculty in departments to chairs, deans, and provosts, all align on the importance of demonstrated commitment to and excellence in inclusive teaching practice.

Faculty in these focus groups also frequently emphasized that change efforts must be integrated into the systems already in place for rewarding and recognizing faculty success in terms of the institution's goals and values. They also asked that we recognize risks and trade-offs to changing teaching practice: "Focus group participants emphasized that changing one's teaching can feel like a high-stakes activity and bring with it several possible negative consequences: e.g., receiving lower student ratings during a period of experimentation with new pedagogies, being perceived by colleagues as insufficiently invested in research, or losing time that could be devoted to other high-priority activities."

Finally, they asked that we avoid disproportionately burdening new faculty. They emphasized that meaningful institutional change has to include participation, active engagement, and accountability on the part of senior faculty.

Inclusive Practices: Accountability and Professional Development Opportunities

Highlight excellence in inclusive teaching practices and pedagogies.

This should be a key dimension in the LSA Teaching Awards for the next five years. Also, consider creating a new award for this purpose. Awards are moments of recognition that help to set and reinforce expectations.

LSA Executive Committee to consider including inclusive practices as a dimension in the College's tenure and promotion and LEC review files.

This practice, which is being discussed and instituted in various ways at other institutions, would help to make us all accountable at all faculty ranks for the individual and collective success of inclusive teaching and learning.

LSA Executive Committee to consider asking teaching statements to address inclusive teaching and mentoring practices as part of the hiring dossier.

Maintain a strong emphasis on inclusive pedagogies in the LSA Teaching Academy, while creating more avenues for professional development and training for all instructional faculty at every stage of their careers. The LSA Teaching Academy is one of the major ways the College approaches faculty development and training. A collaboration between LSA and CRLT, the Teaching Academy was first offered in 2009. It is required for all new assistant professors in the College, regardless of discipline or prior teaching experience. LSA participants in the Michigan Society of Fellows, who hold non-tenure track assistant professor titles, are also encouraged to attend. To date, 224 faculty members have participated in the LSA Teaching Academy.

In fall 2015, we partnered with CRLT and used the existing LSA Teaching Academy as a pilot program for the faculty professional development model that was designed to enhance inclusive teaching skills for new faculty. We plan at the end of the year-long academy to include a retrospective pre-/post- assessment of confidence with a variety of skills, including the four items directly connected to diversity and inclusion. This effort will be ongoing.

Recognize that other means and methods to promote faculty development opportunities are also essential, while acknowledging that in some cases, the most valuable resource is time. We must also grapple with the feasibility of one-time course releases/buy-outs for completely overhauling courses and instructional techniques. The College has also offered a number of May Faculty

Institutes over the past several years, including the IGR-CRLT Dialogue Institute (offered in 2012, 2013, 2014, and 2015); the LSA Diversity and Climate Institute (offered in 2014 and 2015); the Abrams Institute on Sustainability (offered in 2014, 2015, and 2016 as part of a donor gift); and the UMS-Arts Integration May Institute, funded by a three-year grant from the Mellon Foundation (offered in 2014, 2015, and 2016). The model for these institutes is a two-day intensive workshop, plus some level of ongoing commitment to course design and implementation.

The College has valued its partnerships with CRLT in the Teaching Academy, in several of the May Institutes, and in other LSA-funded programs such as the Large Course Initiative. We are working with CRLT to identify ways to encourage the widest possible usage of the extensive inclusive teaching resources that already exist there and to identify additional resources and programming for faculty and GSIs, especially around the three broad curricular initiatives discussed above: R&E, STEM, and CBL.

Consider the creation of an LSA Teaching Academy Masters Class series.

The series would be open to groups of faculty who share a departmental affiliation or joint instructional project. We are intrigued by the possibility of an LSA Teaching Academy Masters Class series that would be open to *groups of faculty who share a departmental affiliation or joint instructional project*. Programs such as the Teaching Academy, the Large Course Initiative, and the May Institutes bring faculty together as individuals across departments. Assembling unit-based faculty teams—an adaptation of the ADVANCE "Faculty Leading Change" model would arguably promote individual faculty development and departmental curricular transformation.

Use "NiNi" Grants administered by LSA's Instructional Support Services (ISS) to enhance use of new technologies in classroom and lab instruction.

ISS runs multiple grant programs for faculty to enhance the use of new technologies in classroom and lab instruction, and among these are the New Initiatives/New Infrastructure grants, "NiNi" for short. Over the past five years, an average of five proposals have been funded per year, at an average annual level of $45,000 per proposal.

Technology grants can be used to fund the following: hourly wages for graduate media assistants; software not available through LSAIT; costs for digitizing images and texts; fees for access to databases; one-time equipment purchases; consultant fees for technical support; supplies; and project evaluation expenses. We are proposing to dedicate the bulk of this funding, $200,000, to the building of LSA inclusive classrooms for the next two years in an effort to support and encourage all of the initiatives and ideas contained in this section of the LSA DEI Plan.

Create more avenues for instructional faculty through the Inclusive Pedagogy Committee and other "local" sources.

The Undergraduate Education Division's Climate Committee is structured around five subgroups organized around different projects. One of them is the Inclusive Pedagogy Committee, which seeks to develop a robust collection of electronic resources on inclusive pedagogy (focused on undergraduate education) that can "teach by example." These resources will be on an easily accessed University website and will include guided activities, annotated discussion prompts, tips/considerations, testimonials, and video excerpts of these activities and discussions in practice.

The development of this pedagogical resource bank will be informed by faculty members' expression of their needs through focus groups, interviews, and surveys. (This project was awarded a $10,000 Faculty Development Fund grant from CRLT.) In addition, the committee will seek input from a broad, diverse set of students to learn firsthand about how students experience climate in their learning environments and to get their perspectives on faculty best practices in inclusive teaching and areas for further faculty professional development and coaching.

The committee's work includes efforts to build a network of faculty experts who are skilled around curriculum design and instruction related to inclusive pedagogy, and to engage this network as active resources. These faculty members would offer mentoring and consulting to instructors who are trying to implement new pedagogical strategies or who encounter challenging classroom experiences related to climate and inclusiveness. A related idea is to develop this group into *a sustained faculty learning community focused on campus climate and inclusive pedagogies*. Given several other campus projects on inclusive teaching, the committee also aims to coordinate its work to maximize leveraging the campus community's resources and to have the resources it develops be tailored to LSA faculty and student needs. The committee also hopes to become a focal point for increased student involvement in curricular and pedagogical issues, including some of the student-generated ideas, some of which are included in this section of the DEI plan.

Assessing the Race & Ethnicity Degree Requirement

Throughout the Diversity, Equity, and Inclusion engagement process, no single issue generated as much response from students as the LSA Race & Ethnicity Requirement. From town hall forums with the LSA dean to the Plan-A-Thon, the status of the R&E degree requirement discussion has been probing and lively. Students have suggested that the course is poorly administered and that it is insufficient. A number of students have wondered about whether the course ought to be increased to two semesters as opposed to one. Some have suggested that there really ought to be diversity and multiculturalism requirements, while others have insisted that issues of race and racism, ethnicity, discrimination, inequality, and power remain central.

During the 2015–2016 academic year, LSA undertook a major review of the requirement, which has been part of the liberal arts core since 1990. Dean Andrew Martin charged this committee to review the current state of this requirement, and to make specific recommendations after examining the following questions:

1. What are the goals for this degree requirement?
2. Are these goals being met?
3. How are these goals and their outcomes currently being assessed and evaluated?
4. Should the LSA faculty consider changing the R&E degree requirement in any way, including intensifying or eliminating the requirement?

As the committee writes in its executive summary, which is quoted here at length, the first question was in many ways the most challenging. The LSA Curriculum Committee has historically focused on *content criteria* when approving courses for the R&E requirement. The review committee recommends that the College take steps to clarify the *learning objectives* of the R&E requirement: updating the original language of the requirement and approving and disseminating a student-facing statement of goals and expectations as well as a faculty-facing one, both of which incorporate the best efforts of the review committee to articulate a set of learning goals.

In fall 2015, the committee performed indirect and direct assessments (interviews and evaluations) of student learning in R&E courses, and in winter 2016 used a pre- and post-test, course-embedded assessment of student learning using the committee's articulated goals. All forms of assessment yielded positive results in terms of the degree to which R&E goals are being met in these courses. To further assess and evaluate the courses, the committee recommends requiring R&E courses to include two R&E-specific questions in their teaching evaluations.

The committee does not endorse eliminating the requirement, and at no point during the review did anyone we spoke with go on record advocating this as a real possibility. Nor does the committee recommend intensifying the requirement by requiring additional courses or credit hours. The committee also rejects the idea that the R&E requirement ought to focus exclusively on U.S. topics, or solely on present-day matters. They endorse a broad range of offerings, including historical and international courses, and a variety of formats, with a priority on

seminar-sized class formats and smaller discussion sections for large lecture classes. They do not shy away from recommending further improvements.

Increase the visibility and transparency of R&E courses.

Require an R&E-specific description in the course guide and syllabus for each individual course, and by featuring R&E courses on College and advising websites and in other materials.

Create avenues for faculty and GSI professional development and training.

This includes the creation of a position for a CRLT-based R&E consultant and a suite of professional development opportunities for faculty and GSIs. These might focus on topics such as how to generate an atmosphere of respectful, productive, and informed intellectual exchange among students who may profoundly disagree with one another.

Promote discussion and dialogue in R&E courses.

Examples include limiting the section size in large courses to 18 students and developing more First Year Seminars that are approved for the requirement.

Provide resources for students enrolled in R&E courses.

Explore potential dimensions of an R&E resource center that would be comparable to what the Science Learning Center and the Language Resource Center provide for science education and language study, respectively, and what Sweetland provides for the Upper Level Writing Requirement and writing across the curriculum.

Provide positive incentives and rewards for R&E teaching.

Examples include creating a program to encourage teaching innovation and best practices for R&E structured on the model of the CRLT Large Course Initiative, and establishing a new Outstanding Contributions to Undergraduate Education Award that specifically recognizes R&E excellence.

Simplify the R&E course approval process for faculty who have already had two courses approved for R&E certification.

The committee completed its review with a grateful sense of the hard and dedicated work that instructors and students bring to the curricular examination of race and ethnicity. Following discussion with members of the LSA community and after extensive assessment of R&E courses and learning goals, the committee believes that the requirement is academically sound and intellectually healthy.

Be more innovative and creative with R&E.

Finally, over the course of the past academic year, the committee has explored avenues of innovation and renovation for designing and teaching R&E courses. These materials can be found in the appendices of the committee's report. Given the overall soundness of the requirement, the committee believes that the next few years represent an opportunity for LSA to bring a new level of creativity and energy to this degree requirement.

The committee used the review process as an occasion to think deeply and creatively about a series of innovations and renovations to R&E courses and this section of the LSA curriculum overall. Full reports were prepared on a variety of topics, three of which, "Global R&E," "R&E Engagement," and "Community-Based R&E," are described below.

Create new ways to teach global R&E.

Our students often say that they want R&E classes to focus on "here" (the United States) and "now" (the contemporary moment). The faculty, however, often want to make an important intellectual and pedagogical case for courses on "then" (the historical past, stretching as far back as Ancient Greece) and "there" (other parts of the world). We need to acknowledge this tension and find creative ways of working with it, including making a stronger case, intellectually and academically, about why the international context matters.

"Global R&E" would seek to group the sizable proportion of current R&E course offerings that deal with international and global (and non-U.S.) content. Currently, 64 (58%) R&E courses are non-U.S. focused. If the LSA faculty believe that this balance is academically sound—and what we are hearing from them in the review process to date suggests that they do—then we should make the case. This curricular innovation would be designed to be attentive to how issues of race, ethnicity, national belonging, citizenship, legal status, and so forth have shaped and will continue to shape the social world and the global landscape.

"Global R&E" might, for instance, comprise a series of individual courses deliberately tailored and/or designed with the R&E degree requirement in mind, with co-taught courses as an option. R&E courses taught in a single semester could incorporate lecturers and events, sponsored by the International Institute and other units on campus, to open up more spaces for dialogue and discussion and to demonstrate the relevance to contemporary questions and debates, such as human rights, human trafficking, the rise of Islamophobia, and ethnic violence.

Increase student engagement with R&E.

"R&E Engagement" encompasses ideas for building support to increase opportunities for students to engage in discussion and dialogue, especially while enrolled in large R&E lecture courses with recitation sections.

The Review Committee was struck by how often our students referenced the desire for more IGR courses and training. They value the ways that dialogue skills help them work across differences and break down stereotypes, ensuring that all voices are heard while de-escalating conflict around controversial topics, stepping back from normative narratives, and evaluating marginalized issues and voices.

Scaling the IGR dialogue pedagogy to a much larger body of students would be a challenge. Yet, we want to pilot a series of engagement interventions, including training for GSIs to lead discussion sections using dialogue methods for active, engaged learning; an IGR Common Ground workshop retreat as a course component; a dialogue assignment option in which students can participate in a six-week intergroup dialogue in place of a research paper; and a dialogue mini-course or co-curricular experience attached to or following the course. Such "dialogic opportunities" can help students bridge the theoretical content of courses with lived experience around race, ethnicity, and social identity.

We also want to find ways to encourage faculty members and GSIs to view undergraduates themselves as active partners in R&E instruction and in the creation of inclusive classrooms more broadly. The Office of the Associate Dean for Undergraduate Education has been experimenting with the use of undergraduate "course consultants" to assist faculty seeking to redesign approaches and incorporate more inclusive pedagogies. This has worked well, especially in cases where those students have already been trained in IGR techniques.

Encourage more R&E community-based learning.

There is solid research that illustrates that retention toward graduation and students' feelings of belonging (and perception of the campus climate) are positively affected by their participation in service-learning courses. Experiential, place-based courses like these engage students with each other and their studies in community settings. Student learning is most effective when it involves academic rigor and when substantive reflection is an integral part of the learning (Gallini & Moely, 2003). Research also shows that even when race, ethnicity, and culture are not the

explicit focus of a community-based learning course and reflection prompts do not raise those issues, the students working in diverse settings write about and reflect critically on those topics (Dunlap,1998). None of our current, officially "tagged" CBL courses meet the R&E requirement; this is a missed opportunity.

Develop an R&E student advisory committee.

In 2016–2017, we want to actively experiment with the creation of a student advisory committee on R&E and find creative and meaningful ways to involve undergraduates, formally and informally, in the redesign of courses and in the creation of new methods to provide support and feedback for faculty and GSIs struggling to make their classrooms more inclusive. In one of their Plan-A-Thon proposals, students in the Michigan Community Scholars Program put forth the idea to create several "Student Advisory Committees on Diversity"—on admissions policies, on "STEM for Women," on "Administrative Diversity Accountability," and on R&E. These committees would be standing "watchdog/advisory committees comprised of undergraduates offering feedback about ongoing areas of diversity-related concerns." They would help to "keep us honest" and would serve as mechanisms for "useful, ground-level feedback on the impact of administrative policies."

Improve STEM Education

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 when compared to non- underrepresented counterparts (Griffith, 2010), (Barr, et. al., 2008). And we know that the experiences of women in many STEM fields are far from welcoming and supportive.

In her DEI proposal, one of our students writes that the fundamental challenge is "to engage and encourage" women and underrepresented minorities. A department can only hire a more diverse faculty, she notes, "if there exists a diverse pool of applicants.... Therefore, there needs to be long-term goals in supporting diversity." Indeed, the problem in undergraduate education compounds forward. Graduate schools in STEM and health-related fields such as medicine, dentistry, nursing, veterinary medicine, and biomedical sciences 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.

With these local and national challenges in mind, as part of the LSA DEI process, we are channeling more of our STEM-based efforts in two major directions:

- Inclusive STEM classrooms in partnership with CRLT and REBUILD dedicated to improving the quality of undergraduate introductory science courses using evidence-based techniques.
- "Growing STEM: Pipelines, Collaborations, and Pedagogies for Diversity and Inclusion at Michigan." The Growing STEM proposal involves colleagues from dozens of different units across the University. The full proposal will be submitted separately as part of the University-wide DEI process, and can also be found in appendix E of the LSA DEI Plan.

Evolve strategic partnerships to support inclusive STEM classrooms.

There is a growing sense nationwide that undergraduate STEM education is not as effective as it could be; some would even say it is lacking. As a recent perspective in *Nature* summarizes, "Too often, faculty members talk at students rather then engaging them in activities that help them to learn and apply core scientific concepts and skills. Despite growing scholarship about effective teaching methods and meaningful ways to assess them, research universities rarely provide adequate incentives, support or rewards for the time that faculty members spend on improving teaching. And faculty members assign a low priority to undergraduate teaching compared to research." In sum: "Efforts to improve undergraduate STEM education have been slow and piecemeal at best" (Bradforth, et. al., 2015).

LSA faculty in natural science units have been working individually and in teams to deploy a range of evidence-based teaching strategies and engaged learning pedagogies to begin to reimagine the shape of undergraduate education, especially in large introductory courses for first- and second-year students. Our faculty are using a variety of University and College resources: Third Century grants, substantial federal and private foundation funding, CRLT's large course initiative, and even departmental colloquia to learn, devise, and share new techniques and assessment methods.

For many members of the faculty, their dedication to inclusive teaching and learning is propelled by recognizing that many women, underrepresented minorities, and other students are particularly disadvantaged by more traditional and rigid instructional methods. Instead of "solving" the problem of the loss of potentially excellent STEM majors by making these students "fit" better into an existing (not-so-great) structure, a growing segment of our faculty believe that we should, instead, seek to change the structure in ways that would benefit diverse students while also providing all students with a better educational experience.

Within LSA, REBUILD—Researching Evidence-Based Undergraduate Instructional and Learning Developments—has been at the center of these efforts. Funded by a $2 million NSF grant, and with additional contributions from LSA, the College of Engineering, and the U-M Office of Research, the project emerges from a desire for teaching that is scholarly: informed by research, attentively monitored, and adapted in response. Increasing the number of STEM majors is a national goal, and improving introductory education is the front line in this effort. Introductory STEM courses can carry weighty grade penalties, awarding grades substantially lower than students receive in other courses. More troubling, grade penalties in some introductory STEM lectures show substantial gender and race disparities.

Addressing these issues requires rethinking our approach to undergraduate STEM education. A tremendous amount of research shows the benefits of active and engaged learning in the classroom. Further, instructors are better able to engage students when they use evidence from their own courses to inform their teaching during future iterations of each class. U-M instructors have taken important steps toward more engaged classes, implementing Authentic Research Design in labs, and working to transform large lectures into workshops. But real barriers, both technical (e.g., teaching spaces) and sociological remain. The REBUILD project's overarching goal is to provide knowledge and resources to help people working in these courses to make evidence-based instruction the new normal.

But REBUILD and its aligned faculty are not enough. College and central university support is essential, especially around issues of classroom spaces and lab reconfiguration. Some, perhaps many, would argue that teaching spaces are a major barrier to instituting instructional changes, and that an institutional commitment in this area would be an equally major catalyst for change. A 2016–2017 goal ought to be a serious feasibility study around our existing spaces and the possibilities for new ones. A corresponding Five-Year Goal should be a major overhaul to better align instructional spaces with these evidence-based instructional techniques.

To spread the message of change to all STEM faculty and students, the REBUILD team has developed research-to-reform presentations describing evidence-based instructional methods and reporting detailed results of their application at the University of Michigan, which are being delivered in more than 20 regular department colloquia across the STEM disciplines. Since beginning in January 2014, REBUILD has worked to create an interdisciplinary nucleus for culture change in STEM instruction. As the project enters its final year, its central goal is to find a way to institutionalize this promising beginning.

The commentary in *Nature* identifies this kind of "bottom-up" faculty-to-faculty (and graduate student and post-doc) approach as essential in any serious effort at institutional change in STEM education. It also identifies the need for "top-down" support from senior administrators to encourage faculty buy-in, recognize and reward good teaching, centralize and make accessible data and analytics, and use teaching improvements as a fundraising lever. Many of the faculty colloquia described above remain quite small. REBUILD, for all of its efforts, has found it difficult to obtain its goal of being a "nucleus" for change. Getting to the next step of more faculty buy-in and departmental support is going to take a more strategic, multi-level approach. If we are

serious about improving the overall quality of STEM instruction and promoting more accountability in undergraduate education, then learning from the experiences of our "reformers" and promoting a stable platform on which they can act and recruit is required.

A powerful example of this top-down approach, the authors contend, is openness to the creation of endowed chairs for teaching excellence and tenure-track positions for Discipline Based Education Research (DBER) faculty. This approach has already been adopted by the College of Engineering, which has created four tenure-track positions in Engineering Education Research spread across the college. Keeping them focused on the goal of instructional reform and creativity while balancing the needs of their own research agendas is a major concern.

Finally, the commentary insists that these top-down and bottom-up approaches have to be solidified in the middle—in colleges and departments that "foster a team culture of continuous teaching improvements." This team-based approach to introductory STEM courses already partly exists, but it should be acknowledged and receive continued support from the college level. The departments have an important role to play as well. Transformation of introductory science education—shifting to active learning, studio instruction, the incorporation of Authentic Research Design—all have to be departmentally sanctioned and aggressively supported.

In the 2016–2017 academic year, we want to begin a study of our existing spaces and the possibilities for new ones. A corresponding Five-Year Goal could be a major overhaul to better align instructional spaces with these evidence-based instructional techniques.

We also want to help further evolve the partnership between REBUILD, CRLT, and the LSA Dean's Office to explore opportunities to improve the quality of undergraduate introductory science courses using evidence-based techniques. REBUILD and CRLT have already begun to convene faculty discussions about the next phase of REBUILD's work, which could include the creation of CRLT-Sci as a specialized branch of CRLT, comparable to the collaboration between CRLT and the College of Engineering on the U-M campus and to national models like the Yale Center for Scientific Teaching and the iAMSTEM Hub at UC Davis. Other future elements could include elements such as a "reimagining" program supported by a proposal process that affords access to some funding and active learning spaces; intensive ongoing faculty development support on course and co-curricular design, collaborating with other units such as ISS and promoting course teams of faculty and GSIs; hands-on assessment assistance to plan out and evaluate changes ; a science education research community for LSA DBER faculty to allow for reciprocal infusion of educational research and instructional development.

The LSA student's central idea—apart from the call for public acknowledgement that this is an institutional problem—is essentially the creation of more course-based student learning communities using the model established by the Douglas Houghton Scholars Program (DHSP) attached to Math 115/116. DHSP offers additional class time and extra support, intensive focus on mentoring, and the creation of a diverse community. In her view, a similar structure could be used for courses such as ENGR 100/101, EECS 183, Physics 135/140, Bio 171/172, and Chem 120/210.

Encourage coordination among student learning communities and support offices.

Look for synergies with the "Growing STEM" community to build a sustainable pipeline, particularly for URM students and women, into STEM fields, from pre-college programs through medical and professional school. This collaboration within LSA and between LSA and CRLT (and CRLT-Engin) would also help to ground and propel a cross-campus initiative: *"Growing STEM: Pipelines, Collaborations, and Pedagogies for Diversity and Inclusion at Michigan,"* which was conceived as 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 College of Engineering have come together to build a sustainable and strong pipeline particularly for underrepresented minority and women into STEM fields. This pipeline is open to all interested individuals, programs, schools, and colleges at the University of Michigan and would encompass:

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

- 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 full proposal for "Growing STEM" can be found in appendix E of the LSA DEI draft plan and will be submitted as part of the University-wide DEI process.

In all of these efforts, we recommend actively involving students, both undergraduate and graduate.

More Community-Based Learning in Diverse Settings

Increase staffing and administrative support for Center for Engaged Learning (CEAL).

Engaged and community-based learning (CBL) initiatives offer a third large segment of the LSA curriculum in which to think about inclusive pedagogies. In 2013, LSA established the CEAL to organize and support a variety of preexisting programs and to begin to develop new directions. CEAL aims to promote pedagogical innovation through community-based learning initiatives that help students become adaptive, creative, and impactful in their engagement with the world. CEAL also promotes the integration of classroom and experiential learning; seeks to increase the quantity and quality of engaged learning opportunities; facilitates department and faculty community engagement; and provides a platform for increased student participation, at both the graduate and the undergraduate level, in the design of CBL courses and opportunities.

CEAL provides support for a variety of programs within the College:

- The Prison Creative Arts Project (PCAP) in the Residential College
- Telling It, which uses an empowerment-through-arts approach to bring together college students and at-risk young people in Ann Arbor and Ypsilanti
- The Spanish Language Internship Program and PALMA (Proyecto Avance, Latino Mentoring Association)
- Collaborative support for department-specific programs like the Young Peoples' Project in Mathematics, Project Community in Sociology, and Project Outreach in Psychology.

CEAL also works with the Semester in Detroit program—a signature LSA-administered program that brings students to the city for semester-long courses, internships with a reflective seminar, the Detroiters Speak speakers series, and a variety of events.

All of these programs, along with UROP's Detroit Summer Research Program, are deeply rooted in academic units and framed by a reflective and critical analysis. They foster respect for the community partners that are essential for program success, encourage reciprocity in learning and teaching, and strive to leave something of value behind when the class or project is completed.

We recommend increased staffing and administrative support for CEAL to grow capacity for faculty development and course consultation, and to support the Engaged Pedagogy Initiative (EPI) with Rackham that trains graduate and undergraduate students in CBL techniques. CEAL provides support and training for faculty interested in engaging in these programs or starting new ones (such as bringing the Inside-Out Prison Exchange Program to the Ann Arbor campus) and for graduate students. CEAL helped to found the EPI in collaboration with the Arts of Citizenship Program based at Rackham to train the next generation of faculty to be able to offer CBL course offerings and learning experiences, and it works with international graduate students in collaboration with the English Language Institute.

CEAL will continue to organize and support the work of its Student Advisory Group (SAGE).

CEAL designed SAGE to cultivate and train students to work with faculty and departments seeking to launch new engaged-learning initiatives. At the request of the Office of the Associate Dean for Undergraduate Education, CEAL—and SAGE—partnered with the Ginsberg Center on the launch of a Tri-Campus Student Engagement Summit, which brought to together undergraduates from the Ann Arbor, Flint, and Dearborn campuses.

These kinds of programs promote creativity, problem solving, intercultural communication, civic responsibility, ethical reasoning, collaboration, team work, and self-agency, including the ability to understand and manage risks. They are also part of a promising strategy for reducing disparities in educational attainment. According to the American Association of Universities and Colleges,

"College students who participate in high-quality community engagement programs experience a wide range of benefits: increased interaction with faculty and peers, opportunities for reflection, more meaningful learning, and an enhanced sense of belonging. These benefits apply to all students, but the National Survey of Student Engagement has suggested that "historically underserved students benefit more from engaging in these activities than white students in terms of earning higher grades and persisting to the second year of college" (Kuh et al. 2007). When community engagement initiatives link college and K-12 students, they can extend these benefits to younger students as well, improving their academic preparation and aspirations by connecting them with older role models" ("Promoting Inclusive Access and Success Through Community Engagement," *Diversity & Democracy* pub of AACU).

Learning in diverse spaces outside of classrooms and embedded in communities of various kinds has been deliberatively programmed into CSP's Bridge Second Summer, opening up options for students to study at Camp Davis in Wyoming; in New England at NELP; at the Biostation, which is launching a series of engaged learning initiatives of its own; in the Semester in Detroit program; and at various global locations through LSA's Center for Global and Intercultural Studies (CGIS) and its Global Intercultural Experience for Undergraduates (GIEU) programs.

Support curricular innovations for Project Community.

The sociology department has submitted a proposal to strengthen the course, one of the oldest service-learning courses in the nation. This is an ideal moment to revitalize this multi-tiered course, in which learning happens in classroom reflection and at a variety of project sites organized around education, criminal justice, and public health. The department has submitted a proposal to strengthen the course, especially around issues of criminal justice and mass incarceration, which are growing areas of commitment for many members of the LSA faculty. We anticipate being able to mobilize resources within the Office of the Associate Dean for Undergraduate Education, CEAL, PCAP, and other programs to make Project Community once again a national model for engaged, community-based education.

As these programs continue to grow and change and develop in new directions over the long term, we recommend the creation of new platforms to combine CBL with theme-based and multi-year initiatives that bring faculty, students, and staff together for deeper and more sustained impact in local communities.

Also, thinking ahead to the creation of Five-Year Plans and Goals, we recommend increased resources for transportation and logistics to support these programs. Above all, this includes ongoing conversations about the UM-Detroit Connector Bus Service, as well as ongoing support for the growth of the Semester in Detroit Program and other Detroit-based learning opportunities such as the UROP Summer Community-Based Research Program that will need a new and improved UM-Detroit Center.

Undergraduate Education Initiatives

This next series of goals (#12–18) focus on recommendations to improve the "critical mass" of underrepresented minority students on campus and to further diversify and support students who are first-generation, students from under-resourced high schools, students from lower SES backgrounds and others who, because of their backgrounds, social identities, and/or social status, experience barriers to full participation in all that an LSA education has to offer. Most of the goals in this section—such as #12 on the Comprehensive Studies Program, #14 on undergraduate research, #15 on study abroad, and #16 on learning communities—stressed the need to make better and more equitable use of our existing resources, especially around High Impact Learning Practices. Other goals, such as #13, advocate for the need for more collaboration among undergraduate support programs for diverse students to ensure that we are not duplicating efforts, while #18 highlights an initiative to create a new support program within an LSA department for upper division students as opposed to many of our programs that focus on the first and second years.

While all of these goals and concomitant recommendations were developed with the experiences of undergraduates in mind, Goal #17 posits one vision for how our students can work in conscious, careful, and deliberate ways to address and improve our shared campus climate.

Reinvent CSP

The largest single focal point for the LSA DEI Plan in terms of undergraduate education is the "reinvention" of the Comprehensive Studies Program (CSP). The founding mission of CSP was to aid in recruiting and retaining underrepresented minority students and to ease the transition to college for "at risk" students in general. It has been a major support program for students in need of academic assistance for decades, and it is the product of past waves of student protests and institutional responses to demands for increased dedication to diversity, access, equity, and inclusion. It is fitting, therefore, that CSP once again play a leading role buttressed by a multimillion-dollar commitment.

The current program structure was created in 1983 by merging the Opportunity Program, which dates from 1964, and the Coalition for the Use of Learning Skills, which was founded in 1970 in response to the Black Action Movement. The first Summer Bridge Program was sponsored by CULS in 1975. Summer Bridge remains one of CSP's most notable features. It was designed to help underrepresented students successfully transition from high school to U-M through a seven-week summer program. Completing the program, which includes three rigorous, credit-bearing courses, is a condition of their continued enrollment at Michigan. Administered by LSA, Summer Bridge serves undergraduates across the University, bringing intensive academic preparation, individualized academic advising, community, and faculty attention to U-M students.

LSA alumna Gail Carr Williams (A.B. '79) was in the first Bridge class and was back on campus this summer during the celebration of Bridge's 40th anniversary. She remembers herself as someone who lacked confidence in her ability to learn, and she remembers Summer Bridge as the time when that started to change. "I remember realizing it was a pivotal time for me," she says in a piece that ran on the LSA website (August 2015). "I started to internalize my competence and talents. I began to think, 'Well, maybe I do have these abilities.'" It turns out, of course, she did. After graduating with a degree in political science, Carr Williams became a lawyer and now works at Vanderbilt University as the associate director of community, government, and neighborhood.

"Bridge did just what it was designed to do for me: be a bridge between high school and college. When I graduated from high school, I was socially mature but not academically secure. Bridge made me ready emotionally and academically."

Many parts of Carr Williams's story would apply to the thousands of other Summer Bridge alumni whose lives were similarly changed by the program. In more recent years, the mission has expanded to encompass students of any race, and participants now include first gen students,

students from lower SES families, and students from rural and urban communities, as well as URMs. The goal of both Bridge and CSP in general remains making good on the promise of a comprehensive approach to academic skills building and community—and peer—support in order to neutralize disadvantages beyond the control of these students, who often come from lower performing high schools without AP classes and with limited resources for academic and co-curricular enrichment.

One way to further LSA's DEI goals for CSP and Summer Bridge is to create more alumni from these programs. Ultimately, we aim to close the graduation rate gap between URM students and non-URM students within the College, as well as any gaps in their equal preparation to enter the workforce and graduate and professional schools.

Support the Comprehensive Studies Program by continuing to act on the recommendations of the CSP Futures Task Force and Faculty Advisory Committee.

There are dozens of ideas and recommendations that have been produced over the past few years. Some of these ideas have been piloted and implemented, while others are in varying stages of consideration.

The CSP Future Task Force was given its charge in fall 2013 and submitted its final report and recommendations in winter 2014. Between then and now we have:

- hired a new CSP Director, Harold Waters, Ph.D., a CSP and Summer Bridge alum who has been a CSP instructor and advisor since 2012. Waters reports to the associate dean for undergraduate education;
- piloted (in summer 2014) a new approach to the Summer Bridge version of CSP 100: "Perspectives on Learning and Academic Success," with new sections of the course that put some of LSA's best faculty, including three Thurnau Professors, in front of Summer Bridge students; refined this approach to Summer Bridge's CSP 100 in summer 2015 and in preparation for summer 2016;
- created a CSP 101 Membership Course for those roughly 200 students admitted as CSP students but who are not required to participate in Summer Bridge;
- inaugurated a Parents' Orientation for CSP Summer Bridge;
- celebrated the 40th anniversary of Summer Bridge with prominent events throughout summer and fall 2015;
- changed the name of the program to Summer Bridge Scholars;
- inaugurated the Bridge Scholars Plus program for fall 2015 with a pilot cohort of 59 students and the intention to grow to include up to 100. Selected students will have the opportunity to continue on "in Bridge" as part of their first-year experience. Bridge Scholars Plus is a one-year coaching and success incentive program for students that includes:
    - common academic and community building experiences with common coursework and weekly meetings focused on academic/co-curricular development;
    - weekly individual meetings with junior- and senior-level students who are recruited and selected to serve as academic coaches;
    - eligibility for a scholarship voucher to be used toward qualifying academic needs.

We have also begun the planning to phase in Bridge Second Summer. Students who complete Bridge Scholars Plus may be eligible for the Second Summer program expected to pilot with approximately 30 students. Second Summer will offer leadership training through the Barger Leadership Institute and give each student the opportunity to participate in an experiential learning program such as Semester in Detroit, NELP, Camp Davis, the Biological Station, an enriched internship, or research experience.

At the same time, CSP has begun to think more seriously and proactively about the upper-division students and has piloted Kaplan test prep courses for CSP juniors and seniors. After assessing the needs of juniors and seniors, it was discovered that many students were putting off their post graduation plans because they could not afford the same test prep courses that many U-M students take. This small pilot is geared toward removing that financial barrier and providing a sense of community. In the pilot, we offered more than 80 students a test prep opportunity in the GRE, LSAT, and MCAT by partnering with Kaplan and arranging for the sessions to occur at the CSP offices in Angell Hall.

Grow the size and scope of CSP.

In these ways and others, the goal is to grow the size and the scope of the program to ensure that students with the most need have ample access to services and support required to thrive, especially first-generation students and those from lower socioeconomic backgrounds. Few programs in the College (or at U-M in general) offer the concentrated potential to meet this goal. Those readers unaware of the nature and scope of CSP may appreciate some additional information.

Undergraduates enter the CSP community in one of four ways: They are admitted to the University and required to attend the CSP Summer Bridge Program, which runs from late June to mid-August based on the University calendar for summer term; they are admitted to the University through CSP as Summer Admits, which also follows the University calendar for summer term; they are admitted to the University as Fall Admits; or they request to join the CSP community after they have matriculated at the University.

More than 2,500 students are identified as CSP students:

- 200–240 first-year students participate in the Summer Bridge Program.
- U-M admits more than 250 additional students as CSP non-Bridge students. Other students subsequently choose to affiliate with CSP.
- CSP students are primarily but not exclusively in LSA.
- CSP students include many student athletes.
- CSP employs more than 80 students in the program as tutors, course assistants, peer advisors, academic coaches, and work-study students.
- CSP has its own advising and instructional staffs.
- CSP offers almost 50 sections of approximately 19 introductory courses, including biology, chemistry, economics, English, math, physics, Spanish, and statistics. CSP sections offer additional academic support, study groups, and tutoring.
- CSP works closely with UROP to provide research opportunities for first- and second-year students.
- CSP students also join other LSA learning communities like the Michigan Research Community, the Michigan Community Scholars Program, the Lloyd Hall Scholars Program, and the Residential College.

CSP works with units within the Undergraduate Education Division—including the Science Learning Center, the Language Resource Center, and others—on skills-enhancement and tutoring programs.

In fall 2015, 2,660 students were involved in the Comprehensive Studies Program. Of these, 2,060 are in LSA, 279 in Engineering, 121 in Kinesiology, 59 in Ross, 23 in Education, 27 in Stamps, 27 in Nursing, and less than 20 students in Ford, SI, Architecture, SMTD, and Dental Hygiene. In addition, the Summer Bridge program currently admits student athletes. The summer 2015 class included 41 student athletes, representing 17 different sports teams.

The demographic profile of the 2,660 CSP students surveyed in fall 2015 includes 813 (30.6%) students identified as black; 386 (14.5%) identified as Hispanic; 187 (or 7%) identified as Asian;

14 (0.5%) identified as Native American; and three students (0.1%) identified as Hawaiian. 145 CSP students in fall 2015 identified as "two or more" categories under the ethnicity option, accounting for an additional 5.5%, and 93 (or 3.5%) did not indicate. The remaining 1,019 (38.3%) of CSP students identified as white.

The gender breakdown in fall 2015 was 1,047 male students and 1,613 female. Just over 875 students identified as first-generation, with an additional 214 students checking the "don't know" category.

Continue to secure sufficient donor funding.

Within the next five years, we want to secure sufficient donor and institutional funding to fully address the infrastructure needs of the program. While not all of the proposals under consideration require an infusion of new financial resources, many do. The College and its Development, Marketing, and Communications team are committed to ongoing efforts in this area.

Within the next five years, we aspire to be in the position to do a major evaluation of CSP—with national benchmarking—to make it the most robust program of its kind in the nation. In sum, we seek to dramatically increase the level and quality of support that CSP can offer to the undergraduate populations it is designed to serve, and to make the College-wide commitment to CSP more expansive and collaborative—in a way that will inform other undergraduate education access, inclusion, and diversity work.

But Not Just CSP: Incentivize Collaboration Among Undergraduate Support Programs for Diverse Students

The LSA Diversity Census—a process mandated by the Provost's Office at the outset of University-wide DEI planning—uncovered a range of programs, most of which are concentrated in STEM units and fields. That list includes outreach efforts to middle and high school students, such as Women in Science and Engineering, Earth Camp, and MMSS, referenced in the section on Access, but also:

- **M-Sci** (based in LSA), which together with M-Engin (based in the College of Engineering), together form the M-STEM Academy. M-Engin began in 2008 and now enrolls around 60 new students annually. M-Sci began with just the biological sciences in the 2011–2012 academic year and, with the support of a major NSF grant, expanded in 2014 to cover all the natural sciences and mathematics in LSA, with a target of 60 new students per year.
- **The Douglas Houghton Scholars Program (DHSP)** is designed to assist students who plan to major in math or science and who will be taking two semesters of calculus in their first year. The central piece of this non-residential learning community is a workshop class that students take alongside the regular calculus classes: Math 115 and 116. The workshop has no exams, no grades, and only a little homework. There are approximately 36 Douglass Houghton Scholars each year. DHSP encourages applicants who come from a background that is underrepresented in graduate study in math and science.
- **Posse-STEM** will welcome its inaugural cohort to the Ann Arbor campus in fall 2016. Overall, the Posse Foundation identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. They extend to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—posses—of 10 students. Partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships. Posse-STEM tailors this approach to students in math and sciences. The expansion of the pool is the key distinguishing component.
- **D-RISE,** the U-M Detroit Research Internship Summer Experience was formed in 2013 as a partnership between an LSA chemistry professor and Cass Technical High School in Detroit to provide summer internships to high school students from Cass Tech to perform full-time research for seven weeks in a chemistry laboratory on campus. The goal of this

program is to increase underrepresented minority participation in the sciences by motivating the participating students to attend college and work in STEM areas. While small in scale, it has been remarkably successful.

These four programs are representative of very different kinds of strategies and institutional locations: a lab-based approach that grew out of a commitment by an individual faculty member (D-RISE); a small program supported primarily by the LSA Dean's Office (DHSP); a program funded by an NSF grant and with a cross-school series of commitments between LSA and Engineering (M-STEM); and a program brought to campus through the agency of the vice president of enrollment management and the President's Office (Posse-STEM).

They all work directly with students from underrepresented groups, including women in STEM fields and students from lower socioeconomic backgrounds and from high schools without AP classes and sources of academic enrichment. And they place a high premium on the role of community and a culture of mutual support and accountability, and on other aspects of academic success such as intensive advising, academic coaching, peer mentoring, smaller sections in large introductory lecturer courses, incentives for academic success, the importance of undergraduate research for building relationships between students and faculty, and peer mentoring and study groups.

Complete a full inventory of programs.

Include past/current assessment data and projects, and consider launching comparative assessment across programs. A full inventory, including a detailed analysis of these programs, is a recommended first step in finding new ways to incentivize collaboration. Considering these programs side by side should lead us in a number of strategic directions. First and foremost, we need to acknowledge what we do not yet know about these programs and continue to identify and classify them.

Encourage assessment for these programs.

This is a process for which M-Sci and the M-STEM Academies serve as a strong model. This may give rise to the creation of more standardized metrics for defining and measuring improvement and success. We could also undertake research about how these students fare across and—for students in one or more program—*among* these programs. We want to know whether this could have an adverse effect on student achievement. More focused and fine-grained assessment may also be a vehicle for exploring ongoing efforts around "personalization at scale," including E2Coach and Student Explorer.

Begin to seek ways to avoid duplication and enhance synergy.

Several strategies may be needed to achieve this goal, including an exploration of the feasibility of augmenting the LSA Student Recruitment Office as a vehicle and location for coordinating these programs and effectively linking them to other pipeline initiatives within LSA and across U-M. Such a position may aid in developing ways to avoid duplication and enhance synergy among individual programs, and to help clarify options for students and families during the recruitment and admissions process.

The LSA Dean's Office should consider requiring all programs seeking new or renewed funding to have a clearly articulated plan for collaboration and efficient use of pre-existing and shared College resources.

We also recommended that consideration be given to requiring all units seeking new and renewed programs to have a clear plan for initial and ongoing assessment.

Expanding UROP's Scope

Founded in 1989 as a program designed to increase the retention and success of underrepresented minority students, UROP has grown into a national model for how to design programs that promote learning for all students while creating a differential impact for URM

students and other diverse populations. Numerous studies have demonstrated the impact of undergraduate research on retention of URM students.

Over the past several years, UROP has branched out into community-based research in its summer program in Detroit and is actively devising ways to both recruit and support potential and matriculating transfer students from Michigan community colleges through the Community College Summer Research Fellowship Program and Changing Gears. It is also devising ways to support incoming transfer students in general, especially in their first semesters at the University.

Increase opportunities for CSP students to participate in UROP through current activities.

These may include mini courses for diverse students such as UROP's Entering Research Seminar, Introduction to Research with Diverse Populations, and other outreach activities. Part of this effort would also involve working more collaboratively with CSP and Newnan advisors to make connections with UROP for students who are in need of faculty mentorship and guidance for future academic work.

Create pipeline programs for "alumni" of UROP.

Include "URM alumni," to encourage them to seek future research opportunities both on and off campus, workshops on graduate school selection and application, and other related areas especially but not limited to students in STEM fields.

Support expansion of UROP's work with transfer students as part of the larger strategy to recruit, retain, and support transfer students.

(See also Goal #5.) The Michigan Community College Summer Fellowship Program offers a 10-week summer research fellowship for currently enrolled community college students attending any community college in the State of Michigan and interested in transferring to the University of Michigan's Ann Arbor campus within a year of their potential transfer.

The majority of participants in this program have completed one year at community college or have been admitted to U-M for the next fall term. The program is designed to increase the number and diversity of students who choose to transfer to U-M; develop a student's skills and knowledge in their chosen field of study; help students learn about current research in their field of study and find a U-M faculty mentor; help students gain familiarity with the University of Michigan campus and campus resources; help students learn about financial aid, application procedures etc.; and integrate the students into campus life. To date, over 85% of the students who participated in the program matriculated to U-M, and 100% have been retained through graduation.

The program seeks to attract a broadly diverse student population, including women and historically underrepresented students as well as first-generation college students and students from socioeconomically disadvantaged backgrounds. Among the applicants to the summer 2013 CCSFP, 34 will be eligible to apply to U-M in the winter 2014 or fall 2014 terms.

One new component to the program would be to provide advising to the students while at community college, both those who participated in the summer program and those who applied and were not quite ready for the program or to transfer. This advising component would foster their successful application and admission to U-M through quarterly visits to their campuses and events on our campus including a Winter Bootcamp to assist students with the application and transfer process.

UROP also devised and administers Changing Gears. The program was created based on feedback from summer fellows and was first piloted in fall 2011. The program is open to newly admitted community college transfer students. Researchers from all University of Michigan schools and colleges and from all academic disciplines participate in the program. Research opportunities can be found in the humanities and creative arts, social sciences, natural and

biomedical sciences, and physical sciences and engineering. During the current academic year, we admitted 71 students.

Changing Gears is designed to provide students with valuable academic and research skills while receiving either academic credit or work-study funding to help them have a successful transition to the University of Michigan. The program provides transfer students with hands-on research and mentoring experiences with U-M faculty and students, bi-weekly seminars focused on research related topics, connection to campus resources, and the opportunity to explore academic and professional interests beyond the classroom. In Changing Gears, students also have the opportunity to gain knowledge and preparation for graduate and professional school and to join a community of transfer students through academic and social interactions.

Make Study Abroad Accessible for All Students

The Center for Global and Intercultural Study (CGIS) has worked to establish new study abroad offerings designed to accommodate the demanding schedules of student athletes, and has sought to diversify the applicant pool by targeting underrepresented minority students and lower-income students through the project-based service learning offerings of the Global Intercultural Experience for Undergraduates (GIEU).

Their close collaboration with the LSA Scholarship Office assures that Pell Grant recipients in GIEU programs automatically receive a scholarship to cover their entire program fee and are eligible for additional scholarship funding from the College. These concerted efforts have paid off. In 2015, over 50% of the students participating in four GIEU programs were Pell Grant recipients; in 2016, we anticipate that number to reach over 70%. Beyond socioeconomic diversity, 43% of last summer's cohort were students of color: 22.6% Asian/Asian American, 17% African American/black, and 3.6% Hispanic/Latino.

Continue to support the "I Am Study Abroad" campaign on all College/U-M media outlets.

Begun in winter 2016, it uses promotional videos, bus signs, table tents, and posters featuring students of various races, ethnicities, genders, sexual orientations, socioeconomic backgrounds, academic majors, and on-campus involvements who studied abroad with CGIS. It also includes a video series, "Faces of Study Abroad."

Continue to support Pell Grant recipients.

Continue to increase number of Pell Grant recipients who do study abroad programs, and continue to increase the level of diversity in terms of race, ethnicity, SES, and social identity in study abroad cohorts.

Support Residential Learning Communities as Diverse Communities

The Michigan Learning Communities (MLCs) are diverse communities in their own right and need to be considered as part of the overall College strategy. They also participate in the recruitment process—through high school visits, programs at the Detroit Center, and on campus—and are heavily promoted as ways to make the University smaller.

Learning communities combine the best attributes of peer education and institutional support that is simultaneously curricular, co-curricular, and interpersonal. Along with undergraduate research, capstone projects, and study abroad, learning communities are also one of the dozen recognized high impact educational practices that can make a dramatic difference in the lives of undergraduate students.

We have been conducting an ongoing research project (Maltby, et. al., 2016) surveying first-year undergraduate students participating in several residential learning communities, as well as students living in University residence halls who did not participate in a learning community (control group). The project began in 2011, with the help of CRLT's Gilbert Whitaker Fund, and

has continued since that time, with data collection every spring. The assessment involves a standard set of survey questions across all of the participating programs and questions customized for each program, focused on the students' self reports of their experiences in their first year in their academics, co-curriculars, and residential lives. It also includes analysis of students' academic performance, based on cumulative GPAs.

The survey is administered to all students in the residence halls of these participating MLCs. Data on the entering profiles of these students (e.g., entering standardized test scores, high school GPAs) is also available.

There were no significant differences between the residential learning community students and the control group students on incoming measures of academic performance, including high school GPA, ACT scores, and SAT scores. (The MLCs do not consider academic achievement in their admissions process.) The 2012–2014 phase of the project examined academic achievement and learning outcomes at the end of the students' first years.

Key findings:

- Participation in Michigan Learning Communities has demonstrated academic benefit for first year- students. For example, first-year students who participated in a residential MLC earned statistically significant higher GPAs at the end of their first year relative to similar students not in the communities.
- MLCs provide environments that support and enhance student learning. Twice as many first-year students who participated in the residential MLCs reported that they felt their residence hall experience made it possible for them to succeed academically, compared to similar students (control group) living in the residence halls who were not in an MLC (approximately 74% vs. 37%).
- MLCs prepare first-year student participants to be successful students by building critical thinking skills and increasing students' confidence.
    - More than 70% of first-year MLC students credited their learning community with improving their ability to communicate with faculty and to apply their academic knowledge to current problems. On average, 30% or fewer of the first-year non-MLC students reported these benefits from their residential experience (25% for communicating with faculty; 32% for applying academic knowledge).
    - A far higher proportion of MLC first-year students (66%) reported that their residential experience impacted their ability to analyze and critically evaluate ideas than non-MLC students (19%).
    - Students participating in a residential learning community reported their residential experience helped their self-confidence in participating in academic discussions (76%) far more frequently than non-MLC residents (33%).

MLCs promote first-year students connecting with students from backgrounds different from their own (86%) significantly more so than the non-MLC residence hall experience (67%), based on students' self reports.

A subsection of these data, focused on an analysis of the Women in Science and Engineering Residential Program (WISE-RP) and the question of underrepresented and first-generation women in STEM fields, had similar findings. Participants who identified as underrepresented minority students and/or first- generation college students demonstrated stronger benefits than the participants as a whole. The study is being prepared for publication and will be the lead article in the spring issue of the journal Learning Communities Research and Practice.

MLCs also exist across the curriculum: The Lloyd Hall Scholars Program (LHSP) engages students with creative writing and the arts; The Michigan Community Scholars Program (MCSP) is focused on community engagement and social justice and has developed a number of programs to promote intergroup dialogue in formal and informal ways; and the Global Scholars Program (GSP), which is unique for its concentration of second-year students, is located in North Quad

and organized around preparing students to be interculturally competent global citizens and innovative leaders. This community of 150 students welcomes U.S., international, and exchange students from over 20 nations speaking over 40 languages.

Continue to promote current level of diversity.

Based on our findings to date, we strongly recommend continuing to promote—and consider increasing—the current level of diversity (URM, lowers SES, Summer Bridge-admitted students, first gen, gender nonconforming, transfer students in GSP, and international students). When one factors in the Residential College and the Honors Program, both of which also have a residential component (required in the RC for its first- and second-year students, and optional for Honors students in their first year), there is no part of the LSA curriculum left untouched by the presence of these residential communities.

All of the LSA-aligned learning communities embrace programmatic aspects such as peer mentorship, facilitation, and leadership training. Several run dialogue and discussion programs connecting students to the program and to each other.

Create Student Diversity Leaders Fund.

We also endorse the creation of a $120,000 Student Diversity Leaders Fund to support student-generated ideas and initiatives, especially but not exclusively in the learning communities. It is not surprising that students in learning communities have been highly involved in many of the College's DEI-related programs and activities. They are also the source of many of the best ideas and suggestions we received through the LSA Plan-A-Thon and other student forums. They are a rich source of creativity and engaged activism.

Enlist Students as Diversity Workers and Allies

The Michigan Learning Communities are not the only source of engaged undergraduate student leaders and activists. There are a host of programs such as UROP, the Science Learning Center, the Language Resource Center, and the Sweetland Center for Writing that have similar attributes and opportunities to support students academically and to seek, simultaneously, to have a positive influence on campus climate.

For example, the SLC alone employs nearly 300 undergrads as group facilitators and tutors each term and enrolls over 3,000 students as study group members and hundreds as tutees. Their Academic Program Team (APT) actively carries out a range of activities that contribute to the ongoing success of the SLC's diversity efforts. The overarching goal is to foster an environment where all students feel welcome to participate in SLC's peer-based study groups and tutoring programs, and to ensure that those who do participate are immediately welcomed as members of respectful and safe science learning communities.

Extend the Peer Tutor Summit Model to talk about important issues in common.

Regardless of discipline, create a welcoming, diverse, inclusive, and equitable climate and cultivate a growth mindset in the students they work with.

The SLC, the LRC, UROP, and CSP all have students who work in similar capacities and programs that provide basic training around practices that promote diversity and inclusivity. They gathered in winter 2016 for a Peer Tutor Summit, which we want to encourage as an annual activity. Building in an expectation that the students who work for our programs as tutors, mentors, and advisors play a role as thought leaders and diversity workers has potential that we should continue to explore.

Develop Annual Leadership in Action training.

We also recommend encouraging and growing the (now third annual) Leadership in Action training for student leaders, peer tutors, advisors, and mentors from across the Division of Undergraduate Education hosted by the Student Leadership and Empowerment sub-committee of

the larger UGED Climate Committee. Held in August right before the school year begins, it includes powerful stories from students and recent alumni about their experiences on campus surrounding identity. Additionally, student leaders engage in facilitated dialogue around how these stories impact the way that they might interact with other students.

Seek to foster and support a range of student-generated ideas for creating a more inclusive and equitable campus climate.

Further institutionalizing opportunities for students to receive training to be able to have a positive impact on campus climate, and for seeking avenues for the growth and development of new initiatives is a good first step. The proposed creation of a $120,000 Student Diversity Leaders Fund to support student-generated ideas is another.

Connect to Departments

Programs such as CGIS, UROP, and, increasingly, CSP are already deeply connected to departments across the College. Like the Michigan Learning Communities, they support students as they make decisions on majors and minors and as they find departmental homes. While CSP has begun to think more concretely about students in their junior and senior years, very few programs and initiatives of this kind have been developed within our departments. The Department of Sociology wants to address this situation, particularly for first-generation college students, who typically take longer to graduate, graduate with lower GPAs, and have higher attrition rates than their continuing generation peers.

Create the Sociology Opportunities for Undergraduate Leaders program.

Twenty-five percent of sociology majors are the first in their family to go to college. First-generation college students 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. Partnering with the Comprehensive Studies Program and the Barger Leadership Institute, the department proposes the creation of the Sociology Opportunities for Undergraduate Leaders (SOUL) program to support and enrich the experiences of first-generation college students majoring in sociology.

We endorse the department's proposal for the program and look forward to exploring this possibility in more depth, pending budget and funding decisions. The full proposal (see appendix F) provides data and research to substantiate the need for this program and justifies its location within the Department of Sociology.

The program is proposed to be cohorts of 20 students per year (or, 40 junior and seniors in any given year). The total cost for the program is $320,500 per year, with the bulk of the funding in direct support for these students—either tutoring, research assistantships, GRE prep courses, or a summer stipend to allow the SOUL students to do a summer internship or study abroad between their junior and senior years. It could become a model for other departmental-based initiatives.

Graduate Student Initiatives

LSA and Rackham have agreed to collaborate on initiatives that will have a positive impact on our graduate students with regard to several dimensions of diversity, equity, and inclusion. We feel these are representative of best practices happening now on our campus, and many of the initiatives build or expand on pilot programs that are relatively new, while others are a commitment to a new direction.

Bridges to the Doctorate Programs

LSA has had good success in recruiting diverse students to doctoral study through the "Bridges to the Doctorate" programs. These master's programs allow students who have experienced financial hardship or who are from groups that are underrepresented in their field the opportunity to prepare to be a stronger doctoral applicant. The students drawn to these programs are those who would benefit from additional research experience or coursework prior to entering a Ph.D. program. Currently, there are four Bridges programs in LSA's natural science division:

- Applied Physics: Imes-Moore Fellows Program
- Applied and Interdisciplinary Mathematics: Marjorie Lee Browne Scholars Program
- Ecology and Evolutionary Biology: Frontiers Master's Program
- Molecular, Cellular, and Developmental Biology: Pathways Master's Program

These programs are successful in providing students the foundational preparation and the confidence to apply to Ph.D. programs. The Frontiers program has 25 participants to date, and 76% of those have gone on to a Ph.D., while the Marjorie Lee Browne program has worked with 12 students, and 67% are pursuing a Ph.D. The 10 Imes-Moore participants have a very successful Ph.D. matriculation rate of 90%. The Pathways Master's Program is the most recent addition and has placed all three (100%) of its graduates in doctoral programs. Matriculation into U-M programs has been less robust, although the Imes-Moore program is doing quite well with placing 89% of the students in their own applied physics Ph.D. program. Cost-sharing on these programs will continue between LSA, Rackham, and the department. The costs LSA will expend over the next five years range from $656,251 for applied physics to $2,288,977 in support of EEB. The cost to LSA for all four programs over the next five years totals $6,697,531.

Based on the success of the natural science programs, LSA and Rackham have an interest in expanding this to one more program and would like to do so in the social sciences division. There is an unmet need in some social science programs to grow the applicant pool of diverse students in such disciplines as economics, political science, and sociology. As one possibility, economics could focus on building the quantitative skills required for such a doctoral program, beginning with a summer quantitative boot camp. The social science division is the next logical place to expand these programs due to their research focus and challenges in finding diverse students for their applicant pools.

Preview Weekends

In recruiting students to U-M, we find that when students come to Ann Arbor to experience the vitality of the campus, meet faculty and potential graduate student peers, attend courses, and visit research labs, it helps prospective applicants envision themselves at U-M for graduate school. Several LSA departments have hosted visits for the past few years as a way to expand their applicant pool. These "preview" events include a recent collaboration between LSA and Rackham for two of our graduate programs: astronomy and earth and environmental sciences. Over the past two years, the astronomy/earth preview event hosted 48 student visitors in total, resulting in 21 applications: four from the October 2014 event who applied for fall 2015 admission, plus five more who applied for fall 2016. From the recent event in October 2015, 12

applied for fall 2016. For cohorts beginning in fall 2015, four students were admitted and three matriculated. Results of this year are still unknown, but the upward trend for applications is encouraging. The success of this event has led LSA and Rackham to discuss expanding this program to include departments in each of LSA's three divisions so that we can use economies of scale to host more students. A keynote presentation and a "how to" workshop on applying to graduate school would be the plenary sessions, with each department taking their individual prospective students back to the department to meet with faculty and graduate students, visit labs, and learn about research being conducted by faculty and graduate students.

In the humanities, a different approach may be needed, such as a visit that focuses on a topical area spanning multiple departments (all who are interested in prison writing, for example) rather than specific disciplines. This approach might allow students to determine where their interests are best situated once they apply and can highlight our interdisciplinary prowess.

One of the very real challenges students of color face when they come to Ann Arbor is that they do not encounter enough students who share their backgrounds or who have had the same life experiences. Introducing prospective students (of any race or ethnicity) to diverse students on our campus may have a greater impact when there are 50 students at an event versus only a handful at one smaller departmental event. Scaling up the preview weekends will help alleviate the problem of small numbers. The visiting students must be competitive for the graduate program, and therefore the department's direct involvement in selecting the students is critical. The entire department should be aware of the event, including the admissions committee members who will see applications as a result of the visit.

In discussing the rationale for the second annual astronomy and earth preview visit, one of the department chairs conveyed that the focus on recruiting for the preview visit caused them to raise the bar for the department's entire recruitment strategy. Our faculty, students, staff, and campus facilities clearly convey the strength of our programs to visitors. Hosting an organized, welcoming campus visit will create a positive buzz for additional prospective applicants in the future.

Engagement with Minority Serving Institutions

In fall 2015, there was a two-day meeting on our campus with leaders from Minority Serving Institutions (MSIs) hosted by the vice provost for diversity, equity, and inclusion and by the Rackham Graduate School. As a result, there is momentum to learn more about existing partnerships on campus. LSA and Rackham would like to build upon the idea of collaboration between faculty and students, specifically with minority serving institutions.

This will involve sharing contacts more systematically, leveraging existing relationships, and creating better ways for programs to make connections. Rackham is interested in creating a list of departments that have effectively established collaborative relationships in order to share best practices. The data collected as part of the Diversity, Equity, and Inclusion strategic planning process will allow us not to reinvent the wheel, but instead make an assessment of what has already been done, learn from what is working, and create new partnerships where it makes sense. Not all relationships are bilateral; we recognize that both U-M faculty and graduate students have a lot to learn from MSIs as well, and our hope is for deep learning opportunities for our students as well as sharing our knowledge with partner schools.

A possible activity between the partner institutions is the design of a 3+2 or 4+1 program with a Minority Serving Institution. MSIs may be particularly interested in sending their students to U-M for a 4+1 master's program, which would allow the student to spend time at U-M over the summer and part of the regular academic year before returning to their home institution to receive the bachelor's degree, similar to Accelerated Master's Degree Program or Sequential Undergraduate/Graduate Studies programs on our campus. Upon graduation from the bachelor's degree program, students would return to Ann Arbor and complete a master's degree in the fifth year. Other types of collaboration could include exchanges for teaching—including graduate students—and certainly faculty research collaborations. Campus visits similar to those done at Oberlin and Kalamazoo as part of the CRLT/Rackham Preparing Future Faculty program and the

Mellon postdoctoral fellowships program could expose students from U-M to HBCUs, HSIs, and tribal colleges. Likewise, students from those institutions could visit U-M to better understand what it's like to work at an R1 institution.

This type of relationship building takes time. Mutual interest and trust must be established after many conversations and visits, and of course be based on evidence of successful connections between students and faculty. Likewise, successful relationships can fall apart based on one bad misstep, especially if a student is perceived to be poorly mentored or unsupported. Taking steps to learn what we are currently doing and creating new ideas based on measured success can be mutually beneficial for a long and successful partnership with diverse institutions.

Diversity, Admissions, and Continued Supports

Some faculty are hesitant to address diversity because of their uncertainty regarding the legal landscape under the State of Michigan's Proposal 2, prohibiting discrimination and preference on the basis of race, ethnicity, gender, and national origin in public education, public employment, and public contracting. Faculty and staff who manage admissions for their graduate programs are afraid of running afoul of the law when it comes to recruiting and selecting students for their programs. They lack the information about what is permissible and what is not, and they need to be assured that they can be proactive recruiters while complying with the law.

To help dispel some of the myths surrounding this legal change, Rackham held a workshop for faculty serving on admissions committees as well as their graduate program staff members in fall 2015. The event drew a total of 72 participants between two sessions across all Rackham programs. LSA plans to reinforce the need for this type of training for our admissions chairs and committee members. The training involved a review of the Prop 2 legal landscape and covered holistic admissions review as well as understanding unconscious bias, similar to STRIDE workshops. There was also a discussion about the use of the GRE in graduate admissions. Potential follow-up sessions could allow for a continued conversation with the admissions chairs on topics such as recruitment events (LSA currently participates in four recruitment events for graduate students annually) and the value of summer research opportunities, such as the Summer Research Opportunity Program (SROP), the Michigan Humanities Emerging Research Scholars (MICHHERS) Program, and Research Experiences for Undergraduates (REUs). Promoting the outcomes of various Rackham initiatives, such as the faculty diversity allies, will allow for sharing best practices in recruiting, admissions, and the retention of current students in graduate programs.

It is also important not to lose sight of the importance of continuing support for students once they are on campus. Many students who are older, first generation, or international students struggle within the climates of their departments. Connecting people across department lines to other students interested in similar topics, such as the Black Humanities Collective, provides a broader community of scholars and is especially helpful when the number of students is small.

GSI Training for Controversial Conversations

For GSIs who teach courses covering topics related to diversity, classroom dynamics can often present a challenge. Students may bring very different viewpoints and experiences regarding topics related to gender, race, ethnicity, religion, nationality, disability, sexual identity, and sexual orientation, and some may be uncomfortable discussing these topics or encountering viewpoints that are very different (whether they are expressed by peers or in assigned readings). Moreover for all instructors, emergent national and world events sometimes spark classroom discourse that is unexpected. The speed at which news stories are disseminated makes it more important for instructors to be prepared to address such issues as they arise. Additionally, there may be GSIs of color or female instructors who find their authority challenged in the classroom, especially during conversations related to race, ethnicity, or gender. For these reasons, we believe that specialized training in pedagogy related to DEI may help instructors transform such conversations and classroom dynamics from challenges (or distractions) to teachable moments. When instructors are prepared to deal with these issues, they can defuse comments that make

some students feel attacked or marginalized and improve the experiences for students in their classrooms.

LSA plans to provide specific training to our Graduate Student Instructors by partnering with such colleagues as CRLT and IGR. We plan to develop programming for GSIs that gives them the tools to confidently manage discussions that are open and respectful of multiple perspectives. Such currently offered seminars as CRLT's "Climate in the Classroom" and "Leveraging Student Diversity in the Classroom" address these issues but need to be more visible to students. CRLT and IGR's jointly offered "Diversity and Inclusive Teaching Seminar" covers a range of effective strategies, including ways to address student conflict and resistance in the classroom, and it provides time to practice implementing these skills as part of the seminar. We have heard students express interest in managing controversial topics during other LSA training offers, such as during our collaboration with the CRLT Players on sexual harassment prevention. The Players' repertoire also includes sketches that focus on dealing with conflict and difference that we can draw on as well to provide a comprehensive slate of offerings to GSIs. We hope to make classroom discussion instructive yet respectful of multiple points of view through a range of programming currently available, evaluating gaps, and offering new training that prepares graduate students to navigate difficult classroom conversations.

Supporting International GSIs

The 2002 Provost's Task Force on GSI Testing and Training recommended expanded pedagogical and language support for international GSIs. ELI, in collaboration with CRLT, has taken the lead on this training for international GSIs in LSA. Partly in response to anecdotal reports that international GSIs are experiencing hostility and micro-aggressions in their classrooms similar to those reported by students from underrepresented domestic populations, in winter 2015, ELI collaborated again with CRLT to assess international GSI perspectives about the supportiveness of their work climate and the resources available to them as instructors. This assessment included a web survey, focus groups with international GSIs, and interviews with faculty and staff from five LSA departments who work with GSIs.

The final report indicates general satisfaction on the part of international GSIs and their departments with the resources provided to them by the University, the College, their departments, CRLT, and ELI, as well as opportunities to enhance and expand this support. All ELI resources were rated highly, in particular ELI 994, a pre-service required ELI-CRLT course for GSIs whose undergraduate education was not conducted exclusively in English. However, international GSIs, faculty, and staff in departments all reported a lack of awareness of the range of ELI resources, indicating a need for better outreach on the part of ELI.

In terms of climate, the vast majority of international GSIs expressed high levels of holistic satisfaction with the LSA teaching climate and generally agreed that students treat them with respect. However, when asked specifically about climate for members of their own social identity, international GSIs were less likely than residents to report that GSIs of their race/ethnicity, nationality, and immigration background were respected at U-M. Both international and domestic female GSIs were less likely than males to rate the climate as favorable to their gender, though this discrepancy was greater among resident females. Both domestic and international GSIs cited workload, lack of departmental support, and lack of teaching experience as challenges to success, yet international GSIs also included climate issues of language and cultural differences and managing student expectations as additional burdens. In focus groups, international GSIs described numerous examples of such bias, and they also reported this disparity caused them a good deal of anxiety and stress. Interestingly, among international GSIs, the average overall climate rating was higher among those who had taken ELI 994, which includes explicit instruction in teaching techniques designed to overcome cultural barriers, indicating the potential for additional training to positively affect climate. Interviews with faculty and staff revealed that departmental perspectives on climate varied widely, with the most positive estimation of climate in departments that described multiple leadership positions held by international GSIs and extensive efforts to cultivate strong peer support networks.

Despite recent progress, focus groups and departmental interview participants reported ongoing, frequent resistance from undergraduates to GSIs due to "language." This result points to a need not only to ensure that international GSIs are receiving the language support they need, but also to educate undergraduate students about the importance of being able to function in linguistically diverse environments as well as the benefits to them of having access to the diverse backgrounds and experiences of GSIs from different cultures. Initiatives in this area could include efforts to incorporate language diversity workshops into new student orientations. Efforts could also be undertaken to build connections across the undergraduate-GSI divide.

An example of this connection is the Co-Mentoring Program sponsored by ELI and SLC, which pairs international GSIs teaching in the gateway STEM courses with SLC undergraduate peer tutors and study group leaders who are supporting those same courses. Other recommendations are to build connections between study abroad students and GSIs from those countries and encouraging undergraduate-GSI collaborative teams to apply for competitive funding to support language diversity and climate initiatives.

This report also highlights a need to conduct additional research to better understand undergraduate attitudes toward international GSIs in LSA and how these may affect the teaching climate. Finally, the report's finding that undergraduate student bias is a source of stress and threat to the competence of international GSIs indicates a need for further research into undergraduate attitudes toward international GSIs. Such efforts to promote a climate more open to linguistic and cultural diversity have the potential to improve the teaching and scholarly experience of international GSIs and to thus enhance to the quality of undergraduate education in LSA as well.

Staff

Michigan's Staff Committee on Diversity, Equity, and Inclusion Report reflects that Michigan employees have concerns similar to those of students and faculty about the University's commitment to creating a diverse environment. Expectations of an increasingly diverse workforce are necessitating that employers adjust approaches to workforce management to recognize qualities that make individuals unique while creating organizational cultures that better enable collaboration among diverse employees.

POTENTIAL STAFF DIVERSITY ACTIVITIES

HR Policies for Staff

A simple and important task as LSA begins a five-year DEI plan is to review and update all LSA staff policies to ensure language supports the College's DEI objectives by fostering an environment that is inclusive and supportive of a diverse employee population. For example, policies regarding flexible work arrangements as well as staff attendance expectations should be reviewed to ensure policy language encourages supervisors to consider the needs of employees who are striving to manage their own serious health conditions, those of their immediate family members, and other such responsibilities or commitments beyond work. The review of these policies includes ensuring LSA staff policies similarly support University-level DEI objectives and policies. The summary below articulates goals in this area for the five-year University planning horizon.

LSA Staff Diversity Website

The University's Staff Committee on DEI Report indicates that senior leaders, supervisors, and staff lack a sufficient level of knowledge to speak fluently about DEI issues. A dedicated LSA staff diversity site would provide our employees with an introduction to DEI concepts and specific resources for use in developing their understanding of those concepts. The site could communicate news about relevant events across campus, build general awareness of DEI efforts, and share information about DEI-specific professional development opportunities for staff. Additionally, the site would become a platform for promoting LSA as a diverse and inclusive employer for staff job applicants as discussed later in this document.

DEI Expectations Statement or Competency for Staff

Employees will struggle to meet expectations around DEI if unaware of those expectations. The College needs to communicate how each LSA staff member can contribute to maintaining an inclusive environment that respects people for all aspects of their diversity. A DEI expectations statement or competency standard could be developed and integrated into the performance-evaluation process for LSA employees. Competency ratings could then be used to inform decisions about potential training or professional development opportunities for employees to build awareness about the value of DEI as discussed in the U-M Staff Committee on DEI Report. Further goals in this area for staff appear below.

Staff Diversity, Equity, and Inclusion (DEI) Officer

In June 2016, a staff DEI officer position was created as a very visible commitment of human and financial resources to this important work, especially since peer units like the Ross School of Business, Medical School, and School of Music, Theatre, and Dance have similar positions. The position is dedicated to developing, implementing, and evaluating a variety of staff DEI activities in the College. Specific job responsibilities include:

- Creating and conducting DEI training and professional development programs for LSA staff;
- Promoting other DEI activities on or off campus that are open to staff;
- Developing and implementing a staff internship program pilot;
- Engaging in ongoing, active recruitment of diverse applicants for key staff positions in LSA and positions where a federal affirmative action goal may exist.

The effectiveness of the DEI officer position will be evaluated using measures such as:

- DEI programs developed and delivered with satisfactory participant evaluations;
- Improvement in sufficiently diverse staff applicant pools;
- Potential improvements in number of diverse hires.

ADDITIONAL GOALS THROUGH 2021 ASSOCIATED WITH THE CREATION OF THIS POSITION APPEAR BELOW.

Enhance Overall LSA Staff Employment Branding

LSA can engage in more purposeful work around employment branding to promote the College as an attractive employer for diverse applicants. Areas for improvement include simple enhancements to language in job postings to focus on broader competencies necessary to be successful in a given position rather than overly specific qualifications such as requiring MPathways experience. Training on inclusive selection practices would also enable mangers who hire staff to better present LSA as a highly desirable employer for diverse talent.

In the short-term, a question about satisfaction with the recruitment and selection process could be added to the survey provided to new employees after LSA New Employee Orientation or perhaps asked in a follow-up interview with new LSA staff. Increases in volume of applicants for LSA positions year-over-year is another potential measure of how impactful employment branding efforts have been, though admittedly this does not demonstrate true causation. Additional objectives related to enhancing LSA's employment brand over the next five years can be found below.

Active Staff Recruitment

Engaging hiring managers with vacant positions in the active recruitment of candidates from diverse backgrounds is important. Attracting top talent for staff positions in LSA will be easier if everyone with authority to fill staff positions collaborates in the interest of enhancing diversity of applicant pools. Staff managers could partner with the DEI officer and LSA HR to work on continuing to attract diverse applicants to apply for vacant staff positions across the College.

Common practice at the University is to post a staff position for at least the University-required minimum posting period of seven calendar days (and sometimes for two weeks) and to select the best qualified applicant who applied for the position during that time period. Over the last several years, LSA HR has engaged in more proactive recruitment for key positions by attempting to recruit candidates through:

- The University's Alumni Association Career Portal;
- A variety of websites dedicated to attracting diverse job applicants;
- Job posting sites dedicated to the higher education industry;
- Career services offices at local institutions like Wayne State and Eastern Michigan that tend to serve a greater population of students and alumni from underrepresented groups;
- Soliciting referrals from outstanding interviewees and hires;
- Outreach to select professional associations;
- Mining the University's résumé database;
- Posting jobs on the Michigan Works website.

These efforts appear to have positively impacted the diversity of applicant pools for vacant, key positions. While our dedicated DEI officer will conduct broad outreach using resources such as these, hiring managers would be especially valuable for developing and maintaining a network of professional associations and/or community organizations from which we could attempt to more actively recruit diverse applicants. Many of our supervisors and staff are already members of these entities and are well positioned to promote LSA as a desirable employer for diverse talent.

Staff Internship Program

Developing a pipeline of diverse candidates, especially in professions that historically fail to attract underrepresented groups, can take significant time. A long-term strategy LSA could choose to pursue is to create a staff internship program with targeted outreach to generate diverse intern applicant pools. A staff internship program would offer an excellent opportunity to partner with the LSA Internship Program in Undergraduate Education while also addressing the workforce needs of the College.

Possible measures of success may include the interns' satisfaction with their work experience, units' satisfaction with intern performance, and how often interns receive offers for positions in the fields in which they were preparing to work. Additional goals related to development and implementation of a staff internship program appear below.

Succession Planning

In the interest of minimizing the disruption that turnover in key staff positions can create, LSA can identify key positions likely to be vacated due to turnover during the five-year planning period for this DEI plan and engage in targeted outreach to diverse candidates, among others, for those positions. The process would begin by defining what constitutes a key staff position, which are typically senior management roles or individual contributor roles that require skills that are in high demand in the job market. In addition to identifying the pipeline of potential replacements for those key positions, LSA would note roles where the best opportunities exist for investing in development of existing staff so those employees will be competitive candidates for key positions as vacancies arise. Planning could include identification of non-linear career opportunities that may be more beneficial for diverse candidates, and others, who are less interested in traditional career progression.

OVER THE FIVE-YEAR PLANNING PERIOD, EFFECTIVE SUCCESSION PLANNING FOR KEY LSA STAFF POSITIONS WOULD INVOLVE PURSUIT OF THE FOLLOWING GOALS:

Ad Hoc Monitoring of Staff Climate

LSA HR can become aware of potential staff climate issues through a variety of mechanisms, the most direct being when an employee speaks with a representative from LSA HR or University HR regarding work environment concerns. In some cases, supervisors may proactively seek help from LSA HR to improve staff morale. Staff turnover activity and personnel issues can also indicate that climate issues exist. LSA HR will continue to monitor and address such issues as they arise, as well as develop targeted interventions for staff and supervisors to help improve work climate. Additional goals through the end of the five-year planning period are reflected below.

Staff Retention Interviews

In addition to attempting to recruit more diverse applicants for staff jobs in LSA, retaining new and existing staff who are satisfactory or high performers remains important. LSA can provide staff supervisors with resources to conduct proactive retention interviews with their well-

performing and diverse employees. Retention interviews are generally one-on-one discussions between a manager and a valued employee. The goals behind these "stay" interviews would be to learn why employees would remain in or leave a given position and also to reduce the risk of potential staff turnover negating progress made towards improving staff diversity.

Accommodating Employees with Disabilities

LSA HR and LSA Facilities have good practices for identifying reasonable accommodations for employees who have disabilities. However, the process needs to be better documented and communicated so that LSA employees are aware of our commitment to facilitating their ability to work. We expect to work with the Office of Institutional Equity to review our existing practice, make improvements where possible, and communicate that process before the end of 2016. Over the five-year plan period, LSA HR will continue to review disability cases received and resolved consistent with the Americans with Disabilities Act (ADA). Additionally, LSA HR will work to minimize any period of staff absence caused by the time required for the University to evaluate accommodation requests. Additional goals are identified below.

Staff and Supervisory Professional Development Sessions on DEI

Existing LSA HR employees have prior experience conducting DEI-related training for supervisors and non-supervisory staff. Education on DEI would begin by adding material on DEI to LSA New Employee Orientation for Staff. LSA could also develop, deliver, or arrange training sessions from other providers so that employees have the opportunity to get exposure to fundamental information about DEI concepts, special topics, and why DEI matters.

Supervisors could participate in additional opportunities in and outside LSA to learn about specific skills supervisors can use to build and maintain a diverse and inclusive workplace, which will become increasingly important as the University expects to administer a campus-wide climate survey.

Career Opportunities and Diverse Staff

Through review of job classification activity, LSA HR could analyze the employment status changes of diverse staff for potential negative impact as well as potentially positive model career paths. Doing this work somewhat depends upon the quality of data maintained by University HR and improvements in the systems used for data extraction. Results from this analysis and the campus-wide climate survey (that is likely to include an item on career advancement) would provide useful information to share with staff about how to advance their careers in LSA or more broadly across the University.

The staff workforce is becoming more diverse, as are the constituent groups whom we serve. A wide range of elements can contribute to making DEI initiatives for staff successful. In order to succeed at further embedding DEI in the organizational culture of LSA, the College and University should invest an appropriate amount of resources in this increasingly complex work. Improving outcomes with respect to DEI for staff also cannot be seen as solely an HR initiative. Irrespective of the stakeholder group, success requires sustained, visible sponsorship by LSA and U-M academic and non-academic leaders.

Appendix A—Citations

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Appendix B—36 Strategic Goals

Strategic Goal 1			
Improve Faculty Retention and Departmental Climate			
1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Monitor and evaluate retention process	Develop and implement a Retention Summary checklist for chairs.	Based on checklist for Third Year Review; document has been drafted	Dean's office
Recognize work related to DEI	College identifies DEI work in criteria for merit increases in C fund.		Dean's office
Raise awareness about teaching evaluations	Research best practices.	ADVANCE	Dean's office
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Revise faculty evaluation criteria to reflect DEI	Criteria to identify excellence in DEI as they relate to teaching, service, and research are identified and stipulated in criteria for faculty searches, faculty and chair and director annual reports, career advising.	ADVANCE	Dean's office
Recognize work related to DEI	Number of departments and programs that have service assignments related to DEI.		Department chairs, Dean's office
Raise awareness about teaching evaluations	Create trainings for faculty and students.	ADVANCE, CRLT	Dean's office

Require DEI training	Develop training modules for faculty. Increase DEI training as part of chair and director orientation and info sessions. Develop a forum for leaders in the College (chairs and directors, and faculty departmental officers) to share best practices.	ADVANCE, CRLT players	Dean's office

Strategic Goal 2			
Improve Faculty Mentoring and Career Advising			
1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Review mentoring plans	Begin reviewing plans of first third of departments.	ADVANCE Career Advising Document	Dean's office
Offer LAUNCH program to all new LSA faculty	Already offered in Natural Sciences; will pilot in Social Sciences and Humanities in AY 2016-17.		
5-year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Review mentoring plans	Evaluate plans and their implementation for all departments against a set of best practices, with attention to separation of mentoring and evaluation. There must also be attention to career advising post-tenure.	ADVANCE Career Advising Document	Dean's office
Offer LAUNCH program to all new LSA faculty	LAUNCH committees offered to new TT faculty in all divisions.		Dean's office
Train and support for faculty mentors	Create and require training for all mentors, similar to STRIDE.	ADVANCE	Dean's office
Support chairs in mentoring	Incorporate into training, annual reviews		Dean's office

Strategic Goal 3			
Faculty Recruitment			
1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Create postdoctoral fellowships (pending LSA EC approval)	Program is launched. National Call appears.	Modeled on President's Post Doc	Dean's office
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Establish departmental diversity recruitment plans for position requests (pending LSA EC approval)	The majority of LSA units have developed plans.		Departments, review by Dean's office
Create postdoctoral fellowships (pending LSA EC approval)	College has attracted significant number of new faculty with commitments to DEI.		Dean's office

Strategic Goal 4			
Build Faculty Accountability and Expertise			
1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Possibility of AD for DEI explored. Benchmark the positions with peer institutions.	Completed assessment of whether to appoint AD.		Dean's office
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Position is filled and is instrumental in operationalizing the faculty plan.	Alternatively, another solution for adding faculty administrators to the Dean's office is identified which creates effort, leadership, and accountability to oversee many of these recommendations.		Dean's office

Strategic Goal 5

Recruit, Retain, and Support Transfer Students

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Begin to create LSA-specific strategy for recruitment, retention, and support of a diverse population of transfer students.	LSA-specific plan will emerge by the end of 2016-17 academic years while implementation continues in years 1-3.	Transfer Student Initiatives Manager; OUA, OEM, TR2M group; Transfer Connections/Student Life; UROP; Sweetland; Transfer Subcommittee of LSA CC; transfer student groups and communities	AD Budget; AD UGED; Exec. Director, Newnan
Launch College-wide, department-based discussions with goal of creating departmental transfer-friendly cultures, including hosting, making transfer students more visible as part of their undergraduate populations.	First round of conversation with LSA chairs and directors in 2016-17 academic year, with plans developed for follow up conversation with select units; increase size and scope of faculty member representation on LSA transfer working group.	LSA Transfer Credit Subcommittee/LSA Curriculum Committee; Newnan; LSA departments; associate chairs/directors of undergrad studies; departmental advisors	AD Budget; AD UGED; Director Student Recruitment; Exec. Director Newnan
Continue targeted commitment to recruiting community college students, and make commitment to work with tribal colleges to recruit and retain Native American students in particular.	Strategic plans should identify past, current, and future efforts around community college and tribal college transfer students.	LSA Transfer Initiatives Manager; Student Recruitment; OUA; OEM; transfer working group; UROP; Native American faculty and students	AD Budget; AD UGED; Director Student Recruitment; Exec. Director Newnan
Hire current LSA/Michigan community college transfer students to work with the transfer initiatives manager on recruiting and marketing.	One measure of success will be the visible involvement of undergraduate transfer students in these efforts, both in the LSA Student Recruitment office and in the department and unit-based initiatives.	LSA Transfer Initiatives Manager; Newnan; LSA departments and units; transfer students; Transfer Connections; transfer working group	AD Budget; AD UGED; Director Student Recruitment; Exec. Director Newnan
Build on existing networks among transfer students themselves in UROP and Transfer Connections; consider creation of transfer student near-peer mentoring programs rooted in LSA departments and majors.	One measure of success will be the visible involvement of undergraduate transfer students in these efforts.	UROP; Transfer Connections; LSA departments and units; LSA Transfer Initiatives Manager; Newnan; transfer working group	AD Budget; AD UGED; Director Student Recruitment; Exec. Director Newnan

5-year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
College-wide strategic plan that aims to increase the size of the current transfer student population in LSA to approximately 1,200–1,300 students per year and increase the attention to diversifying the transfer applicant pool.	The number and quality of enrolled transfer students; target may need adjusting with additional information and experience; assessment of graduation rate and profile of transfer relative to non-transfer students; transfer receptive culture measured by survey data of experiences of transfer students.	OUA, OEM, LSA Student Recruitment; UROP; LSA Transfer Manager; LSA departments and units; ADVANCE for assessment of transfer receptive culture; transfer working group; transfer students	AD Budget; AD UGED; Director of Student Recruitment; Exec. Director Newnan

Strategic Goal 6

Minimize Differential Access to Resources for Students

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Continue the laptop loan program for FY2017, and explore the possibility of extending the laptop loan program to transfer students.	Continue to collect assessment data, both quantitative and qualitative, to determine and measure success; study the feasibility of extending program to transfer students.	OUA; OEM; Office of Financial Aid; LSA IT; LSA ISS; Showcase Computer Store; LSA MIS; LSA Student Recruitment; ADVANCE (for survey assessment)	AD Budget; AD UGED; Director Student Recruitment; Exec. Director Newnan
Plan for growth in the size and overall level of engagement in the Kessler Presidential Scholars program, currently serving 130 students with need-based scholarships	100% 5-year graduation rate for all Scholars, and full access to and participation in academic and social activities and achievement.	Office of Financial Aid (OFA); LSA Scholarship Office; DMC; Office of Associate Dean UGED	AD UGED; AD Budget; Assist Dean for Advancement; Director Student Recruitment; Exec. Director Newnan
Expand Passport Scholarship Plan for all CSP Summer Bridge students.	The program will be successful if all Summer Bridge students have/receive passports and if all Bridge Scholars have worked with CGIS to explore study abroad possibilities (See also Goal #15 on study abroad).	CSP; LSA Scholarships; CGIS; DMC	AD UGED; AD Budget; Director, Student Recruitment; Exec. Director Newnan

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Full implementation of growth in the size and overall level of engagement in the Kessler Presidential Scholars program.	Seek to double the size of the Kessler program while maintaining diverse student population and need-based approach.	DMC for donor support and fundraising; LSA Student Recruitment and Scholarship Office	AD UGED; AD Budget; Assist Dean Advancement; Director Student Recruitment; Exec. Director Newnan

Invest in the future success of LSA students by building the LSA Hub, with expanded internship programs, both domestic and international, and career services.	All students are able to participate fully regardless of financial need; close attention to rates of participation across race, ethnicity, socioeconomic status; first gen status.	LSA Hub team; DMC; LSA departments and units with internship programs; Student Recruitment and Scholarship Office; OFA; Newnan	Assistant Dean Career and Placement Services; AD UGED; AD Hums; AD Budget; Assist Dean Advancement; Exec Director Newnan
Raise sufficient scholarship funding to assure that all LSA students have the resources necessary to pursue experiential learning in study abroad programs, internships, and research opportunities.	All students are able to participate regardless of financial need; close attention to rates of participation across race, ethnicity, socioeconomic status; first gen status.	LSA Hub Team; DMC; Student Recruitment and Scholarship Office, Newnan	Assist Dean for Career and Placement; Assist Dean Advancement; AD UGED; AD Budget; Exec Director Newnan

Strategic Goal 7

Build More and Better Student Recruitment Pipelines

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Build a better profile of existing pipeline and outreach efforts in an attempt to bring a greater degree of coordination and collaboration to this important dimension of access and inclusion for both the College and the University.	A complete list with institutional mapping will be created by end of 2016-17 academic year; these materials will be comprehensive and updated on a yearly basis from years 1-5.	University-wide census project; LSA units with outreach programs; Telluride Association and other partners; OEM; OUA; "Growing STEM" initiative; Newnan	Director Student Recruitment; AD UGED; AD Budget; Exec Director Newnan
Explore the creation of a new position with LSA Student Recruitment to focus more attention on these efforts and to provide better coordination with the Office of Undergraduate Admissions and the Office of Enrollment Management.	Feasibility of such a position will be determined by end of 2016-17 academic year.	LSA HR; LSA Student Recruitment; OUA; OEM; Newnan	Director Student Recruitment; AD UGED; AD Budget; Exec Director, Newnan

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Goals TBD based on analysis of initiatives created and sustained in Years 1-3.	Metrics of success TBD.	LSA units with outreach programs; LSA Student Recruitment; Office of AD UGED; Telluride Association and other partners; OEM; OUA; "Growing STEM" initiative; Newnan	Director Student Recruitment; AD UGED; AD Budget; Exec Director Newnan

Strategic Goal 8

Improve the Support, Opportunities, and Rewards for Inclusive Teaching Across LSA Curriculum

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Highlight excellence in inclusive teaching practices and pedagogies as a key dimension in the LSA Teaching Awards for the next five years. Also consider creating a new award for this purpose.	Decision will be made on efficacy of new award; criteria for existing awards will be altered as needed.	LSA Curriculum Committee; Dean's Cabinet; LSA Assoc. chairs/directors of undergrad studies; LSA faculty	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci
Have LSA Executive Committee consider including inclusive practices as a dimension in College's tenure and promotion and LEC review files.	Decision will be made on whether to include this dimension in tenure and promotion files; College policy will be adjusted as needed.	LSA EC; LSA Dean's Cabinet; LSA chairs and directors; LEO representatives; LSA faculty	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci
Have LSA Executive Committee consider asking teaching statements to address inclusive teaching and mentoring practices as part of the hiring dossier.	Decision will be made on whether to include this dimension in tenure and promotion files; College policy will be adjusted as needed.	LSA EC; Dean's Cabinet; chairs and directors; LEO reps; LSA faculty	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci
Create new/more avenues for instructional faculty through the Inclusive Pedagogy Committee.	Assessment work will be done to determine whether the Inclusive Pedagogy Committee has successfully created new/more avenues for instructional faculty.	UGED Climate Committee; CRLT; LSA faculty	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci
Use "NiNi" Grants administered by LSA's Instructional Support Services (ISS) to enhance use of new technologies in classroom and lab instruction.	Frequent and ongoing assessment will be done to gauge success of this program and to measure the impact of the funding across Years 1 and 2.	ISS; Office of AD UGED; UGED Climate Committee; CRLT; LSA faculty	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci
Consider creation of LSA Teaching Academy Masters Class series that would be open to groups of faculty who share a departmental affiliation or joint instructional project.	Feasibility of this approach will be studied in the 2016-17 and 2017-18 period; if warranted a pilot will be launched and tested in 2017-18.	Office of AD UGED; UGED Climate Committee: CRLT; LSA faculty	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci

5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
The feasibility/success of the above efforts—and others suggested in discussions with faculty and department leadership—will be determined and used as the basis for a five year plan to be created by the end of the 2017-18 academic year.	A five-year plan to improve the opportunities and rewards for inclusive teaching will be completed by the end of the 2017-18 academic year.	LSA EC; Dean's Cabinet; chairs and directors; associate chairs and directors of undergrad studies; LSA faculty	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci; AD Budget

Strategic Goal 9

Improve Quality of and Support for Courses That Serve the Race & Ethnicity Degree Requirement

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Increase the visibility and transparency of R&E courses by requiring an R&E-specific description in the course guide and syllabus for each individual course, and by featuring R&E courses on College and advising websites and in other materials.	Metrics TBD as recommendations are discussed and enacted.	LSA R&E Faculty; LSA Curriculum Committee/R&E Subcommittee; DMC	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci; AD Budget
Create avenues for faculty and GSI professional development and training, including the creation of a position for a CRLT-based R&E consultant and a suite of professional development opportunities.	Metrics TBD as recommendations are discussed and enacted.	LSA faculty; CRLT; Office of the Associate Dean for UGED	AD UGED; AD Hums; AD Soc Sci; AD Nat Sci; AD Budget
Promote discussion and dialogue in R&E courses, for example by limiting the section size in large courses to eighteen students. Launch IGR "R&E Engagement" pilots with IGR-facilitation.	Metrics TBD as recommendations are discussed and enacted.	R&E faculty and GSIs; IGR; AD Budget; LSA Curriculum Committee	AD UGED; AD Hums; AD Soc Sci; AD Nat Sci: AD Budget
Provide resources for students enrolled in R&E courses, by exploring potential dimensions of an R&E resource center.	Metrics TBD as recommendations are discussed and enacted.	LSA Dean's office; Student Life; SLC, LRC and Sweetland representatives; Central Student Government; LSA Student Government; LSA faculty; CRLT	AD UGED; AD Hums; AD Soc Sci; AD Nat Sci; Budget
Provide positive incentives and rewards for R&E teaching, including a new Outstanding Contributions to Undergraduate Education Award that specifically recognizes R&E excellence.	Metrics TBD as recommendations are discussed and enacted.	Office of Associate Dean UGED; CRLT; LSA Curriculum Committee	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci

Simplify the R&E course approval process for faculty who have already had two courses approved for R&E certification.	Metrics TBD as recommendations are discussed and enacted.	LSA Curriculum Committee/ R&E Subcommittee	AD UGED; AD Hums; AD Nat Sci; AD Soc Sci
Launch three-year period of experimentation and innovation with R&E courses, including "R&E Engagement" pilots with IGR and the use of undergrad course consultants; "Global R&E" pilots with the International Institute; pilots with CEAL for more Community-Based Learning R&E options; conversations around "R&E Science"	Metrics TBD as recommendations are discussed and enacted.	LSA Curriculum Committee; IGR; CEAL; LSA R&E faculty; LSA faculty	AD UGED; AD Hums; AD Soc Sci; AD Nat Sci
LSA Student Idea: In 2016–2017, we want to actively experiment with the creation of a Student Advisory Committee on R&E and find creative and meaningful ways to involve undergraduates, formally and informally, in the redesign of courses and in the creation of new methods to provide support and feedback for faculty and GSIs struggling to make their classrooms more inclusive.	Successful implementation and functioning of a Student Advisory Committee on R&E; students feel fully engaged in the process.	LSA Curriculum Committee; R&E Subcommittee; Office of Associate Dean UGED; LSA Student Government; LSA undergrads interested in serving on advisory committee	AD UGED: AD Hums; AD Nat Sci; AD Soc Sci
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Detailed Five Year Plan for R&E teaching and learning goals will be developed, no later than Year 3, as the recommendations above, and from the formal review, are discussed in greater detail.	Metrics for success TBD.	Resources TBD	AD UGED; AD Hums; AD Soc Sci; AD Nat Sci; AD Budget

Strategic Goal 10

Continue to Develop Inclusive Undergrad STEM Education

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Begin study of our existing spaces and the possibilities for new ones. A corresponding Five-Year Goal could be a major overhaul to better align instructional spaces with these evidence-based instructional techniques.	A study of existing and potential for new instructional spaces appropriate for this style of instruction will be complete by the end of the 2016-17 year.	ISS; LSA Dean's Office; Provost Office; REBUILD faculty and postdocs; CRLT	Director of ISS; AD Budget; AD UGED; AD Nat Sci; AD Hums; AD Soc Sci
Evolve partnership between REBUILD and CRLT and LSA Dean's Office to explore opportunities to improve the quality of undergraduate introductory science courses using evidence-based techniques.	Options to further define this partnership to create metrics for success are currently under consideration.	CRLT; CRLT-Engin; COE faculty; LSA Nat Sci faculty, Chairs and Directors; models at other institutions; national conversation	AD Nat Sci; AD UGED; AD Budget
Encourage coordination among student learning communities and support offices; look for synergies with the "Growing STEM" community to build a sustainable pipeline, including for URM students, women, into STEM fields, from pre-college programs through medical and professional school.	Options to further define these collaborations and to create metrics for success are currently under consideration.	Directors UROP, SLC, MISE-RP, WISE, HSSP, M-STEM; COE faculty and leadership; members of "Growing STEM" community. "Growing STEM" cross-campus proposal included in appendix E of LSA Plan	AD Nat Sci; AD Budget; AD UGED
Actively involve students, both undergrad and graduate, in these efforts. LSA student idea from Plan-A-Thon: Create a Women in STEM Advisory Group.	TBD	Existing groups and organizations within Nat Sci departments and STEM communities on campus; Office of the Associate Dean UGED; REBUILD; CRLT	AD Nat Sci; AD Budget; AD UGED; AD Hums; AD Soc Sci

LSA student idea: Create more course-based student learning communities using the model established by the Douglas Houghton Scholars Program (DHSP) attached to Math 115/116. DHSP offers additional class time and extra support, intensive focus on mentoring, and the creation of a diverse community. In her view, a similar structure could be used for courses such as ENGR 100/101, EECS 183, Physics 135/140, Bio 171/172, and Chem 120/210.	Idea under considerations; metrics would be TBD.	TBD	TBD
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Detailed Five Year Plan for Inclusive STEM teaching and learning goals will be developed, no later than Year 3, as the recommendations above and others are fully considered.	TBD	TBD	TBD

Strategic Goal 11

Promote Inclusive Community-Based Education

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Increase staffing and administrative support for CEAL to grow capacity for faculty development and course consultation, and to support the Engaged Pedagogy Initiative with Rackham that trains graduate and undergraduate students in CBL techniques.	Staffing levels and programmatic funding will be sufficient for stabilizing and growing initiatives.	CEAL Director and staff; Ginsberg Director and staff; Office of Associate Dean UGED; Director OptiMize and LSA Social Innovation; Rackham's Arts of Citizenship Program	UG UGED; AD Hums; AD; AD Soc Sci; Nat Sci; AD Budget
Support curricular innovations for Project Community. The Sociology Department has submitted a proposal to strengthen the course.	Metrics for success are defined in Dept. of Sociology proposal for revamping of Project Community course.	Department of Sociology Chair and faculty; CEAL; Ginsberg; Office of the Associate Dean for UGED	UG UGED; AD Hums; AD; AD Soc Sci; Nat Sci; AD Budget

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Create new platforms to combine CBL with theme-based and multi-year initiatives that bring faculty, students, and staff together for deeper and more sustained impact in local communities.	Precise metrics TBD if/as new platforms develop.	CEAL; Office of AD UGED; Arts of Citizenship/Rackham; Ginsberg Center; Vice Provost Global and Engaged Education	AD UGED; AD Hums; AD Soc Sci; AD Nat Sci; AD Budget
Increased resources for transportation and logistics, including ongoing conversations about the UM-Detroit Connector Bus Service as well as ongoing support for growth of Semester in Detroit Program and other Detroit-based learning opportunities such as the UROP Summer Community-Based Research Program that will need a new and improved UM-Detroit Center.	Stable system of transportation between Detroit and Ann Arbor campus; growth in Semester in Detroit program and UROP's CBRP; articulated plan for next iteration of U-M Detroit Center.	SiD leadership, students and alums; UROP; Provost Office; U-M Detroit Center leadership; CEAL	AD UGED; LSA Dean's Office

Strategic Goal 12

Reinvent the Comprehensive Studies Program

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Provide ample support to the Comprehensive Studies Program by continuing to act on the recommendations of the CSP Futures Task Force and the CSP Faculty Advisory Committee.	Measure success against the Task Force (April 2014) findings and recommendations; consult and refine the CSP Three Year Plan.	CSP Faculty Advisory Committee; CSP leadership; UGED learning analytics specialist	AD UGED
Grow the size and the scope of the program to ensure that students with the most need have ample access to services and support required to thrive, especially first-generation students and those from lower socioeconomic backgrounds.	Metrics will need to be created to chart progress toward this goal.	CSP Faculty Advisory Committee; CSP leadership; UGED learning analytics specialist	AD UGED
Better align CSP with other academic support and enrichment programs and better align CSP with relevant LSA academic departments.	Initial evaluation of the SLCs CSP tutoring program has been completed; we could do similar assessments with the LRC and Sweetland. For relevant academic departments, we could measure the involvement of units with support and decision making.	CSP Faculty Advisory Committee; CSP leadership; LSA department chairs and directors; UROP; SLC; Sweetland; LRC	AD UGED
Continue to secure sufficient donor funding to address the infrastructure needs of the program.	Funding and fundraising goals for the CSP "reinvention" are evaluated during the yearly budget process.	CSP leadership; CSP Faculty Advisory Committee; LSA DMC	UGED; Assistant Dean for Advancement

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Do major evaluation of CSP—with national benchmarking—to make it the most robust program of its kind in the nation.	Close the 4-5 year graduation rate for CSP-admitted students; measure the overall quality of their experience, not just the GPA.	CSP Faculty Advisory Committee; CSP leadership; UGED learning analytics specialist; LSA departments; CSP students and alums; LSA Dean's Office	AD UGED

Strategic Goal 13

Incentivize Collaboration Among Undergraduate Support Programs for Diverse Students

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Complete full inventory of programs, including past/current assessment data and projects; consider launching comparative assessment across programs.	Begin discussions on individual and comparative metrics for defining improvement and success.	Campus-wide diversity census project; UGED assessment specialist; leadership of programs	UGED
Begin to explore how these programs can be used in ongoing efforts around "personalization at scale," including E2Coach and Student Explorer.	Ongoing assessment is built into these efforts via Digital Greenhouse and other sources.	DIAG/Digital Education Initiative; Newnan, CSP and Honors advising	UGED
Begin to seek ways to avoid duplication and enhance synergy among individual programs, and to think carefully before we commit to the establishment of new ones.	Better tracking of internal decision making and implementation of best practices.	Office of UGED; leadership of programs	UGED

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Undertake research about how students fare across and—for students in one or more program—among these programs.	Research done will lead to creation of better assessment and better practices.	Research and assessment specialists; UMILA	AD UGED
Create plan(s) that avoid duplication and enhance synergy among individual programs; require all programs seeking new or renewed funding to have a clearly articulated plan for collaboration and efficient use of pre-existing and shared College resources; require all programs seeking new and renewed programs to have a clear plan for initial and ongoing assessment.	Plan to guide internal decision-making and best practices. Programs that are not effective and efficient would be discontinued.	TBD	AD UGED

Strategic Goal 14

Expand the scope of the Undergraduate Research Opportunity Program (UROP)

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Continue to create opportunities for CSP students to participate in UROP through current activities, including mini courses for diverse students and other outreach activities.	Measure the level of involvement of CSP students and gradually increase toward 100%.	UROP; CSP; Office of AD UGED; LSA faculty	AD UGED
Create "pipeline" programs for alumni of UROP, including URM alumni, to encourage them to seek future research opportunities both on and off campus, workshops on graduate school selection and application, and other related areas especially but not limited to students in STEM fields.	Metrics TBD if/as program develops.		AD UGED
Work more collaboratively with CSP and Newnan advisors to make connections with UROP for students who are in need of faculty mentorship and guidance for future academic work.	Measure the level of involvement of CSP students and gradually increase toward 100% of need met.	UROP; CSP; Newnan; Office of AD UGED	AD UGED
Support the expansion of UROP's work with transfer students as part of the larger strategy to recruit, retain, and support transfer students. (See Strategic Goal #5).	Ongoing assessment of program measuring: rates of participation, successful application to U-M, acceptance and graduation rates, quality of undergrad experience.	UROP; transfer working group; AD Budget; LSA departments and faculty; transfer students	AD UGED

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
TBD in consultation with UROP and LSA community.	TBD	TBD	TBD

Strategic Goal 15			
Make Study Abroad Accessible for All Students			
1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Continue to support "I Am Study Abroad" campaign on all College/U-M media outlets. Begun in winter 2016, it uses promotional videos, bus signs, table tents, and posters featuring students of various races, ethnicities, genders, sexual orientations, socioeconomic backgrounds, academic majors, and on-campus involvements who studied abroad with CGIS. It also includes a video series, "Faces of Study Abroad."	Create metrics to analyze the effects of the campaign across all social identities with special attention to URM and SES numbers.	CGIS; assessment/analytics specialists; campus-wide council on global education; VP Global and Engaged Learning	AD UGED
Continue to increase number of Pell Grant recipients who do study abroad programs; continue to increase the level of diversity in terms of race, ethnicity, SES status and social identity in study abroad cohorts.	Track and monitor diversity within study abroad cohorts; success would be measured by yearly increases in the overall level of diversity of participants.	CGIS; assessment/analytics specialists; LSA Scholarship Office	AD UGED
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
TBD in consultation with CGIS and LSA community.	TBD	TBD	TBD

Strategic Goal 16

Support Residential Learning Communities as Diverse Communities

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Continue to promote—and consider increasing—the current level of diversity (URM, lower SES, Summer Bridge admitted students, First Gen, gender nonconforming, transfer students in GSP, international students).	Ongoing assessment of MLCs.	MLC leadership; current student and alums of programs; Office of AD UGED; assessment specialist; Housing/Student Life	AD UGED
Create a $120,000 Student Diversity Leaders Fund to support student-generated ideas and initiatives, especially but not exclusively in the learning communities (see Goal #17).	TBD if/as funding becomes available, pending budget decisions.	MLCs leadership; current student and alums of programs; Office of AD UGED; UGED Climate Committee	AD UGED

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
TBD in consultation with leadership and members of MLCs as well as the greater LSA community.	TBD	TBD	TBD

Strategic Goal 17

Enlist Students as Diversity Workers and Allies

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Extend the Peer Tutor Summit Model to talk about important issues in common, regardless of discipline, namely creating a welcoming, diverse, inclusive, and equitable climate and cultivating a growth mindset in the students they work with.	The successful institutionalization of the summit as an annual event and a progressive increase in the number of students who attend.	SLC, Sweetland, LRC, CSP, UGED Climate Committee; coordination with Student Life initiatives	AD UGED
Annual Leadership in Action training for undergraduate student leaders.	Further institutionalize training as an annual event; progressive increase in the number of students attending. Roughly 120 students participated in 2014; double that number participated in 2015.	Student Leadership and Empowerment Comte/UGED Climate Comte; IGR facilitators; Student Life initiatives	AD UGED
Create a $120,000 Student Diversity Leaders Fund to support student-generated ideas especially (though not exclusively) in the learning communities.	Pending budget decisions and plan for implementation.	MLC leadership; UGED Climate Comte	AD UGED

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Further institutionalize these opportunities for students to receive training to be able to have a positive impact on campus climate, and to seek avenues for the growth and development of new initiatives.	Existing programs will be fully institutionalized and funded with student participation at full capacity; new programs and initiatives will be started and assessed.	UGED units; departmental undergrad studies; UGED Climate Committee; Student Life	AD UGED

Strategic Goal 18			
Deepen Connection to Departments			
1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Creation of the Sociology Opportunities for Undergraduate Leaders (SOUL) program to support and enrich the experiences of first-generation college students majoring in sociology.	Assessment strategy and metrics TBD as/if program is funded and launched.	Dept. of Sociology; Barger Leadership Institute; CSP	AD UGED; AD Soc Sci; AD Budget
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
TBD in consultation with leadership and members of interested LSA departments; LSA Dean's Office; and members of the LSA community.	TBD	TBD	TBD

Strategic Goal 19

Expand Bridges to the Doctorate Programs

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Gather existing best practices for developing new programs with current bridging programs.	Design of a step-by-step process for successful launch of new programs.	Existing bridging program leaders; Rackham Graduate School	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning
Discuss with potential new programs and assess commitment.	Articulation of new start-up programs by social science unit leaders.	LSA Units, Rackham Graduate School ADs	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Launch new bridging programs in years 2-5 as interest spreads.	Increase in the number of students successfully applying to Ph.D. from bridging programs.	LSA Units; Rackham Graduate School	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning
Continue assessment of current outcomes for existing bridging master's programs.	Ensure goals of program are being met; enrolled students are successfully completing PhDs after master's program completion.	LSA Units; Rackham Graduate School	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning

Strategic Goal 20

Expand Preview Weekends for Graduate Student Recruitment

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Engage additional natural science units in participating in preview weekends.	Contact departments to get confirmation of interest (outreach has already begun); increase in the number of units participating.	Rackham Graduate Student Success Office; Earth/Astronomy/Chemistry faculty/staff	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning
Expand Preview Weekends to Social Science programs.	Do assessment of existing programs and approach units for potential scaling up of preview weekends across the College.	Rackham Graduate Student Success Office; social science units	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Engage additional natural science units in participating in preview weekends.	Assessment ongoing; 75% of Bridging Master's students applying to U-M PhD programs.	LSA Units; Rackham Graduate Student Success	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning
Year 2 and beyond, continue adding programs as needed.	Assessment ongoing; 75% of bridging master's students applying to U-M Ph.D. programs.	LSA Units; Rackham Graduate Student Success	Manager of Graduate Education, Divisional ADs; AD for Budget and Planning

Strategic Goal 21

Create Partnerships with Minority Serving Institutions

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Develop a plan to compile contacts of potential partner institutions from departments (plus alumni and other connections) to create network.	Assemble information, compare with Rackham information, and create database of contacts.	LSA faculty and staff; Rackham Graduate School; other U-M schools/colleges	Manager of Graduate Education, Divisional ADs
Create conceptual framework of partner activities (faculty exchanges, student exchanges, 4+1 programs, etc.)	Have a master plan by end of year 1.	LSA faculty and staff; Rackham Graduate School; other U-M schools/colleges	Manager of Graduate Education, Divisional ADs

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Carry out the planned activities with identified partners.	Increase in the number of partner exchanges; increase in the number of students applying to U-M.	LSA Faculty; Rackham Graduate School, other U-M schools/colleges	Manager of Graduate Education, Divisional ADs
Evaluate effectiveness of partnerships.	Make adjustments as needed.	LSA Faculty; Rackham Graduate School, other U-M schools/colleges	Manager of Graduate Education, Divisional Ads

Strategic Goal 22

Improve Admissions Training and Support

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Promote admissions workshop to LSA admissions chairs and committee members.	Mandate workshop similar to STRIDE requirement for Departmental Graduate Chairs.	Rackham Graduate Student Success	Manager of Graduate Education, Divisional ADs
Create internal website for sharing information on admission and selection of prospective applicants, including language for communications.	Website up as soon as internal website is available.	LSA CMS	Manager of Graduate Education, Divisional ADs

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Continue admissions workshops.	Strive for 100% participation by at least one member of each department in admissions workshop; improved diversity outcomes.	LSA units; Rackham GSS; recruiting contacts across campus	Manager of Graduate Education, Divisional ADs
Offer follow-up sessions on various recruitment opportunities such as SROP, MICHHERS, REUs, etc.	Improved diversity outcomes.	LSA units; Rackham GSS; recruiting contacts across campus	Manager of Graduate Education, Divisional ADs

Strategic Goal 23

Involve Graduate Students in the Dean's Office DEI initiatives

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Consider Town Hall meetings with Graduate Students or other methods of gathering student input.	Identify priorities from discussions and evaluate alignment with strategic plan; synthesize ideas generated accordingly.	LSA units; LSA DMC, Rackham Graduate School, LSA ADs	Manager of Graduate Education, Divisional ADs
Investigate creation of other means of continuous feedback to the College (student organizations, website, online chats, etc.)	Evaluate participation and interest by students.	LSA units; LSA DMC, Rackham Graduate School, LSA ADs	Manager of Graduate Education, Divisional ADs
Coordinate with Rackham on outreach.	Collaborate when possible and fill in gaps when needed.	LSA units; Rackham Graduate School	Manager of Graduate Education, Divisional ADs

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Annual town hall with graduate students.	Participation by LSA Graduate Students. Satisfactory rating of activities/responses to College initiatives.	LSA units; LSA DMC, Rackham Graduate School, LSA ADs	Manager of Graduate Education, Divisional ADs
Investigate creation of other means of continuous feedback to the College (student organizations, website, online chats, etc.)	Determine level of engagement; assess students' interest in various methods of communication and involvement.	LSA units; LSA DMC, Rackham Graduate School, LSA ADs	Manager of Graduate Education, Divisional ADs

Strategic Goal 24

Increase Training and Support for GSIs

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Promote existing trainings offered via CRLT, ELI, IGR, and other campus partners.	Increase the number of students attending training.	CRLT, ELI, IGR, LSA Graduate Programs, Rackham Graduate School	Manager of Graduate Education, Divisional ADs. UGED AD
Evaluate existing training to determine whether new programming could fill in any gaps.	Consider creating new programs (emphasize teaching certificate and add more on inclusive teaching and related topics).	CRLT, ELI, IGR, LSA Graduate Programs, Rackham Graduate School	Manager of Graduate Education, Divisional ADs, UGED AD

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Evaluate existing training to determine whether new programming could fill in any gaps; involve students in evaluation.	Make adjustments as necessary.	CRLT, ELI, IGR, LSA Graduate Programs, Rackham Graduate School	Manager of Graduate Education, Divisional ADs, UGED AD
Continue to create new training or adjust existing training to meet student needs. Evaluations will help make adjustments.	Additional training is well attended; Increase in participation each year.	CRLT, ELI, IGR, LSA Graduate Programs, Rackham Graduate School	Manager of Graduate Education, Divisional ADs, UGED AD

Strategic Goal 25

Review and Update LSA Policies for Staff

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Review policies; update to ensure DEI support.	Review complete by YE 2016; U-M climate survey results.	UHR OIE OGC	LSA HR DEI Officer

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Perform ongoing monitoring and improvement of policies for alignment with DEI objectives.	Bi-annual reviews by YE 2018 and YE 2020; and results from U-M climate survey.	UHR OIE OGC	LSA HR DEI Officer
Add policies as needed to support DEI; discontinue policies hindering efforts.	U-M climate survey results.	UHR OIE OGC	LSA HR DEI Officer

Strategic Goal 26

Create Staff Diversity, Equity, Inclusion and Culture (DEIC) Officer Position

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Submit request in early 2016 to create; conduct broad outreach and inclusive search. COMPLETED.	Funding secured; evidence of inclusive search process; quality candidate hired by 6/30/16.	LSA Finance UHR – Staff HR ADVANCE and STRIDE	Senior Manager, LSA Units Chief of Staff HR Director
Onboard DEI Officer; begin roll out of resources related to diversity recruitment as well as staff training and development.	Complete onboarding and training; preliminary recruitment resources implemented by YE 2016; satisfactory stakeholder feedback.	Learning and Professional Development (LPD) LSA HR OIE UHR – Staff HR	Senior Manager for LSA units DEI Officer

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
DEI Officer produces annual or bi-annual report on effectiveness of diversity recruitment and training efforts.	Percentage improvement in diversity of LSA applicant pools and/or staff composition; percentage improvement in overall staff DEI competency rating.	UHR - HRRIS LSA HR LSA MIS	DEI Officer
DEI Officer engages in planning process for next 5-year planning cycle.	Outreach to LSA stakeholders completed by 6/30/2020; 2021-2025 plan reviewed and completed by YE 2020.	UHR OIE LSA HR	DEI Officer

Strategic Goal 27

Enhance Overall LSA Staff Employment Branding with DEI Efforts

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
LSA website updated to include branding on DEI as strong component of employee value proposition.	Website update complete by 12/31/2016; results from new hire surveys and follow-up interviews with staff.	LSA DMC UHR Society for HR Management	LSA HR DEI Officer

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Make job postings and advertisements more impactful with respect to DEI in LSA.	Results from new-hire surveys and follow-up interviews with staff.	UHR – Staff HR Society for HR Management	LSA HR DEI Officer
Incorporate positive data from UM-wide climate survey if available about state of DEI in LSA employee communications.	Results from new-hire surveys and staff follow-up interviews.	UHR Staff HR Society for HR Management	LSA HR DEI Officer

Strategic Goal 28

Increase Active Recruitment of Diverse Applicants for LSA Staff Positions

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Continue review of diversity of applicant pools.	Percentage of diverse applicant pools per UHR data.	UHR – HRRIS OIE	DEI Officer LSA HR Staff Managers
Update existing list of recruitment sources for diverse applicants for hiring manager use when vacancies arise.	Diversity recruitment source workbook updated by 12/31/2016; percentage new hires by source.	UHR – Staff HR OIE Higher Education Recruitment Consortium	DEI Officer LSA HR Staff Managers

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Develop list of diverse professional and community organizations in which LSA employees participate for use in active recruitment.	Complete and implement by1Q 2017; percentage of new hires from each organization.	UHR - Staff HR OIE LSA HR National Trade and Professional Association Directory	DEI Officer Staff Managers
Evaluate effectiveness of recruitment sources at improving diversity of applicant pools and hires.	Recruitment source yield versus cost per source (financial and time investment).	UHR - Staff HR Society of HR Management Various Recruiter Associations	DEI Officer LSA HR

Strategic Goal 29

Succession Planning for Staff Positions

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Develop initial data on key LSA positions; use in creating succession plan.	UHR Succession Planning Toolkit rolled out by 3/30/17; key staff positions defined by 6/30/17.	UHR – Staff HR Society for HR Management CUPA HR	LSA HR DEI Officer Staff Managers

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Leverage recruitment and professional development efforts to support growth in pipeline for key positions.	Outreach efforts specifically for key positions (money and time); professional development investment allocated.	UHR – Staff HR and LPD Society of HR Management American Society for Training and Development	LSA HR DEI Officer Staff Managers
Evaluate change in composition of key positions occupied by incumbents from diverse background by 2021.	Improvement in key position demographics.	UHR – Staff HR Society of HR Management UHR – HRRIS	LSA HR DEI Officer Staff Managers

Strategic Goal 30

Monitor Staff Climate and Focus on Staff Retention

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Continue monitoring potential climate issues and proactively resolving DEI-related issues.	Volume of issues identified and addressed in timely and effective manner.	UHR – Staff HR OIE	DEI Officer LSA HR Staff Managers
Provide units with variety of U-M and non-U-M resources to address climate issues.	Roll out menu of resources by 1Q 2017; ongoing evaluation with stakeholders.	UHR – Staff HR OIE IGR ADVANCE	DEI Officer LSA HR Staff Managers

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Review trends in DEI issues; determine intervention effectiveness.	Decreasing trend in DEI-related HR issues; U-M climate survey results.	UHR – Staff HR OIE	DEI Officer LSA HR
Educate supervisors on UHR retention toolkit; commence conducting interviews.	Provide bi-annual reminder about toolkit resources; low turnover rate for high performing and diverse staff.	UHR – Staff HR	DEI Officer LSA HR Staff Managers

Strategic Goal 31

Accommodating LSA Staff with Disabilities

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Document and communicate clear staff process for disclosing disabilities and requesting accommodations.	Process outlined and rolled out by 6/30/2016; information added to LSA HR website by 8/30/2016.	UHR – Staff HR OIE	LSA HR DEI Officer
Conduct sessions for supervisors on managing employees and applicants with disabilities.	Deliver session by 6/30/2016; satisfactory participant evaluations.	UHR – Staff HR OIE	LSA HR DEI Officer

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Review ADA cases for LSA; continuously improve interactive process.	Awareness of process as evidenced by stakeholder feedback.	UHR – Staff HR OIE	DEI Officer LSA HR Staff Managers
Provide regular reminders about ADA training in MyLinc and additional resources and training available.	Annual reminders provided prior to year end; LSA-specific training for supervisors completion rate.	UHR – Staff HR OIE	DEI Officer LSA HR Staff Managers

Strategic Goal 32

Develop and Implement Staff and Supervisory Professional Development

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Add basic DEI information to LSA New Employee Orientation (NEO).	Information added to NEO by 9/1/16; satisfactory participant evaluations from NEO.	UHR - Staff HR OIE	DEI Officer LSA HR
Offer LSA-specific session of Expect Respect.	Complete pilot offerings by 7/31/2016; satisfactory participant evaluations.	OIE Health System HR	LSA HR DEI Officer
Begin offering introductory DEI training for supervisors and staff or broker sessions with LPD and OIE if U-M DEI effort enables scaled up offerings.	Develop introductory DEI sessions by 12/31/16; offer pilot sessions by end of Q1 2017; satisfactory participant evaluations.	OIE UHR- LPD	DEI Officer
Regularly provide supervisors and employees with information on additional DEI development opportunities.	On a quarterly basis, provide information on DEI development opportunities.	OIE B&F Diversity Committee LSA HR CEW	DEI Officer

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Review data from LSA-specific sessions, competency data, and U-M climate survey to assess impact of sessions.	Improvement in staff DEI competency rating; satisfaction data from session participants; U-M climate survey results.	UHR – LPD and Staff HR Central U-M climate survey administrator	DEI Officer LSA HR

Strategic Goal 33

Enhance Analysis and Information Sharing on Career Opportunities and Paths for Diverse Staff

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
If U-M climate survey includes career development question, use as baseline to determine if positive change occurs.	U-M climate survey results for LSA.	UHR – Staff HR ADVANCE	DEI Officer

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Create and review data on transfers to determine when diverse staff experience positive career changes.	Annual transfer data for well-performing staff.	HRRIS LSA MIS LSA HR	DEI Officer
Conduct career development sessions to provide guidance on career advancement.	U-M climate survey results.; staff satisfaction surveys from sessions.	VOICES of the Staff CEW LPD	DEI Officer LSA HR Staff Managers
Analyze employment status change data to determine if concerns exist for diverse groups; take corrective action if appropriate.	Number of concerns identified and resolved.	UHR – HRRIS OIE	DEI Officer LSA HR
Evaluate 2016-2021 progress to determine impact activities on diverse groups.	5-year trends—U-M climate survey, demographic changes, and career satisfaction.	UHR – HRRIS UHR – Staff HR OIE	DEI Officer LSA HR

Strategic Goal 34

Build and Publish a Dedicated LSA Website on Staff Diversity

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Launch website with basic DEI information with access to broader resources, including on career development.	Website launched by 12/31/2016; "Hits" on website.	LSA DMC UHR - Communications	DEI Officer LSA HR

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Solicit ongoing stakeholder feedback on site value.	Positive feedback received from surveys, focus groups, etc.	LSA DMC	DEI Officer
Expand site to include information on progress to 2021 plan, DEI events on campus, and employee resource groups.	Positive feedback received from surveys, focus groups, etc., cumulative web "hits."	LSA DMC	DEI Officer

Strategic Goal 35

Create and Implement a DEI Expectations Statement or Competency Rating for Staff

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Develop and communicate staff DEI expectations or competency statement for staff; review and update over time.	Roll out to all staff by 12/31/2016	UHR – Staff HR UHR – LPD	DEI Officer LSA HR Staff Managers
Assess baseline DEI competence of LSA staff	May 2017 LSA-wide competency rating from ePerformance system	UHR – Staff HR	DEI Officer LSA HR

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
As measure of various DEI activities, evaluate change in staff aggregate DEI competency.	Annual comparison of competency rating versus baseline.	UHR – Staff HR	DEI Officer LSA HR

Strategic Goal 36

Launch a Staff Internship Program with Targeted Outreach to Diverse Applicant Pools

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Request funding for internship program and outreach.	Approved request and funding	LSA Internships UHR- Staff HR	DEI Officer LSA HR
Launch internship program.	Initial intern(s) hired by 5/31/2017	LSA Internships UHR- Staff HR	DEI Officer LSA HR Staff Managers

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Evaluate long-term success of initial internships; determine if program expansion feasible.	Manager satisfaction with intern quality and performance; intern feedback about experience and job placement.	LSA Internships Staff HR	DEI Officer LSA HR Staff Managers