

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

Diversity, Equity, and Inclusion

S T R A T E G I C P L A N

(SUMMARY)

October 2016



UNIVERSITY OF MICHIGAN

**COLLEGE OF LITERATURE, SCIENCE,
AND THE ARTS**

Diversity, Equity, and Inclusion

Strategic Plan Summary

October 2016

Preface: A Note on the LSA DEI Plan

The College of Literature, Science and the Arts is pleased to participate in the campus wide diversity, equity, and inclusion planning process. Hundreds of faculty, students, and staff have already contributed to the LSA plan and we encourage further engagement across the College community.

Our feedback email—LSA-DEI-Feedback@umich.edu—was sent, along with the full draft of our plan, to more than 20,000 members of the LSA community in August. It remains open to those who have yet to send us their ideas, comments, criticisms and editorial suggestions.

We have already begun implementing many of the elements of this plan, several of which have already been completed. Those already underway include:

- Calling for applications to the first cohort of the LSA Collegiate Postdoctoral Fellowship Program, which aims to recruit a total of 50 fellows and convert these positions to tenure track lines upon successful completion of the two-year fellowship.
- Implementing recommendations from the Race & Ethnicity Degree Requirement Review (2015-2016), and the creation of a Student Advisory Committee on R&E, currently underway.
- Collaborating with the Center for Research Learning & Teaching to hire an Instructional Consultant with a focus on Race & Ethnicity courses.
- Continuing the Laptop Loan Program to close the “digital divide” by providing laptops to more than 200 students per year, which is in the second of a four year pilot.
- Initiating Transfer Student Initiatives and creating a variety of faculty, staff and student “task force” groups under the leadership of the LSA Transfer Student Manager and the LSA Dean’s Office.
- Extending the multiyear process of “Reinventing” the Comprehensive Studies Program to make it the best in the nation for supporting students of color, students from lower socioeconomic backgrounds, First Generation students, students from rural high schools and others with unequal access to resources.
- Collaborating among LSA, REBUILD and CRTL on the “foundational courses” initiatives to improve the quality of inclusive undergraduate teaching in first and second year courses in STEM and beyond.
- Renewing LSA’s commitment to diversity, equity and inclusion in hiring, training, retaining and promoting staff members across LSA under the leadership of the LSA Staff Diversity Officer
- Engaging staff by conducting a Diversity, Equity and Inclusion Administrative Forum Survey.
- Leading ongoing efforts by the Undergraduate Education Climate Committee to work with faculty, staff and students to create a better, healthier campus climate.
- Setting an expectation for LSA Graduate Admissions Chairs to attend Rackham’s Admissions Workshop for Excellence and Diversity.

As we gather more feedback from the LSA community and learn from our experiences as we implement it, the plan will continue to evolve. We will update the formal plan regularly and post all changes on the LSA DEI website. We look forward to your continued participation in this process.

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.



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 recently transitioned 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.

College of Literature, Science, and the Arts

Diversity, Equity, and Inclusion

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
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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 selected departments.		

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
<p>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.</p>	<p>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.</p>	<p>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</p>	<p>AD Budget; AD UGED; Director of Student Recruitment; Exec. Director Newnan</p>

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

<p>Invest in the future success of LSA students by building the LSA Hub, with expanded internship programs, both domestic and international, and career services.</p>	<p>All students are able to participate fully regardless of financial need; close attention to rates of participation across race, ethnicity, socioeconomic status; first-generation status.</p>	<p>LSA Hub team; DMC; LSA departments and units with internship programs; Student Recruitment and Scholarship Office; OFA; Newnan</p>	<p>Assistant Dean Career and Placement Services; AD UGED; AD Hums; AD Budget; Assist Dean Advancement; Exec Director Newnan</p>
<p>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.</p>	<p>All students are able to participate regardless of financial need; close attention to rates of participation across race, ethnicity, socioeconomic status; first-generation status.</p>	<p>LSA Hub Team; DMC; Student Recruitment and Scholarship Office, Newnan</p>	<p>Assist Dean for Career and Placement; Assist Dean Advancement; AD UGED; AD Budget; Exec Director Newnan</p>

Strategic Goal 7

Build More and Better Student Recruitment Pipelines

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
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
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 2017-18 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

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
<p>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.</p>	<p>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.</p>	<p>LSA EC; Dean’s Cabinet; chairs and directors; associate chairs and directors of undergrad studies; LSA faculty</p>	<p>AD UGED; AD Hums; AD Nat Sci; AD Soc Sci; AD Budget</p>

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

<p>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.</p>	<p>Idea under considerations; metrics would be TBD.</p>	<p>TBD</p>	<p>TBD</p>
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5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
<p>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.</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>

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 by 1Q 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