School of Information (UMSI)

Diversity, Equity and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

Selected text from President's Diversity, Equity & Inclusion Charge:
As noted in the President's Charge, "At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence, and the advancement of knowledge."

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

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

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

Rationale [Mission, Vision, Values of the School of Information]:

SI mission: We create and share knowledge so that people will use information — with technology — to build a better world.
SI core values (as indicated on the school website)**:**
- Learning and research that deeply engage pressing **social issues**
- **Public** and scholarly **impact**
- Effective stewardship of public and donor resources

- Pursuit, integration, and respect of **diverse intellectual perspectives**
- Being intellectually adventurous and creative
- **Public access to information**
- **Civility and respect in public discourse**
- Public undergraduate and graduate education as a path for **increased social and economic mobility, for student populations historically underrepresented in higher education**
- Passion and engagement
- Work-life balance
- **Diversity, equity, and inclusion**

Rationale for DEI: As shown above in the bold-faced items in our values, the School of Information sees advancing diversity, equity, and inclusion as an integral part of our social impact mission, not a separate or additional activity. Not only do we strive to embed our DEI efforts deeply and meaningfully within our ongoing activities, but we also strive to have our core activities in learning and teaching, research and scholarship, and service and administration all lead to more DEI internally within our school and externally in the larger society beyond. To be sure, our DEI efforts may sometimes feel or be perceived as token, performative, or insufficient, but we believe those instances are inevitable phases we must work through until our aspirations are meaningfully enacted through repeated and reflective commitment.

A Note on Terminology:

Throughout this document, we have strived to use words and phrases that we hope best serve diversity, equity, and inclusion. For example, when referring to racial groups that have been historically excluded in a U.S. context, we sometimes use AHN, which stands for "African American/Black, Hispanic/Latina/Latino/Latinx, Native American/Indigenous,"[1] and sometimes, the similar, though not identical phrase, "Black, Indigenous, or People of Color" (BIPOC). We also use phrases such as "historically excluded," "historically marginalized," or "minoritized" to refer to groups who have been historically discriminated against in American society.

In some cases, however, we use terms that some DEI advocates object to, to be consistent with others' terminology. For example, the term "underrepresented minority" (or URM) is widely disliked by DEI proponents, but it continues to be used by the U.S. federal government, and therefore also by some University of Michigan databases. In those contexts, we also use URM.

Microaggressions "are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative [slights] and insults" toward people who are members of historically excluded groups (Sue et al. 2007). Some proponents of anti-racism object to the term on the basis that there is nothing "micro" about them – microaggressions are outright abuses – but because the word is widely understood, we use it in this document.

---

[1] In this document, "Native American/Indigenous" itself is intended to include *all* of the indigenous groups present in the United States, including Native Americans, Native Alaskans, Native Hawaiians, and Pacific Islanders.

We also acknowledge that norms around DEI vocabulary are rapidly changing, and that some terms are in contention, even within the groups they signify. We ask readers for grace, feedback, and forgiveness, where the terms we use cause offense.

Key Strategies & Constituencies*:

All those affiliated with the School of Information – students, staff, and faculty – are constituents of our plan. Input from the entire school was sought during initial plan development, and the four top-level strategic goals indicated below are those that were identified as the worthiest of attention for the next five years.[2] Articulation of the top-level strategic goals does not preclude the school from engaging in other activities to support DEI; however, we intend to use the goals to prioritize effort and resource allocation.

The following four strategic goals support UMSI's steadfast vision and commitment to becoming a more just, equitable, and accessible institution across race and other forms of identity:

1) **Improve diversity, broadly defined, of all cohorts – among students, staff, and faculty – with particular attention to minoritized populations.[3]**
2) **Broaden and deepen a culture of care, awareness, self-reflection, accommodation, and community at the school, both as individuals and as an institution.**
3) **Implement more transparent and effective options for providing feedback and for mediating issues between members of the SI community.**
4) **Make curricular and co-curricular activities more inclusive and anti-racist, both in content and pedagogy.**

In a later section, we enumerate the strategic objectives and actions that support the above strategic goals.

*All strategic objectives and related actions will be pursued in accordance with the law and University policy.

---

[2] By "most worthy of attention," we mean that these are goals that (1) address significant portions of the input data considered for the Strategic Plan, including comments from SI affiliates; (2) could be at least partially achieved in a five-year timeframe; and (3) are not something that UMSI already performs at high capacity. With respect to (3), we note as an example that as a whole, SI's research portfolio is rich with DEI-focused efforts that are likely to continue, and so continuing such research is not specifically called out in this plan.

[3] Specifically, we hope to improve African American/Black, Hispanic/Latinx, and Native American/Indigenous representation among the U.S.-domestic component of all cohorts (students, staff, and faculty); trans and non-binary representation among all cohorts; representation of first-generation students and students from lower-income backgrounds in our student cohorts; and women in our MADS degree.

Implementation Highlights and Planning Process Used

Planning Lead(s):
Devon Keen, Assistant Dean for Diversity, Equity, and Inclusion
UMSI Diversity, Equity & Inclusion Office

Planning Team:

- **DEI Office**
  - Julia Dang, DEI Program Manager
  - Sandra Lopez, DEI Educational Outreach Coordinator
  - Carina Bustos, GSSA, Graduate Student

- **DEI 2.0 Committee (AY 2023-2024)**
  - Amanda Aquino, HR Assistant Intermediate
  - Amy Homkes-Hayes, Managing Director and Strategic Advisor, Online Programs and Digital Content, DEI Committee staff co-chair
  - Anna Lawrence, Web Project Manager
  - Davontae "Nate" Drew, DEI Committee GSSA, Graduate student
  - Jesse Johnston, Clinical Assistant Professor
  - LeAnna Level, Assistant Director, Diversity Recruitment and Admissions
  - Megan Pouncy, Graduate Student, MADS
  - Melissa Chalmers, Lecturer IV
  - Naima Shaikh, Graduate student, MSI
  - Nicole Ellison, Professor, DEI Committee faculty co-chair
  - Oliver Haimson, Assistant Professor
  - Shannon Van Gundy, Academic Advisor
  - Steve Oney, Associate Professor, DEI Committee faculty co-chair
  - Zihan Wu, Doctoral student
  - Zochil Moreno-Martinez, Undergraduate student, BSI

- **UMSI Unit Leads & Administrators**
  - Katy Peters, Director of Academic Success & Student Life
  - Trisha Fountain, Director of Enrollment Management
  - Cliff Lampe, Professor, Associate Dean for Academic Affairs
  - Laura Elgas, Executive Director, Office of Academic and Student Affairs
  - Erin Krupka, Associate Dean for Faculty
  - Joanna Kroll, Director of Career Development
  - Kelly Kowatch, Director of Engaged Learning
  - Judy Schabel, Assistant Dean for Mentorship and Professional Development

Implementation Highlights and Planning Process Summary:

UMSI continues to demonstrate strong support and commitment for DEI evident throughout the school. Year one of DEI 2.0, represented a year of transition and continued growth for UMSI. In terms of transition, we welcomed a new dean, Andrea Forte at the start of winter term- January 2024. Additional changes include the UMSI DEI office Director being named Assistant Dean for Diversity, Equity and Inclusion and joining the UMSI leadership team and the DEI office expanding to include a DEI program manager. A new Assistant Dean for mentorship and professional development position was also created that will be pivotal in building an inclusive and equitable climate.

In response to UMSI's immense growth over the last 9 years there was a recent staff expansion. This expansion was designed to support UMSI initiatives and priorities. This enabled, for example, the development of a dedicated academic success team, diversity-related recruitment and admissions positions which aim to expand our applicant pool broadly, across multiple dimensions, and a new associate director of teaching and learning position. Overall, the expansion and changes, when joined with ongoing efforts, will better enable UMSI to meet the needs of *all students* including students from marginalized student populations, (i.e. first-gen, caregivers, low socio-economic status, transfer students etc.).

The planning process involved:
- Check-ins with functional unit leads and associate deans throughout the academic year
- Extensive appreciative inquiry-based interviews as part of defining UMSI's "culture of care" (see DEI 2.0 strategic goal #2)
- Listening circles in response to community concerns
- DEI 2.0 feedback surveys
- Recommendations from the DEI Committee end of year reflection and year end reports

Data and Analysis: Key Findings

Summary of Data:

Data summarized in the DEI 2.0-year one plan and the feedback received from the UMSI community during the planning year remains relevant as we move into year two. Additional data collected over the course of the first year further informs our approach for year two. Specifically, DEI 2.0 community survey responses, appreciative inquiry interviews with students, faculty and staff and notes from listening circles held in response to community concerns, highlight the continued need to communicate how DEI 2.0 includes positive action to address:
- disability/accessibility both physical and mental
- how we define diversity, equity, and inclusion broadly, extending beyond racial and gender diversity to include, for example, diversity of socio-economic background, educational status (first gen), disability, immigrant status etc.,
- the desire for more opportunities for interpersonal and small-group connection and dialogue

Racial and gender diversity: The University and UMSI maintain demographic data about our students, staff, and faculty with respect to race/ethnicity and gender (binary only[4]), going back several years. Detailed data is available on the UM Registrar website and the UMSI Intranet. That data suggests the following trends:

- Between 2016-2022, we saw improvements in the diversity of our student, staff, and faculty cohorts in several ways:
    o **BSI undergraduate program:** Among domestic students, the proportion of Black/African American, Hispanic/Latinx, and Native American students has increased.
    o **MHI/MSI residential master's programs:** Among domestic students, the proportion of Black/African American, Hispanic/Latinx, and Native American students has increased.
    o **MADS online master's program:** Among domestic students, the percentage of students who apply and are admitted to the program and who are Black/African American and Hispanic/Latinx increased between 2019 and 2021. Also, between 2019 and 2021, the percentage of women students among all students increased.
    o **PhD program:** Between 2017 and 2022, the percentage of women students among all students increased by ten percentage points to 53%.
    o **Staff:** Between 2016 and 2021, the percentage of Hispanic/Latinx staff members increased.
    o **Faculty:** Between 2017 and 2022, both the proportion of Black/African American faculty members and Hispanic/Latinx faculty members has increased.
- However, we have several areas where racial/ethnic diversity or gender diversity is a concern:
    o Among PhD students, admissions, and matriculation of African American/Black, Hispanic/Latinx and Native/Indigenous Americans (AHN)[5] students steadily *declined* as a percentage of the total student cohort.
    o Within our MADS (online master's) program, non-male applications and enrollment are very low. Among domestic students, URM student applications and enrollment are low.
    o Across all degree programs, Hispanic/Latinx student applications, admissions, and matriculation is low.
    o Across all degree programs (except the undergraduate BSI program), Native American student applications, admissions, and matriculation is low.
    o Among staff, the number of Black/African American, Hispanic/Latinx, and Native American and other Indigenous people (e.g., Native Hawaiian and other Pacific Islander) is low.
    o Among faculty, the number of Hispanic/Latinx people is low.
- There is considerable agreement across students, staff, and faculty that ongoing efforts

---

[4] The available data does *not* currently track gender other than through the male/female binary that is currently used for federal reporting requirements.
[5] See note on terminology on pp. 2-3.

to diversify student cohorts should continue, with additional focus in the areas above.
- Note: Some students, staff, and faculty have expressed a desire to see better tracking of student data with respect to the following:
    - Non-binary gender categories
    - Socio-economic status=Pell eligible
    - First-gen status
    - Religious affiliation
    - Finer grained race/ethnicity categories – e.g., East vs. South Asian, Middle Eastern origin, different categories of indigenous Americans, etc.

Within the last 2-3 years, **several groups have become more vocal with respect to issues affecting them**. These include international students, students with disabilities, students who identify as neurodiverse, and students who have mental health challenges. They express needs and concerns similar, though not identical to other minoritized groups in our community.

International students note additional issues. Though DEI efforts are often conceived of in an U.S. context, and racial/ethnic demographics are often tracked only for domestic students,[6] DEI values obviously extend to all our students. Key areas of concern that international students have expressed include the following:

- Feeling left out of DEI discussions at the school.
- Caste-based discrimination among students of common national origin.
- For those for whom English is a second language, insufficient learning opportunities to improve oral and written English.
- Other impacts like those felt by minoritized domestic students, but on dimensions of their (international students') race, national origin, or language experience.

Several issues mentioned repeatedly by our students potentially affect all students, but may disproportionately impact historically excluded students, international students, and students experiencing significant hardships (e.g., limited financial means, mental health challenges, certain disabilities, unfamiliarity with college/professional norms, etc., as well as combinations of the above). The specific issues include the following:

- Challenges navigating the school; not knowing where to find information or whom to go to for help
- Accommodations in courses
    - Frequent or unpredictable need for assignment extensions or make-up tests
    - Unwelcoming, unkind, or brusque reception by faculty in response to accommodation requests
    - Lack of awareness about what kinds of accommodations are possible and for what purposes

---

[6] There are understandable reasons for this, among which are that there are no consensus international standards for racial/ethnic categories. See, e.g., Takezawa, Y. I., P. Wade, A. Smedley. (2022). Race. Encyclopedia Britannica. https://www.britannica.com/topic/race-human.

- Internship and job search
  - Lack of networks to tap into
- Staff interactions that come off as condescending, skeptical, brusque, or hostile
- Lack of safe, meaningful ways to convey feedback to, and mediate challenges with, faculty, especially formal advisors
- Need for emergency financial relief

Key Findings, Themes and Recommendations:

Diversity of cohorts: Broad diversity throughout the school, among our students, staff, and faculty, was a key goal of SI's Strategic Plan 1.0. While SI made progress between 2016-2021 with respect to some forms of diversity, more progress is desired especially with respect to African American, Hispanic/Latinx, and Native American students among domestic U.S. cohorts. There are many potential benefits to diversity, broadly defined, but SI students consistently request more racial and gender diversity in their cohorts as well as among faculty and staff – all of which they note is critical to their academic achievement and sense of belonging. Planning for the Strategic Plan 2.0 also revealed that there were calls for increasing many aspects of diversity and inclusion, including enabling more socio-economic mobility and creating spaces for discussion of intellectually and politically diverse views.

Greater empathy and kindness as individuals and as an institution: A large fraction of the data, especially that which was intended specifically for the Strategic Plan, can be interpreted as asking for a more understanding and caring environment at the school, both as expressed in interpersonal interactions, as well as when individuals engage with SI as an institution and administrative or instructional bureaucracy. Members of certain marginalized groups mention repeatedly that they experience brusque, rigid, unaware, callous, or discriminatory interactions with others at the school, with such interactions happening among students, staff, and faculty in various combinations. The specific groups who mention this most include people of minoritized races/ethnicities/castes; people with disabilities; people who identify as neurodiverse; international students; members of the LGBTQ+ community; women; first-gen students; people from lower-income backgrounds; non-traditional students; as well as people who identify as more than one of these groups.

Note: Some individuals at SI are already investing incredible care in their relationships within the school; and research suggests that this burden is disproportionately borne by women and minoritized groups. In addressing the above finding, SI is not asking those individuals to invest even more care. Rather, it asks others at SI to express more care, and for SI as an institution to ensure that members of our community are well-supported and not being expected to cover for others.

Recourse for interpersonal problems including microaggressions: Related to the above, but with different emphasis, incidences of abuse, microaggression, callousness, indifference, and other forms of unconstructive harm have been shared as ongoing concerns. In addition to suggestions to hold mandatory trainings, there are repeated requests for improved feedback, reporting, and mediation options. Students appear to feel this need most, though not exclusively, and they indicate challenges navigating peer-to-peer microaggressions as well as power dynamics with faculty and GSIs.

Inclusivity and anti-racism in curriculum, pedagogy, and co-curricular activities: SI's 2016-2021 Strategic Plan had an objective to "Create a teaching and learning environment that prepares students for careers in a diverse and global environment" accompanied by a sub-bullet to "help students develop… a commitment to nurture diversity." The student group Black@SI's 2020 open letter prompted the school to add an additional objective, "Create an anti-racist curriculum and decolonize educational material." Other input from students and faculty re-emphasizes the importance of embedding DEI-related instruction in courses and co-curricular activities toward the goal of having all our students graduate with an awareness and understanding of diversity, equity, and inclusion. A multi-year, multi-pronged effort has been underway since 2020 to make SI courses and co-curricular programming more inclusive and anti-racist, both in terms of what is taught (content) and how (pedagogy). These efforts should continue.

Strategic Objectives, Measures of Success and Action Plans*

Introduction:
The School of Information plan covers everyone with a current affiliation with the school – students, staff, and faculty. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.

In addition, the objectives are intended to further one of the school's four high-level goals, as stated in the "Key Strategies and Objectives" section above. Alignment with the four high-level goals is indicated below after each objective, under the heading, "Primary DEI Goal."

Note: Some action items were carried over from year 1 of the strategic plan. Year 2 action items are noted with bold font

All strategic objectives and related actions will be pursued in accordance with the law and University policy.

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Note: Strategies and action items for **people** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

STRATEGIC GOAL 1: Improve diversity, broadly defined, of all cohorts – among students, staff, and faculty – with particular attention to minoritized populations.

Strategic Objective 1:
[Key Constituency: Students] Increase the diversity, broadly defined, of students in all cohorts through recruitment & retention efforts .
*[**Objective Lead:** Office of Academic and Student Affairs (OASA) - Recruitment, Admissions & Financial Aid (RAFA); **Collaborators:** Academic Success & Student Life; Marketing & Communications (M&C), BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee]*

Metrics:
- Increased and/or consistent attendance and engagement with organizations that reach diverse audiences (broadly defined).
- Increased and/or consistent student, staff and faculty representation and attendance at national and regional conferences in support of DEI recruitment efforts.
    - Improvements or consistently positive indicators from evaluation of the applicant experience.
- Increases in…
    - % of historically minoritized students (including low-income) from application to graduation in each academic program.
    - % of MADS Students who are women.
    - Reported value of new non-financial resources by PhD SI Merit students and Masters Achievement Fellows.
    - Review and audit of digital/web content and related reach and use analytics.
    - Review and audit of best practices and inclusive language in applications and related communications.

Actions:
1. **Evaluate and increase recruitment efforts for students at Minority Serving Institutions and organizations supporting underrepresented students in STEM (i.e. GEM, i3, LSAMP, McNair)**
2. **Continue opportunities for peer-to-peer connections with prospective and current students and admissions staff though accessible media (i.e. virtual information sessions, email, phone, 1:1's)**
3. **Increase opportunities for in-person recruitment events geared toward increasing diversity broadly defined that allow for opportunities to address barriers for entrance such as application and funding (i.e. Connect with UMSI)**
4. Establish peer mentor opportunities connecting applicants with current students with matching options that consider stated interests, perspectives, and background to support navigation of the application, admission, and decision process.
5. Conduct a survey or focus group to evaluate the applicant experience.
6. Across all academic programs and working with M&C, develop materials and digital/web content to provide clear and consistent messaging, with emphasis and attention to broad diversity and reducing barriers. For MADS online degree program, specific focus on executing

specific and/or targeted messaging built around top interests/concerns relevant to women, to increase the gender diversity of the program's applicant pool.

7. Increase methods of information sharing with UMSI faculty, staff, and students regarding our efforts to promote broad diversity across all academic programs, and regularly seek input on new strategies, contacts, and methods to support recruitment of broadly diverse populations.

8. Begin to explore alternate admissions pathways into MADS (i.e., Master Tracks) that increase access to broadly diverse student populations resulting in recommendations for decisions and plans.

9. Develop a plan to increase diversity broadly speaking for MADS, track progress over time.

10. Provide SI PhD Merit students and Master's Achievement Fellows with similar non-financial resources that Rackham offers to their RMF students (e.g., mentoring, workshops, gatherings, etc.). Pilot with PhD students then broaden to other programs.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 2:

*[Key Constituency: Staff] Increase diversity of staff including race, ethnicity, gender and gender identity, disability, age, citizenship, veteran status, religion and more to reflect demographics of the qualified labor pools. [**Objective Lead:** UMSI HR**; Collaborators:** Leadership Team, Staff Supervisors, DEI Office]*

Metrics:
- % composition of staff reflects the demographic composition of the qualified labor pools for the relevant staff category.
- Change in % composition by functional area in historically marginalized dimensions, such as more women in IT/computing and more men in student affairs and human resources.
- Increase in self-reported identities including race/ethnicity, gender/gender identity, disability, and veteran status.
- % of hiring managers who complete implicit bias in hiring process training.

Actions:
1. **Launch new Lattice software platform to increase HR capacity and enhance employee engagement and development.**
2. Increase use of talent acquisition services provided by University Human Resources to develop more diverse applicant pools.
3. Explore the possibility of providing staff relocation expenses.
4. Convene additional meetings with a staff diversity recruiting expert to generate strategies and plans for new staff recruitment efforts to broaden diversity of applicant pools.
5. Explore the potential of a telecommuting center at the proposed Detroit Center where staff living in Detroit and surrounding areas could work to limit the need for relocation.
6. Require/Encourage all hiring managers to complete Implicit Bias training like faculty requirements for STRIDE training. Review current anti-bias efforts and adjust where needed.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 3:
*[Key Constituency: Faculty] Increase diversity, broadly defined, of faculty. [**Objective Lead:** Associate Dean for Faculty; **Collaborators:** Leadership Team, Faculty Search Chair and Faculty Search Committees]*

Metrics:
- Increase in the number of faculty applicants and hires from historically marginalized communities

Actions:
1. Evaluate current efforts and implement ways to improve SI's implementation of best practices from ADVANCE in the faculty hiring process.
2. Advocate with the University to increase relationships with local universities and businesses to improve placement of faculty partners (dual career) to support recruitment and retention.
3. Evaluate diversity of MADS instructional faculty and continue to broaden publicity and outreach efforts to reach broadly diverse candidate pools. *(**Action Lead:** MADS program committee)*

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 4:
[Key Constituency: Students, Staff and Faculty] Leaders from the UMSI DEI Office and the Dean will work with the Director of Development and Alumni Relations to review and update DEI fundraising priorities, goals, and progress, engaging key constituents (students, staff, faculty, and alumni) to inform priorities and goals. *[**Objective Lead:** DEI Office, Development & Alumni Relations (DAR)]*

Metrics:
- DEI fundraising priorities, goals, and progress are consistently and clearly stated and communicated to students, staff, faculty, and alumni.
- DEI fundraising priorities and goals are regularly reviewed and updated to reflect evolving needs with input from students, staff, faculty, and alumni.

Actions:
UMSI's Dean, DEI Leads and Director of Development and Alumni Relations will meet bi-annually to discuss DEI funding needs and priorities in unit.

Strategic Objective 5:
[Key Constituency: Students] Increase donor support for student scholarships, wraparound support and emergency funding including need-based scholarships and DEI-related efforts that are within legal parameters. *[**Objective Lead:** Development & Alumni Relations (DAR); **Collaborators:** OASA]*

Metrics:
- Increase in funds allocated for and/or generated through external sources for student financial support in BSI, MSI, MHI, MADS
- Increase of students from broadly diverse backgrounds due to the UMSI Graduate Guarantee
- Increased number of awards for students who identify as first-generation college student; first generation US citizen; experienced financial hardship; Pell eligible; come from educational, cultural, or geographic background that is underrepresented in graduate study.

Actions led by Development & Alumni Relations:
1. **Work with OASA to assess how much financial aid need exists and how much funding we are offering.**
2. **Incorporate Graduate Guarantee funding into capital campaign priorities.**
3. **Promote Student Emergency Fund as a priority fund and in Giving Blueday solicitations**

Actions led by OASA-Recruiting, Admissions & Financial Aid:
4. **Assess effectiveness and sustainability of current need-based aid and diversity focused scholarships (e.g., UMSI's Achievement Fellowship) for master's students (such as the UMSI Go Blue Graduate Scholarship); revise as needed and continue to actively promote need-based and diversity-related aid.**
5. **Explore funding models and increase available funding opportunities to equitably provide scholarship funding for MADS like other UMSI programs.**
6. **Increase the visibility and awarding of the SI Achievement Fellowships in the MSI and MHI**
7. **Evaluate UMSI specific funding opportunities for New Transfer Students (i.e. scholarships)**
8. **Benchmark funding infrastructure that could support more need-based funding in the MSI/MHI**
9. **Evaluate and improve funding websites and materials to increase accessibility to information**

Primary DEI Goal: Diversity and Inclusion, Goal 1, and Goal 2

Strategic Objective 6:
*[Key Constituency: Doctoral Students] Engage alums in supporting our recruiting of doctoral students to leverage our existing strengths in diversity, broadly defined. [**Objective Lead:** PhD Committee; **Collaborators:** Development & Alumni Relations]*

Metrics:
- Emails and other efforts to contact alums.
- Number of alums who participate in recruitment activities.
- Number of prospective doctoral students who interact with alums.
- Reported value from both alums and perspectives on the experience.

Actions:
1. Email alums from the doctoral program starting in AY 2023-2024 and gauge interest in participating in our recruiting efforts (e.g., visiting days).
2. Identify appropriate doctoral recruitment activities based on their interest (e.g., a panel for interested applicants, mentoring on personal or statement of purpose writing, etc.).
3. Continue engaging with alums indefinitely, depending on the impact of their involvement in recruiting and funding availability. Evaluate alumni interest, participation, and impact of increased alumni participation on recruitment outcomes.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 7:
*[Key Constituency: Students] Expand K-14 outreach and engagement with the purpose of establishing and increasing awareness of and engagement with the field of information science to build mid and early-stage pipelines to degree programs. [**Objective Lead:** DEI Office]*

Metrics:
- Number of high schools with which we have established relationships as measured through school visits, student engagement in SI programs, and others.
- Number of participants and schools represented in HS College Counselor workshops and subsequent number of students who participate in SI programs as a result.
- Number UMSI outreach participants who go on to apply to UMSI programs.
- Increase awareness of the field of information and increased interest and motivation to apply to UMSI through the collection of pre / post survey data.

Actions:
1. Benchmark options for an infrastructure/platform for tracking student engagement and accessible reporting on engagement through college including follow up survey data (post-engagement data)
2. Expand support for faculty-led outreach programming, such as Sisters Rise Up
3. Begin creating a suite of outreach activities, workshops, and presentations to offer to K-12 partners and audiences.
4. Increase the visibility of educational outreach through the strategic use of the UMSI website.
5. Broaden Day@UMSI programming to include students outside of CCSI Fellows with the purpose to recruit for admissions and CCSI.

Primary DEI Goal: Diversity, Goal 1

Strategic Objective 8:
*[Key Constituency: Staff] Develop a formalized approach to staff mentorship and career development support across all staff with particular attention to better meeting the needs of staff from historically marginalized groups. [**Objective Lead:** Assistant Dean for Mentorship & Professional Development; **Collaborators:** Chief of Staff, Director of Human Resources, Dean]*

Metrics:
- Retention rates for staff from historically marginalized groups.
- Number of staff engaging in career development and mentorship activities

Actions:
1. Identify UMSI's previous efforts to offer or encourage career development and mentorship activities for UMSI staff members.
2. Consult with UM Organizational Learning and other experts for ideas and input.
3. Engage the UMSI Management Team in developing a proposal with input from staff across the school; share with the Dean and Leadership Team for review and approval.

Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1, and Goal 2

Strategic Objective 9:
[Key Constituency: Faculty] Enhance and expand career development support across all faculty with particular attention to better meeting the needs of faculty from historically marginalized groups.
***[Objective Lead:** Associate Dean for Faculty; **Collaborators:** Dean]*

Metrics:
- Maintain retention rates for faculty from historically marginalized groups.
- Number of tenured faculty engaging in mentoring training

Actions:
1. Evaluate UMSI's previous efforts to recognize DEI-related work in its promotion and tenure processes.
2. Monitor service equity at UMSI and take actions as necessary.
3. Formalize mechanisms for connecting faculty with scholarly networks at UMSI & UM.
4. Increase faculty mentoring capability at UMSI through workshops, training the mentors in better mentoring techniques.

Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2

Strategic Objective 10:
*[Key Constituency: Students] Encourage and support increased diversity (broadly defined) across leaders of student organizations. [**Objective Lead:** OASA - Academic Programs & Student Life]*

Metrics:
- Demographics of student organization leaders year over year as compared with demographics in 2022-23.

Actions:
1. **Benchmark different models for funding student leadership roles and implement a compensation plan based on findings.**
2. **Create a communication plan to promote student organizations and student leadership roles.**
3. **Create more structured opportunities for student leaders to interact with school leadership and receive recognition.**
4. **Develop and implement more supportive transition planning for student orgs with particular attention to affinity groups.**

Primary DEI Goal: Diversity, Equity and Inclusion, Goal 1 and Goal 2

Strategic Objective 11:
*[Key Constituency: Faculty] Increase both the diversity (broadly defined) of faculty in leadership roles and faculty engagement & leadership on DEI issues. [**Objective lead:** Associate Dean for Faculty; **Collaborators:** Leadership Team]*

Metrics:
- Demographics (particularly with respect to historically marginalized identities) of faculty members assuming leadership roles in UMSI committees, academic programs, strategic initiatives, and administrative roles.
- Number of nominations for faculty DEI awards
- Number of faculty of all backgrounds taking leadership in DEI issues in their respective research, teaching, and service.

Actions:
1. Increase offerings of leadership education and service opportunities such as the Academic Leadership Institute
2. Nominate faculty for exemplary DEI work and leadership for both external and internal awards that recognize this work (e.g., internal UMSI DEI Awards, Skip Ellis award, Harold R. Johnson Diversity Service awards).
3. Highlight on DEI webpages and e-newsletter DEI-related faculty research, research groups, publications and courses (**Action lead:** DEI Office)

Primary DEI Goal: Diversity, Equity and Inclusion

Strategic Objective 12 (Originally Objective 13):

*[Key Constituency: Students, Faculty] Expand infrastructure and initiatives dedicated to student academic success as part of UMSI student diversity retention efforts with particular focus on students experiencing institutional barriers [**Objective lead**: OASA-Academic Programs & Student Life; **Collaborators:** OASA- Recruitment, Admissions & Financial Aid]*

Metrics:
- Reduction in number of students retaking courses.
- Student feedback from climate surveys and annual OASA student surveys indicate fewer concerns and greater satisfaction about disability accommodation (2022 as baseline year).

Actions:
1. Evaluate focus group report on students with disabilities report. Work to identify recommendations and identify 1-2 to implement in year one in consultation with SSD.

Primary DEI Goal: Diversity, Goal 1, and Goal 2

Strategic Objective 13 (Originally Objective 14):

*[Key Constituency: Students] Expand data collection and analysis across (self-reported) broadly diverse identity groups to inform career education events, services, and outcomes reporting. [**Objective Lead:** Career Development Office (CDO)]*

Metrics:
- Process changes are implemented to enable successful implementation of this objective.
- Documented use of this analysis for information sharing and advising

Actions:
1. **Use self-reported identity-based data to analyze participation in career education events and services to identify potential gaps in awareness and utilization.**
2. **Depending on number of responses, include identity-based data (broadly) in public reports.**

3. **Create greater transparency with outcomes date by building public facing reports and dashboards in CareerLink.**

Primary DEI Goal: Diversity, Equity, Goal 1

Strategic Objective 14 (Originally Objective 15):

*[Key Constituency: Alumni/ae] Ensure that the UMSI Advisory Board is diverse, broadly defined, in perspectives and experiences so that the board can provide a breadth of insights and experiences to serve the school. [**Objective Lead:** Development & Alumni Relations]*

Metrics:
- Diversity of advisory board members across many dimensions, including age, geographic location, gender and gender identity, disability status, nationality, profession, degree type, etc.

Actions:
1. Explore mapping board members' self-reported areas of experience and expertise and demographics and track year over year.
2. Engage with a broader set of alumni/donors to identify, based on diversity of perspective and experience, potential board members based on outreach.
3. Explore revising board meeting schedules to allow for more virtual interaction (e.g., fall in person, winter virtual, spring in person optional) and student engagement.

Primary DEI Goal: Diversity, Goal 1

PROCESS (Create an Equitable and Inclusive Campus Climate)

Note: Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

> ### STRATEGIC GOAL 2: Broaden and deepen a culture of care, awareness, self-reflection, accommodation, and community at the school, both as individuals and as an institution.

> ### STRATEGIC GOAL 3: Implement more transparent and effective options for providing feedback and for mediating issues between members of the SI community.

Strategic Objective 15 (Originally Objective 16):

*[Key Constituency: Students, Staff and Faculty] Provide DEI education, skill-building and active learning engagement opportunities for students, faculty, and staff to build shared understanding that supports UMSI's DEI goals and activities. Include attention to cultural intelligence/global perspectives, gender equity and prevention of sexual misconduct, anti-racism, and anti-ableism. [**Objective Lead:** DEI Office; **Collaborators:** Engaged Learning Office, OASA- Student Life]*

Metrics:
- Number of participants and registered attendees for DEI activities.
- Post-event survey responses.
- Click-through and open rates for newsletters and electronic DEI communications (where applicable).

Actions:
1. Collaborate across UMSI and with other Schools and Colleges **on DEI-related activities/programming.**
2. Evaluate DEI communication channels to maximize educational and skill-building opportunities.
3. **Continue to** collaborate with the new Staff Activities/Professional Development Committee to offer DEI workshops and develop DEI initiatives geared toward staff.
4. **Further develop year two of "Circles of Solidarity" pilot with focus on deepening community involvement in planning and facilitating. Purpose to continue promoting community building, mutual understanding and cultural intelligence.**
5. **Re-launch DEI@UMSI Winter Community Read**

Primary DEI Goal: Equity, Inclusion, Goal 2

Strategic Objective 16 (Originally Objective 17):

[Key Constituency: Students, Staff and Faculty] Promote cultural intelligence and global DEI understanding as a core component of building an inclusive climate and caring school culture.
*[**Objective Leads:** DEI Office and Engaged Learning Office (ELO); **Collaborators:** OASA Student Life)]*

Metrics:
- Increased satisfaction with climate.
- Increased proportion of students, staff and faculty participating in activities.

Actions:
1. **Launch cross-unit intercultural celebrations and education committee**
2. **Have 3-5 UMSI staff become certified in cultural intelligence training through the CIC Weave cultural intelligence training into UMSI courses, workshops, and other participation opportunities**

Primary DEI Goal: Equity, Inclusion, Goal 2

Strategic Objective 17 (Originally Objective 18):

*Create a new team and program within the DEI Office that will assist with building effective problem-solving skills, support dispute resolution between and among SI students, staff, and faculty. (This is not intended to replace other systems for resolution in the university, but will help serve students, staff, and faculty in meeting their goals around preventing and resolving conflicts or disputes.) [**Objective Lead(s):** DEI Office; **Collaborators: UMSI HR,** Associate Dean for Academic Affairs, OASA]*

Metrics:
- Annual formative assessment of program effectiveness and impact.
- Amount and nature of concerns expressed about conflicts in course evaluations and other surveys or evaluations.

- Data collected in surveys, focus groups, and/or interviews showing greater satisfaction with conflict resolution practices including length of time, quality of process, feelings associated with the process and clear next steps for resolution.
- % of faculty, students, and staff who access program resources and participate in conflict resolution training and/or processes.

Actions:
1. **Review conflict resolution recommendations report to** inform a UMSI-centric plan.
2. Develop and identify resources and offer training on difficult dialogue skills and inclusive interpersonal communication skills across the UMSI community with particular attention to online engagement.
3. Establish and follow processes and practices for dispute resolution and restorative justice practices between students, staff, and faculty with particular attention to best practices for online environments.
4. Develop clearer policies and practices that educate students and faculty on escalation path(s) if issue(s) or interpersonal conflicts are not resolved.
5. Review/Revise and follow processes for claims about academic integrity violations, student-specific academic dispute resolution and formal student appeals processes.

Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3

Strategic Objective 18 (Originally Objective 19):

*[Key Constituency: Students, Faculty and Staff] Establish and disseminate a set of values and behaviors for SI that exemplify a culture of care. Defining specifics around developing a "culture of care" as a community [**Objective Leads:** DEI Office and Leadership Team]*

Metrics:
- Future climate surveys will measure the values around our culture of care we espouse are increasingly identified as describing our school culture.

Actions:
1. Convene a community wide discussion to identify and define a list of behaviors and a set of scenarios that witness to each culture of care tenet in concrete ways.
2. Publish the resulting set of culture of care tenets on the UMSI website.
3. Share the culture of care tenets in faculty and staff onboarding and new student orientation and include them in self-evaluation and leadership evaluation tools.
4. Convene a working group to recommend initiatives, professional development workshops and training modules to align with skills identified as necessary to enact a culture-of-care

Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3

Strategic Objective 19 (Originally Objective 20):

*[Key Constituency: Students, Alumni] Develop an equity and inclusion framework for philanthropy at UMSI. Strengthen Development and Alumni Relations (DAR) internal and external communications to make DEI values more explicit and to provide more transparency and understanding around inclusive and equitable philanthropy practices. [**Objective Lead**: DAR]*

Metrics:
- Annual audit/review of DAR practices, communications, webpages, videos, and image use demonstrates alignment with stated vision, goals, and priorities.
Increased alumni engagement (financial and otherwise) across broadly diverse identity groups.

Actions:
1. Develop and then include more robust language on DAR web pages about our DEI vision, values, goals, and priorities.
2. Use inclusive language and images in our communications, including how communications are addressed, timing and content of communications (e.g., taking care with name changes, preferred pronouns and with sensitivity to cultural differences).
3. Develop best practices for highlighting the positive impact of donor funds that centers student agency and reduces potential harm by reducing expectations of students sharing challenging life circumstances and ensuring language and communications avoid stigmatization.

Primary DEI Goal: Equity and Inclusion, Goal 2 and Goal 3

Strategic Objective 20 (Originally Objective 21):

*[Key Constituency: Students] Reframe OASA Student Leadership Series to incorporate DEI as a greater focus including cohort-based DEI skill building and inclusive leadership [**Objective Lead:** OASA-Student Life; **Collaborators**: DEI Office]*

Metrics:
- Numbers of students that sign up and/or express interest.
- Pre- and post-participant surveys measuring attainment of learning objectives.
- Qualitative measures of sense of community among participants.

Actions:
1. Launch pilot program Fall 2024 for a smaller number of students interested in DEI foundations of leadership

Primary DEI Goal: Equity and Inclusion, Goal 4

Strategic Objective 21 (Originally Objective 22):

*[Key Constituency: Students] Increase opportunities for students to build relationships across differences and create an inclusive community at the school, deepening a sense of belonging. [**Objective Lead:** OASA-Student Life; **Collaborators:** DEI Office, ELO]*

Metrics:
- Increased student satisfaction and sense of belonging over time based on annual student surveys, school climate surveys and program/event specific evaluations.

Actions:
1. **Benchmarking and proposing standardized mechanisms for student feedback.**
2. **Collect more data on the new initiatives launched in Year 1 (Student Slack Workspace, peer mentor support, student life offerings connected to this objective, and the MADS on-campus experience).**

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

Strategic Objective 22 (Originally Objective 23):

[Key Constituency: Students] Improve student communications and student notifications involving course registration, formal/informal student academic concerns (probation, grade of concern, academic difficulty, grades of incomplete, etc.) to be more inclusive and supportive. [**Objective Leads:** OASA-Academic Success & Academic Advising and Registrar & Student Services; **Collaborators:** BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee]

Metrics:
- Feedback from students based on a brief point in time survey question that would go out following these communications.
- Feedback from students based on a new question added to the OASA annual student survey about overall communications related to academic progress, academic advising, academic success, registration etc.

Actions:
1. **Evaluate mass student communication and current effectiveness as it relates to course registration, student academic concerns, curricular changes, service offerings, etc.**
2. **Update both student handbook policy language and student communications/notifications in alignment with findings connected to research and survey feedback.**
3. **Building out our student communications, utilizing our benchmarking from Year 1 which includes communications for academic advising, academic success and academic probation/recovery.**

Primary DEI Goal: Inclusion, Goal 2

Strategic Objective 23 (Originally Objective 24):

[Key Constituency: Students] Evaluate and increase staff knowledge and professional approaches re: academic advising support, particularly with respect to first generation, underrepresented, and international students. [**Objective Leads:** OASA - Academic Programs; **Collaborators:** DEI Office]

Metrics:
- Increased student satisfaction over time based on annual student surveys, school climate surveys and other informal forms of assessment.
- Data from climate surveys broken out by specified groups.
- Time to degree of students from specified groups.
- Academic performance of students from specified groups.

Actions:
1. Benchmark/research best practices (institutional, national level).
2. Build training resource libraries into regular professional development opportunities and embed specific cultural training for specific populations in onboarding schedules/materials.
3. Conduct research (surveys, focus groups) to better understand support needs and delivery preferences (e.g., individual vs group, proactive vs on-demand), particularly among relevant groups.
4. Networking opportunities for students, including those within and across relevant groups.

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

Strategic Objective 24 (Originally Objective 25):
*[Key Constituency: Students] Enhance Career Development Office (CDO) co-curricular programming & workshops to prioritize alumni engagement and networking events to lower barriers, build social capital and increase access for students. [**Objective Lead**: CDO; **Collaborators:** DAR]*

Metrics:
- Increase alumni/student engagement opportunities.
- Increase and sustain the number of student and alumni participants in engagement opportunities; track and assess underrepresented student participation to increase activity and inform continuous improvement of efforts.
- Evidence of satisfaction and goals met from students and alumni through survey assessment.
- In more than 50% of CDO workshops & programming, offer alumni engagement/networking.

Actions:
1. **Launch & implement strategic plan piloting a formalized alumni + student mentorship program with an inclusive and equity focused framework.**
2. **Hire a new FTE and secure a new system to plan for full implementation and scaling of alumni + student mentorship program.**
3. **Partner with MADSA student organization to increase attendance/participation in MADS alumni panel and Alumni Career Connections events featuring MADS alumni.**
4. **Develop plan and proposal for comprehensive conference funding program to provide access, funding and education for effectively networking at conferences.**

Primary DEI Goal: Equity, Goal 2

Strategic Objective 25 (Originally Objective 26):
*[Key Constituency: Students] Expand policies for greater access to internships that provide high impact educational experiences to meet the diverse needs of students in terms of flexibility, exposure, and career readiness. [**Objective Lead:** Career Development Office; **Collaborators:** ELO, OASA]*

Metrics:
- At least two programs are created and implemented to meet the stated objective.
- Pre-and post-surveys of programs instituted indicate growth in career exposure and/or career readiness.
- Positive feedback from employer partners on the administration of the program and the performance of participating students. Programs instituted contribute to student recruitment outcomes per surveys conducted by UMSI Admissions & Recruitment.

Actions:
1. **Refine policies and processes related to expanded flexibility for "types" of experiences that can be submitted for internship course credit.**
2. **Align Internship Grant policies to provide for greater access to funding for short-term summer experiences.**
3. **Partner with the U-M International Center and UMSI Registrar to provide new course enrollment options for international students to maintain visa status and have access to work authorization for gaining career readiness.**

Primary DEI Goal: Equity, Goal 4 and Goal 1

Strategic Objective 26 (Original Objective 27):
*[Key Constituency: Students, Faculty and Staff] Adopt Universal Design Standards in all UMSI communications and school-wide activities. [**Objective Lead:** Marketing & Communications]*

Metrics:
- Deployment and consistent application of Universal Design Standards.
- Deployment and consistent application of social video standards. Achieve a high level of compliance (goal of 100%) with these standards by completion of actions.

Actions:
1. Develop, document, and deploy caption/transcript standards for social video.
2. Measure compliance as part of M&C accessibility reviews.
3. Share advisable or best practices across UMSI.

Primary DEI Goal: Equity and Inclusion, Goal 2

Strategic Objective 27 (Original Objective 29):
*[Key Constituency: Students, Faculty] Improve accommodation-related practices in courses to advance care and to support universal design for access and learning. [**Objective Lead:** Associate Dean for Academic Affairs; **Collaborators:** BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee; OASA-Academic Advising & Academic Success]*

Metrics:
- Quality of student feedback in survey and focus group data on how well (or not) accommodation requests are consistently met over time.
- Faculty feedback on use of accommodative tools and processes in their courses and experience instituting universal design for learning.
- Reported satisfaction with new policies by doctoral students with disabilities.

Actions:
1. Conduct annual audit of student accommodation request process including collaboration with SSD, timeliness of putting accommodations into place, efficacy of selected accommodations, and ease of process for students and faculty.
2. Work with academic success and academic advising teams to establish processes for identifying students who require program level (vs course level) accommodations support and establish protocols for common accommodation requests.
3. Develop official UMSI policy on accommodations for doctoral students with disabilities with input from students, staff and faculty and identify best practices and types of accommodation suited for doctoral studies.
4. Educational Technology unit will support faculty to implement and embed universal design for learning best practices such as accessible slides and lecture capture transcripts.
5. Design a survey to measure current community standards regarding accommodations practices both for formal accommodations such as SSD and informal accommodations for students going through life events.
6. Promote as a standard practice, instructors using personalized language to verbally inform the class about SSD accommodations in the first class. Create mechanisms to support this practice.

Primary DEI Goal: Equity and Inclusion, Goal 2

Strategic Objective 28 (Original Objective 30):

*[Key Constituency: Students, Faculty and Staff] Develop and implement a set of activities, practices and policies across students, staff and faculty that support a school-wide environment that decreases hierarchy and increases connection, inclusion, camaraderie, and joy. [**Objective Lead:** Associate Dean for Academic Affairs; **Collaborators:** BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee; OASA-Academic Advising & Academic Success].*

Metrics:
- Improved sense of faculty-staff community and school-wide community, collegiality, and equity in climate survey reports.
- Increasing and then sustained participation for faculty and staff and students.
- Satisfaction with activities based on point in time evaluation surveys.

Actions:
1. Charge the DEI Committee to lead efforts in consultation with the staff activities planning committee, faculty and staff, UMSI HR, OASA and the DEI Office to develop ideas and plans for practices, policies, and activities.
2. DEI Committee to share ideas for input at a faculty meeting, at a staff meeting and with student leaders.
3. Implement 1-2 new practices, policies or activities and seek feedback through a short evaluation survey.

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

ONLINE MASTER'S STUDENTS (MADS)

Strategic Objective 29 (Original Objective 31):

*[Key Constituency: Online Degree Students] Strengthen the MADS community both within and beyond building better relationships between and among MADS and other UMSI students, alumni, faculty, and staff. [**Objective lead:** Online Programs Committee and OASA]*

Metrics:
- Proportion of MADS students and alumni who have participated in community-based programs and events.
- Proportion of MADS students and alumni who demonstrate or report increased connection to and comfort within the MADS and UMSI community, across the range of identities of MADS students, via surveys or other instruments, paying particular attention to international, minoritized, and women MADS students.
- Proportion of MADS students and alumni who report using Slack and Slack metrics in special interest and community focused channels.
- Quantify aggregated faculty engagement with Online Programs students outside of the regular curriculum (e.g., 1:1 mentoring, presence on Slack, community events, talks).

Actions:
1. Collaborate with faculty, CDO, ELO, DAR, Student Life, and/or MADSA on MADS/SI community

events and programs (in-person and virtual) with different focal points (e.g., affinity, special interest, professional, lifespan, academic etc.).
Primary DEI Goal: Inclusion, Goal 2

PHD STUDENTS

Strategic Objective 30 (Original Objective 32):
*[Key Constituency: Doctoral Students] Increase the number of mechanisms available for doctoral students to provide feedback to their advisors. [**Objective Lead:** PhD Committee]*

Metrics:
- Number of feedback mechanisms available to students.
- Reported comfort level by students in providing feedback.

Actions:
1. Review the options available for students to provide feedback about their advisor(s) in the Annual Review Student Report and consider asking more specific questions.
2. Ensure that advisors and doctoral students create a mentoring agreement with guidelines for the student to provide feedback.
3. Consider providing aggregated feedback from doctoral students to faculty more frequently than yearly.
4. Continue using the new feedback mechanisms indefinitely, depending on their success and funding availability.

Primary DEI Goal: Equity, Inclusion, Goal 2 and Goal 3

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Note: Strategies and action items for **Products** are designed to integrate DEI solutions into our curricular and co-curricular educational programs and teaching methodologies, and to foster scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued, and supported.

STRATEGIC GOAL 4: Make curricular and co-curricular activities more inclusive and anti-racist, both in content and pedagogy.

ALL STUDENTS

Strategic Objective 31 (Original Objective 33):
*[Key Constituency: Students] Embed curriculum throughout the UMSI educational experience that helps to prepare students to be socially conscious information professionals. [**Objective Lead**: ELO; **Collaborators**: DEI Office]*

Metrics:
- **Evaluation data and survey feedback collected from students and faculty on their experience with the curriculum.**

- Increased participation of BSI, MSI, MHI, and MADS students in at least one co-curricular workshop, educational session or curricular module on teamwork and civic partner engagement.
- Students report an increase in self-awareness and perceptions of readiness to engage in difficult conversations with team members
- **Positive survey feedback from internal and external partners re: student engagement with teams and clients.**

Actions:
1. **A curricular program will be incorporated into SI 500 (400 MSI/MHI students) in fall 2024, coupled with training from the Ginsberg Center on working with community organizations.**
2. **Other degree programs will be assessed for ideal incorporation of collaboration-oriented curricular modules in the BSI program**

Primary DEI Goal: Equity, Inclusion, Goal 4

FACULTY

Strategic Objective 32 (Original Objective 34):
[Key Constituency: Faculty, Students,] ***Build pedagogical skills, structures and systems for faculty and GSI's to promote accessible and equitable experiences and learning environment for students.***
*[**Objective Leads:** Associate Dean for Academic Affairs and Teaching & Learning team;*
Collaborators: *DEI Office, Faculty, BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee]*

Metrics:
- # of courses with DEI content and the number of DEI related pedagogical practices adopted.
- % of faculty who indicate referencing and incorporating content from "Good practices for Anti-Racist Design of Courses" document, UMSI Inclusive teaching canvas site or resource.

Actions:
1. *Support faculty to update course content and pedagogy to make them more equitable, inclusive and/or anti-racist*
2. *Each faculty member will make making one or two meaningful changes per semester to one course that they have taught before, to make it more equitable, inclusive and/or anti-racist.*
3. **Improve faculty competency and pedagogical expertise in discussing DEI topics and dealing with DEI issues in the classroom.**
4. Update "Good practices for Anti-Racist Design of Courses" document for faculty to reference when making changes and develop process for reminding faculty of this commitment & providing supporting resources and opportunities for consultation.
5. Program Committees discuss tactics and approaches already in use and shared by SI and other U-M faculty for making courses more inclusive, equitable, and anti-racist, during a Program Committee meeting at least once each academic year. May include consultation with the DEI Office.
6. **Faculty members to attend two DEI-related workshops, talks, or seminars each year.**

Primary DEI Goal: Equity, Inclusion, Goal 4

Strategic Objective 33 (Original Objective 35):
*[Key Constituency: Students] Ensure DEI learning goals are included in the curriculum such that all students attain the goals regardless of pathway/career goal. [**Objective Leads:** Assoc Dean of Academic Affairs; **Collaborators:** BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee, Office of Academic & Student Affairs]*

Metrics:
- Mapping of learning goals to courses that demonstrates that all students will be exposed to and assessed on DEI related content.
- Data on how many students receive waivers or exceptions for courses that have significant DEI learning goals.
- Include evidence of student knowledge or alternate path to attainment of DEI related content in waiver/exception criteria waivers / exceptions.

Actions:
1. Map learning goals to courses to assess if all students will be exposed to and assessed on DEI related content.
2. Analyze existing course learning goals for match with DEI learning goals.

Primary DEI Goal: Equity, Inclusion, Goal 4

ONLINE MASTER'S STUDENTS

Strategic Objective 34 (Original Objective 36):
*[Key Constituency: Online degree program students] Implement continued curriculum improvements to reflect key DEI themes and international data science perspectives into the MADS program curriculum. [**Objective Lead:** Online Programs Committee; **Collaborators:** DEI Office]*

Metrics:
- Increased program-level coverage of key DEI themes, including anti-racist, anti-colonial, and inclusive perspectives internationally, as measured by evolution of course syllabus coverage and learning outcomes that reflect curricular changes.
- Increased number of course activities (assignments, readings, videos, etc.) that surface key DEI themes in MADS courses.
- Increased number of curricular student learning outcomes focusing on exposure to and synthesis of key DEI themes and perspectives.
- Identify legally permissible ways to form diverse student teams based on broad diversity criteria to encourage practice in working across many types of differences, e.g., background, experience, perspective, etc. Increase the diversity of student teams (e.g., more racial/ethnic, gender, and geographic representation).

Actions:
1. Develop teaching materials and examples (e.g., data ethics, privacy, facial recognition, algorithmic bias, discrimination) to include in MADS courses.
2. Create an international speaker series bringing in data scientists from around the world to present and make sense of global data science issues.

Primary DEI Goal: Equity, Inclusion, Goal 4

Goal-related Metrics – UMSI Measures Tracked Over Time

School, College, or Unit Metrics:

Undergraduate Students

Demographic Composition:
- *Headcount*
- *Race/ethnicity*
- *Sex*

Graduation Rates:
- *4-Year*
- *6-Year*

Enrollment:
- *Entry status (new, continuing)*
- *Student class level (freshman, sophomore, junior, senior)*

Climate Survey Indicators (sample indicators listed below):
- *Satisfaction with overall U-M climate/environment*
- *Semantic aspects of the general climate of U-M campus overall*
- *Semantic aspects of the DEI climate at U-M campus overall*
- *Feeling valued at U-M campus overall*
- *Feeling of belongingness at U-M campus overall*
- *Assessment of U-M institutional commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success at U-M campus overall*
- *Feeling able to perform up to full potential at U-M campus overall.*
- *Feelings of academic growth at U-M campus overall*
- *Feelings of discrimination at U-M campus overall*

Graduate Students

Demographic Composition:
- *Headcount*
- *Race/ethnicity*
- *Sex*

Enrollment:
- *Student class level (Graduate-Masters/Doctoral/Professional)*

Climate Survey Indicators (sample indicators listed below):
- *Satisfaction with climate/environment in department of School/College*
- *Assessment of semantic aspects of the general climate in department of School/College*
- *Assessment of semantic aspects of the DEI climate in department of School/College*

- *Feeling valued in department of School/College*
- *Feeling of belongingness in department of School/College*
- *Assessment of department in School/College commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success in department of School/College*
- *Feeling able to perform up to full potential in department of School/College*
- *Feelings of academic growth in department of School/College*
- *Feelings of discrimination in department of School/College*

Staff

Demographic Composition:
- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Age (Generation cohort)*

Climate Survey Indicators (sample indicators listed below):
- *Satisfaction with unit climate/environment in work unit*
- *Assessment of semantic aspects of the general climate in work unit*
- *Assessment of semantic aspects of the DEI climate in work unit*
- *Feeling valued in work unit*
- *Feeling of belongingness in work unit*
- *Assessment of work unit commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success in work unit*
- *Feeling able to perform up to full potential in work unit*
- *Feelings of professional growth in work unit*
- *Feelings of discrimination in work unit*

Faculty

Demographic Composition:
- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Tenure status*

Climate Survey Indicators (sample indicators listed below):
- *Satisfaction with climate/environment in department of School/College*
- *Assessment of semantic aspects of the general climate in department of School/College*
- *Assessment of semantic aspects of the DEI climate in department of School/College*
- *Feeling valued in department of School/College*
- *Feeling of belongingness in department of School/College*
- *Assessment of department in School/College commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success in department of School/College*
- *Feeling able to perform up to full potential in department of School/College*

- *Feelings of academic growth in department of School/College*
- *Feelings of discrimination in department of School/College*

Additional Information re: UMSI Tracked Goal-Related Metrics

UMSI also plans to track metrics organized by our four top-level goals.

1) Improve diversity, broadly defined, of all cohorts – among students, staff, and faculty – with particular attention to minoritized populations.
   - Metrics:
     (1) Demographics in each of five-degree programs.
     (2) Demographics of staff.
     (3) Demographics of faculty.
2) Broaden and deepen a culture of care, awareness, self-reflection, accommodation, and community at the school, both as individuals and as an institution.
   - Metrics:
     (1) Climate survey and focus group results.
     (2) Shifts in the nature of informal feedback from students, staff, and faculty.
3) Implement more transparent and effective options for providing feedback and for mediating issues between members of the UMSI community.
   - Metrics:
     (1) The fact of such options being implemented.
     (2) Use of and satisfaction with such options, as expressed by students by degree program, staff, and faculty.
4) Make curricular and co-curricular activities more inclusive and anti-racist, both in content and pedagogy.
   - Metrics:
     (1) Increase in inclusive and anti-racist elements in courses, based on periodic syllabus reviews.
     (2) Climate survey results.

Action Planning Tables with Details and Accountabilities

Fill in the tables with additional details about actions, including deliverables and assignments.

Note: Year 2 action items are indicated with bold font. Some original objectives have been consolidated to prevent redundancy which resulted in re-numbering.

PEOPLE *(Recruitment, Retention & Development)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
• Students	• ***Strategic Objective 1:*** *Increase the diversity, broadly defined, of students in all cohorts through recruitment & retention efforts.*	• Increased and/or consistent attendance and engagement with organizations that reach diverse audiences. • Increased and/or consistent student, staff and faculty representation and attendance at national and regional conferences in support of DEI recruitment efforts. • Improvements or consistently positive indicators from evaluation of the applicant experience.	1. **Evaluate and increase recruitment efforts for students at Minority Serving Institutions and organizations supporting underrepresented students in STEM (i.e. GEM, i3, LSAMP, McNair)** 2. **Continue opportunities for peer-to-peer connections with prospective and current students and admissions staff though accessible media (i.e. virtual information sessions, email, phone, 1:1's)** 3. **Increase opportunities for in-person recruitment events geared toward increasing diversity broadly defined that**	***Objective Lead:*** *Office of Academic and Student Affairs (OASA) - Recruitment, Admissions & Financial Aid (RAFA)* ***Collaborators:*** *Academic Success & Student Life; Marketing & Communications (M&C), BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		● Increases in… 　○ % of historically minoritized students (including low-income) from application to graduation in each academic program. 　○ % of MADS Students who are women. 　○ Reported value of new non-financial resources by PhD SI Merit students and Masters Achievement Fellows. 　○ Review and audit of digital/web content and related reach and use analytics. 　○ Review and audit of best practices and inclusive language in applications and related communications.	**allow for opportunities to address barriers for entrance such as application and funding (i.e. Connect with UMSI)** 4. Establish peer mentor opportunities connecting applicants with current students with matching options that consider stated interests, perspectives, and background to support navigation of the application, admission, and decision process. 5. Conduct a survey or focus group to evaluate the applicant experience. 6. Across all academic programs and working with M&C, develop materials and digital/web content to provide clear and consistent messaging, with emphasis and attention to broad diversity and reducing barriers. For MADS online degree program, specific focus on executing	

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			specific and/or targeted messaging built around top interests/concerns relevant to women, to increase the gender diversity of the program's applicant pool. 7. Increase methods of information sharing with UMSI faculty, staff, and students regarding our efforts to promote broad diversity across all academic programs, and regularly seek input on new strategies, contacts, and methods to support recruitment of broadly diverse populations. 8. Begin to explore alternate admissions pathways into MADS (i.e., Master Tracks) that increase access to broadly diverse student populations resulting in recommendations for decisions and plans. 9. Develop a plan to increase diversity broadly speaking for MADS, track progress over	

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			time. 10. Provide SI PhD Merit students and Master's Achievement Fellows with similar non-financial resources that Rackham offers to their RMF students (e.g., mentoring, workshops, gatherings, etc.). Pilot with PhD students then broaden to other programs.	
● *Staff*	● **Strategic Objective 2:** *Increase diversity of staff including race, ethnicity, gender and gender identity, disability, age, citizenship, veteran status, religion and more to reflect demographics of the qualified labor pools.*	● % composition of staff reflects the demographic composition of the qualified labor pools for the relevant staff category. ● Change in % composition by functional area in historically marginalized dimensions, such as more women in IT/computing and more men in student affairs and human resources. ● Increase in self-reported identities including race/ethnicity,	1. **Launch new Lattice software platform to increase HR capacity and enhance employee engagement and development.** 2. Increase use of talent acquisition services provided by University Human Resources to develop more diverse applicant pools. 3. Explore the possibility of providing staff relocation expenses. 4. Convene additional meetings with a staff diversity recruiting expert to generate strategies	***Objective Lead:*** *UMSI HR* ***Collaborators:*** *Leadership Team, Staff Supervisors, DEI Office*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		gender/gender identity, disability, and veteran status. ● % of hiring managers who complete implicit bias in hiring process training.	and plans for new staff recruitment efforts to broaden diversity of applicant pools. 5. Explore the potential of a telecommuting center at the proposed Detroit Center where staff living in Detroit and surrounding areas could work to limit the need for relocation. 6. Require/Encourage all hiring managers to complete Implicit Bias training like faculty requirements for STRIDE training. Review current anti-bias efforts and adjust where needed.	
● Faculty	● **Strategic Objective 3:** *Increase diversity, broadly defined, of faculty.*	● Increase in the number of faculty **applicants and hires** from historically marginalized communities	1. Evaluate current efforts and implement ways to improve SI's implementation of best practices from ADVANCE in the faculty hiring process. 2. Advocate with the University to increase relationships with local universities and businesses to improve	***Objective Lead:*** *Associate Dean for Faculty* ***Collaborators:*** *Leadership Team, Faculty Search Chair and Faculty Search Committees*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			placement of faculty partners (dual career) to support recruitment and retention. 3. Evaluate diversity of MADS instructional faculty and continue to broaden publicity and outreach efforts to reach broadly diverse candidate pools. (**Action Lead:** *MADS program committee*)	
● *Students, Staff and Faculty*	● **Strategic Objective 4**: Leaders from the UMSI DEI Office and the Dean will work with the Director of Development and Alumni Relations to review and update DEI fundraising priorities, goals, and progress, engaging key constituents (students, staff, faculty, and alumni) to inform priorities and goals.	● DEI fundraising priorities, goals, and progress are consistently and clearly stated and communicated to students, staff, faculty, and alumni. ● DEI fundraising priorities and goals are regularly reviewed and updated to reflect evolving needs with input from students, staff, faculty, and alumni.	1. UMSI's Dean, DEI Leads and Director of Development and Alumni Relations will meet bi-annually to discuss DEI funding needs and priorities in unit.	***Objective Lead:*** *DEI Office, Development & Alumni Relations (DAR)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
● *All Students*	● **Strategic Objective 5:** Increase donor support for student scholarships, wraparound support and emergency funding including need-based scholarships and DEI-related efforts that are within legal parameters.	● Increase in funds allocated for and/or generated through external sources for student financial support in BSI, MSI, MHI, MADS ● Increase of students from broadly diverse backgrounds due to the UMSI Graduate Guarantee ● Increased number of awards for students who identify as first-generation college student; first generation US citizen; experienced financial hardship; Pell eligible; come from educational, cultural, or geographic background that is underrepresented in graduate study.	**Actions led by Development & Alumni Relations:** 1. **Work with OASA to assess how much financial aid need exists and how much funding we are offering.** 2. **Incorporate Graduate Guarantee funding into capital campaign priorities.** 3. **Promote Student Emergency Fund as a priority fund and in Giving Blueday solicitations** **Actions led by OASA-Recruiting, Admissions & Financial Aid:** 1. **Assess effectiveness and sustainability of current need-based aid and diversity focused scholarships (e.g., UMSI's Achievement Fellowship) for master's students (such as the UMSI Go Blue Graduate Scholarship); revise as needed and continue to actively promote need-based and diversity-related aid.** 2. **Explore funding models and**	***Objective Lead:*** *Development & Alumni Relations (DAR)* ***Collaborators:*** *OASA*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			increase available funding opportunities to equitably provide scholarship funding for MADS like other UMSI programs. 3. **Increase the visibility and awarding of the SI Achievement Fellowships in the MSI and MHI** 4. **Evaluate UMSI specific funding opportunities for New Transfer Students (i.e. scholarships)** 5. **Benchmark funding infrastructure that could support more need-based funding in the MSI/MHI** 6. **Evaluate and improve funding websites and materials to increase accessibility to information**	
● *Doctoral Students*	● ***Strategic Objective 6****: Engage alums in supporting our recruiting of doctoral students to leverage*	● Emails and other efforts to contact alums. ● Number of alums who participate in recruitment	1. Email alums from the doctoral program starting in AY 2023-2024 and gauge interest in participating in our recruiting efforts (e.g., visiting days).	***Objective Lead:*** *PhD Committee* ***Collaborators:*** *Development & Alumni Relations*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	our existing strengths in diversity, broadly defined.	activities. ● Number of prospective doctoral students who interact with alums. ● Reported value from both alums and perspectives on the experience.	2. Identify appropriate doctoral recruitment activities based on their interest (e.g., a panel for interested applicants, mentoring on personal or statement of purpose writing, etc.). 3. Continue engaging with alums indefinitely, depending on the impact of their involvement in recruiting and funding availability. Evaluate alumni interest, participation, and impact of increased alumni participation on recruitment outcomes.	
● Students	● **Strategic Objective 7:** *Expand K-14 outreach and engagement with the purpose of establishing and increasing awareness of and engagement with the field of information science to build mid and early-stage pipelines to*	● Number of high schools with which we have established relationships as measured through school visits, student engagement in SI programs, and others. ● Number of participants and schools represented in HS College Counselor	1. Benchmark options for an infrastructure/platform for tracking student engagement and accessible reporting on engagement through college including follow up survey data (post-engagement data) 2. Expand support for faculty-led outreach programming, such as Sisters Rise Up	***Objective Lead:*** *DEI Office*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	degree programs.	workshops and subsequent number of students who participate in SI programs as a result. ● Number UMSI outreach participants who go on to apply to UMSI programs. ● Increase awareness of the field of information and increased interest and motivation to apply to UMSI through the collection of pre / post survey data.	3. Begin creating a suite of outreach activities, workshops, and presentations to offer to K-12 partners and audiences. 4. Increase the visibility of educational outreach through the strategic use of the UMSI website. 5. Broaden Day@UMSI programming to include students outside of CCSI Fellows with the purpose to recruit for admissions and CCSI.	
● *Staff*	● ***Strategic Objective 8:*** *Develop a formalized approach to staff mentorship and career development support across all staff with particular attention to better meeting the needs of staff from historically marginalized groups.*	● Retention rates for staff from historically marginalized groups. ● Number of staff engaging in career development and mentorship activities	1. Identify UMSI's previous efforts to offer or encourage career development and mentorship activities for UMSI staff members. 2. Consult with UM Organizational Learning and other experts for ideas and input. 3. Engage the UMSI Management Team in	***Objective Lead:*** *Assistant Dean for Mentorship & Professional Development* ***Collaborators:*** *Chief of Staff, Director of Human Resources, Dean*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			developing a proposal with input from staff across the school; share with the Dean and Leadership Team for review and approval.	
● Faculty	● **Strategic Objective 9:** *Enhance and expand career development support across all faculty with particular attention to better meeting the needs of faculty from historically marginalized groups.*	● Maintain retention rates for faculty from historically marginalized groups. ● Number of tenured faculty engaging in mentoring training	1. Evaluate UMSI's previous efforts to recognize DEI-related work in its promotion and tenure processes. 2. Monitor service equity at UMSI and take actions as necessary. 3. Formalize mechanisms for connecting faculty with scholarly networks at UMSI & UM. 4. Increase faculty mentoring capability at UMSI through workshops, training the mentors in better mentoring techniques.	**Objective Lead:** *Associate Dean for Faculty* **Collaborators:** *Dean*
● Students	● **Strategic Objective 10:** *Encourage and support increased diversity (broadly*	● Demographics of student organization leaders year over year as compared with demographics in	● Benchmark different models for funding student leadership roles and	**Objective Lead:** *OASA - Academic Programs & Student Life*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	defined) across leaders of student organizations.	2022-23.	implement a compensation plan based on findings. ● Create a communication plan to promote student organizations and student leadership roles. ● Create more structured opportunities for student leaders to interact with school leadership and receive recognition. ● **Develop and implement more supportive transition planning for student orgs with particular attention to affinity groups.**	
● *Faculty*	● ***Strategic Objective 11:*** *Increase both the diversity (broadly defined) of faculty in leadership roles and faculty engagement & leadership on DEI issues.*	● Demographics (particularly with respect to historically marginalized identities) of faculty members assuming leadership roles in UMSI committees, academic programs, strategic initiatives, and administrative roles. ● Number of nominations	1. Increase offerings of leadership education and service opportunities such as the Academic Leadership Institute 2. Nominate faculty for exemplary DEI work and leadership for both external and internal awards that recognize this work (e.g., internal UMSI DEI Awards,	***Objective lead:*** *Associate Dean for Faculty* ***Collaborators:*** *Leadership Team*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		for faculty DEI awards ● Number of faculty of all backgrounds taking leadership in DEI issues in their respective research, teaching, and service.	Skip Ellis award, Harold R. Johnson Diversity Service awards). 3. Highlight on DEI webpages and e-newsletter DEI-related faculty research, research groups, publications and courses (**Action lead:** DEI Office)	
● *Students, Faculty*	● ***Strategic Objective 12** (Originally 13): Expand infrastructure and initiatives dedicated to student academic success as part of UMSI student diversity retention efforts with particular focus on students experiencing institutional barriers*	● Reduction in number of students retaking courses. ● Student feedback from climate surveys and annual OASA student surveys indicate fewer concerns and greater satisfaction about disability accommodation (2022 as baseline year).	1. Evaluate focus group report on students with disabilities report. Work to identify recommendations and identify 1-2 to implement in year one in consultation with SSD.	***Objective lead**: OASA-Academic Programs & Student Life* ***Collaborators:** OASA-Recruitment, Admissions & Financial Aid*
● *Students*	● ***Strategic Objective 13** (Originally 14): Expand data collection and analysis across (self-reported) broadly diverse*	● Process changes are implemented to enable successful implementation of this objective.	1. **Use self-reported identity-based data to analyze participation in career education events and services to identify potential gaps in awareness and**	***Objective Lead:** Career Development Office (CDO)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	identity groups to inform career education events, services, and outcomes reporting.	● Documented use of this analysis for information sharing and advising	**utilization.** 2. **Depending on number of responses, include identity-based data (broadly) in public reports.** 3. **Create greater transparency with outcomes date by building public facing reports and dashboards in CareerLink.**	
● *Alumni/ae] Ensure that the UMSI Advisory Board is diverse, broadly defined, in its makeup including age and degree type so that the board can provide a breadth of insights and experiences*	● ***Strategic Objective 14** (Originally 15)**:** Ensure that the UMSI Advisory Board is diverse, broadly defined, in its makeup so that the board can provide a breadth of insights and experiences to serve the school.*	● Diversity of advisory board members across many dimensions, including age, geographic location, gender and gender identity, disability status, nationality, profession, degree type, etc.	1. Explore mapping board members' self-reported areas of experience and expertise and demographics and track year over year. 2. Engage with a broader set of alumni/donors to identify, based on diversity of perspective and experience, potential board members based on outreach. 3. Explore revising board meeting schedules to allow for more virtual interaction (e.g., fall in person, winter virtual, spring in person	***Objective Lead:** Development & Alumni Relations*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
to serve the school. [**Objective Lead:** *Development & Alumni Relations]*			optional) and student engagement.	

PROCESS *(Create an Equitable and Inclusive Campus Climate)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
● *Students, Staff and Faculty*	● **Strategic Objective 15 (Originally 16):** *Provide DEI education, skill-building and active learning engagement opportunities for students, faculty, and staff to build shared understanding that supports UMSI's DEI*	● Number of participants and registered attendees for DEI activities. ● Post-event survey responses. ● Click-through and open rates for newsletters and electronic DEI communications (where	1. Collaborate across UMSI and with other Schools and Colleges **on DEI-related activities/programming.** 2. Evaluate DEI communication channels to maximize educational and skill-building opportunities. 3. **Continue to** collaborate with	**Objective Lead:** *DEI Office* **Collaborators:** *Engaged Learning Office, OASA- Student Life*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	goals and activities. Include attention to cultural intelligence/global perspectives, gender equity and prevention of sexual misconduct, anti-racism, and anti-ableism.	applicable).	the new Staff Activities/Professional Development Committee to offer DEI workshops and develop DEI initiatives geared toward staff. 4. **Further develop year two of "Circles of Solidarity" pilot with focus on deepening community involvement in planning and facilitating. Purpose to continue promoting community building, mutual understanding and cultural intelligence.** 5. **Re-launch DEI@UMSI Winter Community Read**	
● *Students, Staff and Faculty*	● ***Strategic Objective 16 (Originally 17):*** *Promote cultural intelligence and global DEI understanding as a core component of building an inclusive climate and caring*	● Increased satisfaction with climate. ● Increased proportion of students, staff and faculty participating in activities.	1. **Launch cross-unit intercultural celebrations and education committee** 2. **Have 3-5 UMSI staff become certified in cultural intelligence training through the CIC Weave cultural intelligence training into UMSI courses, workshops,**	***Objective Leads:*** *DEI Office and Engaged Learning Office (ELO)* ***Collaborators:*** *OASA Student Life)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	school culture.		**and other participation opportunities**	
• None	• **Strategic Objective 17***(Originally 18)***:** *Create a new team and program within the DEI Office that will assist with building effective problem-solving skills, support dispute resolution between and among SI students, staff, and faculty. (This is not intended to replace other systems for resolution in the university, but will help serve students, staff, and faculty in meeting their goals around preventing and resolving conflicts or disputes.)*	• Annual formative assessment of program effectiveness and impact. • Amount and nature of concerns expressed about conflicts in course evaluations and other surveys or evaluations. • Data collected in surveys, focus groups, and/or interviews showing greater satisfaction with conflict resolution practices including length of time, quality of process, feelings associated with the process and clear next steps for resolution. • % of faculty, students, and staff who access program resources and participate in conflict resolution training and/or processes.	1. **Review conflict resolution recommendations report to** inform a UMSI-centric plan. 2. Develop and identify resources and offer training on difficult dialogue skills and inclusive interpersonal communication skills across the UMSI community with particular attention to online engagement. 3. Establish and follow processes and practices for dispute resolution and restorative justice practices between students, staff, and faculty with particular attention to best practices for online environments. 4. Develop clearer policies and practices that educate students and faculty on escalation path(s) if issue(s) or interpersonal conflicts are not resolved.	*Objective Lead(s): DEI Office* *Collaborators: UMSI HR, Associate Dean for Academic Affairs, OASA*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			5. Review/Revise and follow processes for claims about academic integrity violations, student-specific academic dispute resolution and formal student appeals processes.	
● Students, Faculty and Staff	● **Strategic Objective 18** *(Originally 19)***:** *Establish and disseminate a set of values and behaviors for SI that exemplify a culture of care. Defining specifics around developing a "culture of care" as a community*	● Future climate surveys will measure the values around our culture of care we espouse are increasingly identified as describing our school culture.	1. Convene a community wide discussion to identify and define a list of behaviors and a set of scenarios that witness to each culture of care tenet in concrete ways. 2. Publish the resulting set of culture of care tenets on the UMSI website. 3. Share the culture of care tenets in faculty and staff onboarding and new student orientation and include them in self-evaluation and leadership evaluation tools. 4. Convene a working group to recommend initiatives, professional development workshops and training modules to align with skills	***Objective Leads:*** *DEI Office and Leadership Team*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			identified as necessary to enact a culture-of-care	
• *Students, Alumni*	• **Strategic Objective 19** *(Originally 20)*: *Develop an equity and inclusion framework for philanthropy at UMSI. Strengthen Development and Alumni Relations (DAR) internal and external communications to make DEI values more explicit and to provide more transparency and understanding around inclusive and equitable philanthropy practices.*	• Annual audit/review of DAR practices, communications, webpages, videos, and image use demonstrates alignment with stated vision, goals, and priorities. • Increased alumni engagement (financial and otherwise) across broadly diverse identity groups.	1. Develop and then include more robust language on DAR web pages about our DEI vision, values, goals, and priorities. 2. Use inclusive language and images in our communications, including how communications are addressed, timing and content of communications (e.g., taking care with name changes, preferred pronouns and with sensitivity to cultural differences). 3. Develop best practices for highlighting the positive impact of donor funds that centers student agency and reduces potential harm by reducing expectations of students sharing challenging life circumstances and ensuring language and communications avoid	*Objective Lead: DAR*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			stigmatization.	
• Students	• **Strategic Objective 20** *(Originally 21)*: *Reframe OASA Student Leadership Series to incorporate DEI as a greater focus including cohort-based DEI skill building and inclusive leadership*	• Numbers of students that sign up and/or express interest. • Pre- and post-participant surveys measuring attainment of learning objectives. • Qualitative measures of sense of community among participants.	Launch pilot program Fall 2024 for a smaller number of students interested in DEI foundations of leadership	***Objective Lead:*** *OASA-Student Life* ***Collaborators****: DEI Office*
• Students	• **Strategic Objective 21***(Originally 22)*: *Increase opportunities for students to build relationships across differences and create an inclusive community at the school, deepening a sense of belonging.*	• Increased student satisfaction and sense of belonging over time based on annual student surveys, school climate surveys and program/event specific evaluations.	1. **Benchmarking and proposing standardized mechanisms for student feedback.** 2. **Collect more data on the new initiatives launched in Year 1 (Student Slack Workspace, peer mentor support, student life offerings connected to this objective, and the MADS on-campus experience).**	***Objective Lead:*** *OASA-Student Life* ***Collaborators****: DEI Office, ELO*
• Students	• **Strategic Objective 22***(Originally 23)*: *Improve student*	• Feedback from students based on a brief point in time survey question that	1. **Evaluate mass student communication and current effectiveness as it relates to**	***Objective Leads:*** *OASA-Academic Success & Academic Advising and Registrar &*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	communications and student notifications involving course registration, formal/informal student academic concerns (probation, grade of concern, academic difficulty, grades of incomplete, etc.) to be more inclusive and supportive.	would go out following these communications. ● Feedback from students based on a new question added to the OASA annual student survey about overall communications related to academic progress, academic advising, academic success, registration etc.	**course registration, student academic concerns, curricular changes, service offerings, etc.** 2. **Update both student handbook policy language and student communication/notifications in alignment with findings connected to research and survey feedback.** 3. **Building out our student communications, utilizing our benchmarking from Year 1 which includes communications for academic advising, academic success and academic probation/recovery.**	*Student Services* ***Collaborators:*** *BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee*
● *Students*	● **Strategic Objective 23***(Originally 24)***:** *Evaluate and increase staff knowledge and professional approaches re: academic advising support, particularly*	● Increased student satisfaction over time based on annual student surveys, school climate surveys and other informal forms of assessment. ● Data from climate surveys	1. Benchmark/research best practices (institutional, national level). 2. Build training resource libraries into regular professional development opportunities and embed specific cultural training for	***Objective Leads:*** *OASA - Academic Programs* ***Collaborators:*** *DEI Office*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	with respect to first generation, underrepresented, and international students.	broken out by specified groups. ● Time to degree of students from specified groups. ● Academic performance of students from specified groups.	specific populations in onboarding schedules/materials. 3. Conduct research (surveys, focus groups) to better understand support needs and delivery preferences (e.g., individual vs group, proactive vs on-demand), particularly among relevant groups. 4. Networking opportunities for students, including those within and across relevant groups.	
● *Students*	● **Strategic Objective 24** *(Originally 25)*: *Enhance Career Development Office (CDO) co-curricular programming & workshops to prioritize alumni engagement and networking events to lower barriers, build social capital and increase access for*	● Increase alumni/student engagement opportunities. ● Increase and sustain the number of student and alumni participants in engagement opportunities; track and assess underrepresented student participation to increase activity and inform continuous improvement of efforts.	1. **Launch & implement strategic plan piloting a formalized alumni + student mentorship program with an inclusive and equity focused framework.** 2. **Hire a new FTE and secure a new system to plan for full implementation and scaling of alumni + student mentorship program.** 3. **Partner with MADSA student**	***Objective Lead****: CDO* ***Collaborators:*** *DAR*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	students.	• Evidence of satisfaction and goals met from students and alumni through survey assessment. • In more than 50% of CDO workshops & programming, offer alumni engagement/networking.	**organization to increase attendance/participation in MADS alumni panel and Alumni Career Connections events featuring MADS alumni.** 4. **Develop plan and proposal for comprehensive conference funding program to provide access, funding and education for effectively networking at conferences.**	
• *Students*	• **Strategic Objective 25***(Originally 26)***:** *Expand policies for greater access to internships that provide high impact educational experiences to meet the diverse needs of students in terms of flexibility, exposure, and career readiness.*	• At least two programs are created and implemented to meet the stated objective. • Pre-and post-surveys of programs instituted indicate growth in career exposure and/or career readiness. • Positive feedback from employer partners on the administration of the program and the performance of participating students.	1. **Refine policies and processes related to expanded flexibility for "types" of experiences that can be submitted for internship course credit.** 2. **Align Internship Grant policies to provide for greater access to funding for short-term summer experiences.** 3. **Partner with the U-M International Center and UMSI Registrar to provide new course enrollment options for international**	***Objective Lead:*** *Career Development Office* ***Collaborators:*** *ELO, OASA*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		Programs instituted contribute to student recruitment outcomes per surveys conducted by UMSI Admissions & Recruitment.	**students to maintain visa status and have access to work authorization for gaining career readiness.**	
● *Students, Faculty and Staff*	● **Strategic Objective 26***(Originally 27):* *Adopt Universal Design Standards in all UMSI communications and school-wide activities.*	● Deployment and consistent application of Universal Design Standards. ● Deployment and consistent application of social video standards. Achieve a high level of compliance (goal of 100%) with these standards by completion of actions.	1. Develop, document, and deploy caption/transcript standards for social video. 2. Measure compliance as part of M&C accessibility reviews. 3. Share advisable or best practices across UMSI.	***Objective Lead:*** *Marketing & Communications*
● *Students, Faculty*	● **Strategic Objective 27***(Originally 29)***:** *Improve accommodation-related practices in courses to advance care and to support universal design for access and learning.*	● Quality of student feedback in survey and focus group data on how well (or not) accommodation requests are consistently met over time. ● Faculty feedback on use	1. Conduct annual audit of student accommodation request process including collaboration with SSD, timeliness of putting accommodations into place, efficacy of selected accommodations, and ease of process for students and	***Objective Lead:*** *Associate Dean for Academic Affairs* ***Collaborators:*** *BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee; OASA-Academic Advising & Academic Success*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		of accommodative tools and processes in their courses and experience instituting universal design for learning. ● Reported satisfaction with new policies by doctoral students with disabilities.	faculty. 2. Work with academic success and academic advising teams to establish processes for identifying students who require program level (vs course level) accommodations support and establish protocols for common accommodation requests. 3. Develop official UMSI policy on accommodations for doctoral students with disabilities with input from students, staff and faculty and identify best practices and types of accommodation suited for doctoral studies. 4. Educational Technology unit will support faculty to implement and embed universal design for learning best practices such as accessible slides and lecture capture transcripts. 5. Design a survey to measure current community standards regarding accommodations	

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			practices both for formal accommodations such as SSD and informal accommodations for students going through life events. 6. Promote as a standard practice, instructors using personalized language to verbally inform the class about SSD accommodations in the first class. Create mechanisms to support this practice.	
● *Students, Faculty and Staff*	● **Strategic Objective 28***(Originally 30)*: *Develop and implement a set of activities, practices and policies across students, staff and faculty that support a school-wide environment that decreases hierarchy and increases connection, inclusion, camaraderie, and joy.*	● Improved sense of faculty-staff community and school-wide community, collegiality, and equity in climate survey reports. ● Increasing and then sustained participation for faculty and staff and students. ● Satisfaction with activities based on point in time evaluation surveys.	1. Charge the DEI Committee to lead efforts in consultation with the staff activities planning committee, faculty and staff, UMSI HR, OASA and the DEI Office to develop ideas and plans for practices, policies, and activities. 2. DEI Committee to share ideas for input at a faculty meeting, at a staff meeting and with student leaders. 3. Implement 1-2 new practices, policies or activities and seek feedback through a short	*Objective Lead: Associate Dean for Academic Affairs* *Collaborators: BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee; OASA-Academic Advising & Academic Success*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			evaluation survey.	
• *Online Degree Students*	• **Strategic Objective 29***(Originally 31)***:** *Strengthen the MADS community both within and beyond building better relationships between and among MADS and other UMSI students, alumni, faculty, and staff.*	• Proportion of MADS students and alumni who have participated in community-based programs and events. • Proportion of MADS students and alumni who demonstrate or report increased connection to and comfort within the MADS and UMSI community, across the range of identities of MADS students, via surveys or other instruments, paying particular attention to international, minoritized, and women MADS students. • Proportion of MADS students and alumni who report using Slack and Slack metrics in special interest and community focused channels.	1. Collaborate with faculty, CDO, ELO, DAR, Student Life, and/or MADSA on MADS/SI community events and programs (in-person and virtual) with different focal points (e.g., affinity, special interest, professional, lifespan, academic etc.).	***Objective lead:*** *Online Programs Committee and OASA*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		● Quantify aggregated faculty engagement with Online Programs students outside of the regular curriculum (e.g., 1:1 mentoring, presence on Slack, community events, talks).		
● Doctoral Students	● **Strategic Objective 30***(Originally 32)*: *Increase the number of mechanisms available for doctoral students to provide feedback to their advisors.*	● Number of feedback mechanisms available to students. ● Reported comfort level by students in providing feedback.	1. Review the options available for students to provide feedback about their advisor(s) in the Annual Review Student Report and consider asking more specific questions. 2. Ensure that advisors and doctoral students create a mentoring agreement with guidelines for the student to provide feedback. 3. Consider providing aggregated feedback from doctoral students to faculty more frequently than yearly. 4. Continue using the new feedback mechanisms	***Objective Lead:*** *PhD Committee*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			indefinitely, depending on their success and funding availability.	

PRODUCTS *(Education, Scholarship & Service)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
● *Students*	● **Strategic Objective 31***(Originally 33)***:** *Embed curriculum throughout the UMSI educational experience that helps to prepare students to be socially conscious information professionals*	● **Evaluation data and survey feedback collected from students and faculty on their experience with the curriculum.** ● Increased participation of BSI, MSI, MHI, and MADS students in at least one co-curricular workshop, educational session or curricular module on teamwork and civic partner engagement. ● Students report an increase in self-awareness	1. **A curricular program will be incorporated into SI 500 (400 MSI/MHI students) in fall 2024, coupled with training from the Ginsberg Center on working with community organizations.** 2. **Other degree programs will be assessed for ideal incorporation of collaboration-oriented curricular modules in the BSI program.**	*Objective Lead: ELO* *Collaborators: DEI Office*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		and perceptions of readiness to engage in difficult conversations with team members ● **Positive survey feedback from internal and external partners re: student engagement with teams and clients.**		
● *Faculty, Students,*	● **Strategic Objective 32**(Originally 34)**: Build pedagogical skills, structures and systems for faculty and GSI's to promote accessible and equitable experiences and learning environment for students.**	● # of courses with DEI content and the number of DEI related pedagogical practices adopted. ● % of faculty who indicate referencing and incorporating content from "Good practices for Anti-Racist Design of Courses" document, UMSI Inclusive teaching canvas site or resource.	1. **Support faculty to update course content and pedagogy to make them more equitable, inclusive and/or anti-racist** 2. **Each faculty member will make making one or two meaningful changes per semester to one course that they have taught before, to make it more equitable, inclusive and/or anti-racist.** 3. **Improve faculty competency and pedagogical expertise in discussing DEI topics and dealing with DEI issues in the classroom.**	*Objective Leads: Associate Dean for Academic Affairs and Teaching & Learning team* *Collaborators: DEI Office, Faculty, BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
			4. Update "Good practices for Anti-Racist Design of Courses" document for faculty to reference when making changes and develop process for reminding faculty of this commitment & providing supporting resources and opportunities for consultation. 5. Program Committees discuss tactics and approaches already in use and shared by SI and other U-M faculty for making courses more inclusive, equitable, and anti-racist, during a Program Committee meeting at least once each academic year. May include consultation with the DEI Office. 6. **Faculty members to attend two DEI-related workshops, talks, or seminars each year.**	
● *Students*	● **Strategic Objective 33***(Originally 35)***:** *Ensure DEI learning*	● Mapping of learning goals to courses that demonstrates that all	1. Map learning goals to courses to assess if all students will be exposed to and assessed on	***Objective Leads:*** *Assoc Dean of Academic Affairs*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
	goals are included in the curriculum such that all students attain the goals regardless of pathway/career goal.	students will be exposed to and assessed on DEI related content. ● Data on how many students receive waivers or exceptions for courses that have significant DEI learning goals. ● Include evidence of student knowledge or alternate path to attainment of DEI related content in waiver/exception criteria waivers / exceptions.	DEI related content. 2. Analyze existing course learning goals for match with DEI learning goals.	***Collaborators:*** *BSI Committee, MHI Committee, MSI Committee, Online Programs Committee, PhD Committee, Office of Academic & Student Affairs*
● *Online degree program students*	● **Strategic Objective 34***(Originally 36)***:** *Implement continued curriculum improvements to reflect key DEI themes and international data science perspectives into the MADS program curriculum.*	● Increased program-level coverage of key DEI themes, including anti-racist, anti-colonial, and inclusive perspectives internationally, as measured by evolution of course syllabus coverage and learning outcomes that reflect curricular changes. ● Increased number of	1. Develop teaching materials and examples (e.g., data ethics, privacy, facial recognition, algorithmic bias, discrimination) to include in MADS courses. 2. Create an international speaker series bringing in data scientists from around the world to present and make sense of global data science	***Objective Lead:*** *Online Programs Committee* ***Collaborators:*** *DEI Office*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Action Plan	Group/Person Accountable
		course activities (assignments, readings, videos, etc.) that surface key DEI themes in MADS courses. ● Increased number of curricular student learning outcomes focusing on exposure to and synthesis of key DEI themes and perspectives. ● Identify legally permissible ways to form diverse student teams based on broad diversity criteria to encourage practice in working across many types of differences, e.g., background, experience, perspective, etc. Increase the diversity of student teams (e.g., more racial/ethnic, gender, and geographic representation).	issues.	

Plans for Supporting, Tracking and Updating the Strategic Plan

SI's Assistant Dean for DEI, Devon Keen, is the key contact for stewardship of the plan. She will be assisted by DEI office staff, Julia Dang, DEI Program Manager and Sandra Lopez, DEI Educational Outreach Program Manager along with the DEI Committee, led by its faculty and staff co-chairs, in tracking and supporting the plan implementation. Primary responsibility for annual reviews of the plan will rest with the school's DEI Office, led by Devon Keen, but specific aspects of the reviews may be delegated through annual charges to the DEI Committee, staff teams, and program committees. Annual review processes will involve representatives of all relevant constituencies, as well as the use of mechanisms for broader feedback. Annual review reports will be made available to the entire UMSI community on the school intranet along with portions on the public UMSI and central ODEI websites.