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

Diversity, Equity, and Inclusion

STRATEGIC PLAN

MARCH 2017

UNIVERSITY OF MICHIGAN

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

Diversity, Equity, and Inclusion Strategic Plan

This is a working document that will be updated regularly over the next five years. Our ability to implement and complete the strategic goals described here will depend in part on the availability of funding and other resources.

INDEX

MISSION

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

VISION

ACADEMIC EXCELLENCE

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

ACCESS

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

DIVERSITY

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

LIBERAL ARTS FOR LIFE

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

Statement of Commitment

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

Planning Process

2015

January–February

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

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

February–April

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

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

May–August

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

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

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

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

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

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

The LSA Teaching Academy incorporates new materials and a more forceful articulation of diversity and climate issues, with a focus on inclusive classroom pedagogies as test case and pilot for possible campus-wide approaches. Released draft strategic plan for review by LSA community; shared via email and web posting with all LSA faculty, staff, and students.

September

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

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

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

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

October

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

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

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

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

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

November

President/Provost offices host series of DEI related events.

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

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

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

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

December

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

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

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

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

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

The CSP Faculty Advisory Committee is formally appointed and charged.

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

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

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

2016

January

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

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

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

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

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

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

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

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

February

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

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

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

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

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

March

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

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

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

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

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

Manager training takes place on the Americans with Disabilities Act.

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

August
Released draft strategic plan for review by LSA community; shared via email and web posting with all LSA faculty, staff, and students.

September
Conducted four Community Forums on the draft plans for faculty, staff, graduate student, and undergraduate student initiatives. Presented plan highlights, answered questions, and gathered suggestions via in-person, email, and handwritten feedback.

October-December
Continued to collect questions and suggestions from LSA community. Revised draft plan to answer questions and revised material in response.

2017

February
Completed revisions to draft plan based on input from faculty, staff, and students. Shared complete plan with entire LSA community via email and social media announcements. Posted PDF and html versions on LSA Diversity, Equity, and Inclusion website.

Introduction and Overview

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

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

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

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

> *#BBUM is praying my black male friends don't get arrested/questioned for fitting VAGUE crime alert descriptions*
>
> *I'm Black, I go to Michigan and I am not from Detroit. #BBUM*
>
> *#BBUM now means that @umich can't say they don't know what we go through anymore. @umich can not ignore us anymore. @umich now has to act*
>
> *"Oh you're writing a diversity statement? You're writing about being black, right?" Is my race the only thing that makes me diverse?? #BBUM*
>
> *I will not use the color of my skin as an excuse. #BBUM*

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

orientation have met with confusion and fear among peers, professors, colleagues, and supervisors.

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

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

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

> **Diversity.** We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective. We commit to acknowledging the power of diversity to advance our collective capabilities.
>
> **Equity:** We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.
>
> **Inclusion:** We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion.

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

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

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

Acknowledging what has worked is as important as being honest about what has not. Throughout the second half of the 20th century, LSA has been home to successive waves of innovation in

undergraduate education. In the late 1960s, students fought for the right to determine the course of their own education, and University faculty and administrators listened, built a host of new programs, and adopted new pedagogies, including those that would come to be labeled as community based, student driven, and engaged. We founded programs such as the Residential College and the Pilot Program, Project Community in the Department of Sociology, and Project Outreach in psychology, followed in later decades by the Undergraduate Research Opportunity Program (UROP) and the Program on Intergroup Relations (IGR)—both of which also took seriously the challenge of meaningful diversity on the Ann Arbor campus and, ultimately, created national models.

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

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

Serious work around diversity, equity, and inclusion will also require ongoing research of the kind we have been generating on the Ann Arbor campus for decades. This moment of strategic institutional thinking and planning gives us new opportunities to harness the research and assessment capacity of our faculty and staff.

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

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

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

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

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

promote a broad vision of intergenerational leadership designed to empower students to make change.

Achieving this vision will require a redefinition of leadership.

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

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

Achieving this vision will require asking hard questions.

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

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

- **Is it time to Ban the Box?** There is evidence that including a question about past criminal charges and convictions on college applications has a chilling effect on applications with criminal justice involvement. A *New York Times* editorial by Vivian Nixon cites findings that nearly two-thirds of those who checked "yes" in the felony box never completed the application. The University of Minnesota passed a Ban the Box resolution earlier this year and dropped the question about misdemeanors. Is it time for U-M to do the same? (Nixon, 2015)
- **How do we assess the status of campus/community/police relations?** Should police on campus disarm? Are we pursuing policies and practices that criminalize our students, especially African American and Latino men? Do students of color suffer increased levels of police scrutiny and even harassment on campus and off? Do policing practices have a differential impact on students, faculty, and staff from communities in which a police presence is viewed and experienced as threatening?
- **How do we tackle issues of student—and faculty and staff—mental health and wellness?** The LSA Dean's Office recently partnered with students from Central Student Government and the Ann Arbor chapter of Active Minds to encourage LSA faculty to incorporate a suggested syllabus statement and to commit to working together to give faculty members more and better advice, training, and resources for recognizing and advising students experiencing distress. Surveys show that 24% of University of Michigan students have thought about suicide, and 42% have said they have felt "so depressed that it was difficult to function at least once during the school year." Why are so many members of our community suffering? And how do we partner with units such as CAPS and University Health Services to provide services for those who need them?
- **How do we improve our relationships and connections with the city of Detroit, where the University of Michigan was "born" in 1817?** The challenges are in many ways symbolized by the difficulties in establishing and sustaining the MDetroit Connector Bus Service between campus and the U-M Detroit Center. Why has establishing and maintaining this service felt like such an uphill battle? What are the challenges faced by

the administration in supporting this free service to members of the University community? What does the future of the U-M Detroit Center hold? How do we continue to support and grow programs like the Semester in Detroit?

- **How do we not only recognize the problem of Islamophobia on campus and its impact on students, faculty, and staff, but also craft strategies to combat it?** At the invitation of the LSA Dean's Office, an Islamophobia working group, comprised of student, faculty, and professional staff members, has created a roadmap for the College and the University. Their report (see appendix D) identifies the experiences of Arab, Muslim, and MENA (Middle Eastern and North African) students, staff, and faculty, and suggests ways for the administration to build upon the initiatives that it has already implemented to create a more diverse, equitable, and inclusive campus environment for these populations. They offer suggestions for resource building, crisis support, and education. We urge the leadership of the University to give all due consideration to this important document, both because of the pressing nature of the underlying issues and the viability of the proposals, and because this ad-hoc group represents a strong model for institutional change. Over 40 individuals, including students, contributed to this document, and the College is grateful to Evelyn Alsutany for her leadership.

- **How do we reaffirm our commitment to both equity and inclusion, on the one hand, and intellectual diversity on the other?** This issue was raised early on in the context of our student-oriented "Plan-A-Thon" event, and the issue returned to the forefront in the wake of the 2016 Presidential Election. One response to this is our new "LSA Democracy in Action Fund," which provides grants ranging from $500 to $2,500 to support students, faculty, and staff to do the challenging work of advancing genuine democratic engagement on campus. There is more information on the LSA website about the LSA Democracy in Action Fund.

A Final Introductory Note

The LSA DEI plan includes both firm commitments as well as more speculative possibilities. Some initiatives are already underway, others have been moved to subsequent years of what is forecasted as a five-year process of implementation. The initial draft was released for LSA-wide discussion and comment in August 2016. Throughout the fall term we received valuable feedback from the College community that has shaped this final "Year One" version. Of particular note is the formal response submitted by Indigo: The LSA Asian and Asian-American Faculty Alliance – a group that is itself a product of the LSA DEI process. Among their recommendations is establishing a clear distinction among parts of the plan designed to serve *all* students, faculty, and staff; *diverse* students, faculty, and staff; and *underrepresented* students, faculty, and staff. They also note the need for targeted, specific strategies for equity, access, and inclusion of populations like Asians and Asian-Americans especially around issues of leadership in units, departments, the College, and the university overall.

While many of the goals that structure the Six Sections of the LSA DEI Plan aspire to create a more inclusive environment for all members of the campus community, different strategies will indeed need to be deployed to address specific barriers to full participation. This principle will be essential as we continue to move from planning to implementation.

Strategic Plan Initiatives and Metrics for Success

Faculty

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

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

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

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

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

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

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

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

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

Climate and Retention

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

The task force acknowledges that U-M and LSA have long benefitted from labor in support of DEI. Moreover, the success of the current Diversity Strategic Planning effort depends on continuing and expanding the scope of this work. If we don't change our processes, there can be no hope of changing our results. Our goals are simply not attainable under the current practices.

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

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

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

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

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

Require training on DEI for all members of the College community.
Develop and mandate standard training modules on race, gender, sexuality, etc., and climate for all faculty, staff, and students. (One example is the recent disability-related training many faculty were required to take). More effective and extensive DEI training for department chairs is expressly requested by many faculty. Develop a forum for leaders in the College (including not only chairs and directors, but other faculty departmental officers as well) to share best practices in promoting DEI at the unit level.

We call on public schools, police departments, and hospitals in the Ann Arbor area to improve their capacity to deliver responsive, respectful, and appropriate services to members of URM groups.
This problem must be approached through partnerships between the University's administration and the community. As the largest school in the University, LSA can be a key collaborator in these efforts. It is important for faculty to know that when they encounter disrespect, disregard, or violence in the community outside the University, they are supported by the administration and to know how to access help when they are in difficulty. We ask the University to provide visible, clear, and detailed explanations of what resources exist.

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

Faculty Mentoring and Career Advising

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

Offer the LAUNCH Program to all new LSA faculty.
LAUNCH committees provide support and guidance to new junior faculty as they begin their careers at Michigan. Committees meet with the new faculty member from the time of hire until the end of the first year. They have been very well received in the natural science division of LSA, and next year we will pilot them in selected departments in the social sciences and humanities. In addition to the benefit to new assistant professors, the structure of the LAUNCH program also serves to train mentors in the range of specific topics that career advising ought to include, thereby growing capacity for effective mentoring. Although the LAUNCH program is not specifically a DEI initiative, the task force believes that increasing the quality of mentoring for junior faculty across the board will present the most benefit to groups that have been historically underrepresented in higher education. Providing a high level of career advising to all our faculty is an important issue of equity. Implementation of the LAUNCH Program ought to include some consideration of how the strengths of the program can be extended beyond the first year. It may

be particularly important to create opportunities for faculty from underrepresented groups to have ongoing access to a mentor or coach from outside their department.

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

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

Recruitment

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

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

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

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

LSA officially announced our new Postdoctoral Fellowship Program in October 2016 and began to review applications in November. The purpose of the LSA Collegiate Postdoctoral Fellowship Program is to support promising scholars who are committed to diversity in the academy and to prepare those scholars for possible tenure-track appointments in LSA. U-M will appoint recent recipients of the Ph.D. as postdoctoral fellows for a two-year term beginning July 1, 2017. We aim to hire 50 of these fellows in the next five years. The Postdoctoral fellows will receive salary, benefits, and conference travel and research expenses. During the two-year term of appointment, the fellow will teach one course a year in the host department. Each fellow will receive career advising from a mentor during their fellowship. We seek extraordinarily promising scholars whose research, teaching, and service will contribute to diversity and equal opportunity in higher education.

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

General Recommendations

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

Creating the position of AD for diversity and professional development will send a clear message on LSA's commitment to DEI and excellence in mentoring. Faculty at our open meetings made a strong case that leaving DEI training and initiatives to department chairs has not been working well. Creating an appointment with a "bird's eye view" of DEI initiatives within LSA will ensure that programs are developed in a timely manner, administered conscientiously, and evaluated regularly for their effectiveness. Many of the tasks in this section that are attributed to the LSA Dean's Office will be part of the portfolio for the new AD. A call for nominations for an Associate Dean for Diversity, Equity, Inclusion and Professional Development was released in February 2017, with a goal of appointing the position by July 2017.

Enhance the visibility of DEI-related material on the LSA website.
Task force members noted that many resources related to DEI are not easily located on the LSA website, and they noted this problem is a missed opportunity in representing our campus,

climate, and community during faculty recruitment. We suggest raising the visibility of our DEI-related programs on the College website. This could include a centralized and more user-friendly website for job candidates that illustrates the commitment of the College and University to diversity. The College has begun to implement this recommendation and has already dramatically improved the visibility of our DEI work and commitments. This effort is ongoing.

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

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

Undergraduate Student Access

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

Recruit, Retain, and Support Transfer Students

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

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

Continue our commitment to recruiting community college students.
Transfer students are already a diverse part of our student body. They are both in-state and out-of-state students; they come from both four-year and two-year institutions; and our population includes international transfer students, as well. Strategic DEI thinking in this area allows us to do a better job in meeting current needs while crafting targeted, careful plans to use recruitment and retention as a vehicle for further diversification at scale. We also want to cultivate an additional commitment to recruiting and retaining Native American students and working with tribal colleges, which is consistent with the Native Student Initiative in the University-Wide DEI Plan.

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

It is important to acknowledge the work that has already been done in this area, both inside LSA and beyond. We also want to build on these initiatives wherever possible. Three of these—two with the Undergraduate Research Opportunity Program and one within the Sweetland Center for

Writing (SCW)—are particularly noteworthy in terms of generating a level of support for transfer students that is commensurate with what is currently available to all LSA students. We have launched two new programs aimed at leveraging UROP to enhance our receptiveness to transfer students.

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

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

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

Recruiting and supporting more transfer students will necessarily change the College. We are working to understand the particular needs of all transfer students, especially those from community colleges. Higher education researchers have long used terms such as "transfer shock" (a generally temporary dip in GPA immediately after transferring) and "transfer stigma" (the perception that transfer students are less well prepared) to describe the experiences of students who transfer from community colleges to four-year institutions such as Michigan. We need to find creative ways to combat both of these phenomena.

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

The success of our transfer initiative necessitates efforts to provide clear and transparent transfer policy statements that let prospective students know precisely what credits will transfer and how they will count towards their intended major and degree. Part of this effort will require departments to review, evaluate, and create pathways for transfer students within their majors. Another part of this effort may require more academic departments and units to reach out to state community colleges and assist in the development of new courses that will not only transfer easily, but also provide the necessary prerequisite coursework to continue successfully at Michigan.

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

students who have successfully completed the transfer and acclimation process, with a "representative number" having come from community colleges.

Address the Digital Divide as a Recruitment and Access Issue

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

Continue the laptop loan program for FY2017, partnering more closely with the Office of Enrollment Management.
We will also explore the possibility of extending the laptop loan program to transfer students. The ADVANCE team surveyed students who accepted and declined the computers to learn more about their perceptions of the program, and reasons for why they participated or not. The students' self-assessment is uniformly (4.83 on a 5-point Likert scale) in agreement that the laptop has had a positive impact on their studies. Interestingly, the students accepting the loaner computer reported significantly more use of a computer in class (71% vs. 39%) and elsewhere on campus (97% vs. 79%) in comparison with the control group who declined the computer. To the extent that technology is important to student success, this validates the student self-assessment. Beyond the quantitative measures, the open-ended responses are quite compelling. For example:

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

Although we selected students based on SES, it was our hope that, given the correlation between SES and race, this program might have a selective impact on campus racial and ethnic diversity. This is in fact the case: 41% of the students offered the computer and 53% of those accepting the computer identified as URM. We will continue to follow these students, both with periodic surveys and/or focus groups and also with quantitative measures of success (GPA, retention) as metrics to judge the success of this program.

LSA Scholarships

Plan for growth in size and level of engagement in the Kessler Presidential Scholars program.
They come from diverse demographic and geographic backgrounds but all have significant financial need. Scholarships for incoming first-year students continue to promote access for students from low socioeconomic backgrounds. These awards displace loan debt and help close the unmet need gap.

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

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

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

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

Expand the Passport Scholarship.
Passports are a precondition of world travel and a marker of global citizenship. We want all LSA students to have study and work abroad as an aspiration, if not also an expectation. In winter 2016, the LSA Scholarship Office partnered with CGIS and the Comprehensive Studies Program to acquire passports for 25 students in the Summer Bridge Program. For 2016-17, the program funded passports for 69 students (in Bridge and Bridge Summer Plus). For 2017-18, we plan to expand and include all incoming freshman students on an LSA four-year scholarship (approximately 100-120 students), along with students in Bridge and Bridge Summer Plus.

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

Invest in the future success of LSA students by building the LSA Opportunity Hub with DEI Principles.
The LSA Opportunity Hub is a College initiative dedicated to pairing the broad and valuable skills of a liberal arts education with real-life experience in a variety of internship placements, strategic advising and career preparation, and the benefit of connecting with employers and LSA alumni from across the United States and throughout the world. The goal is to help students more fully explore their interests and passions, and to give them an even greater advantage to thrive after graduation in work and in life.

Our growing LSA Opportunity Network centers on connecting students with employers offering internships specifically geared toward the liberal arts skill set. Students are offered the opportunity to gain international work experience through LSA Global Opportunities. We are committed to providing students with the support they need to pursue these experiences and get the most out of them. With our campus partners, we strive to host employers who can share information about internships and career opportunities. This includes representatives from Fortune 500 companies, tech startups, leading nonprofits, media outlets, and more.

It is fortuitous that this period of University-wide strategic planning for diversity, equity, and inclusion coincides with LSA's greater engagement with making internships and career development opportunities more available to more of our students.

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

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

years, we will continue to expand our impact, and we plan to award $1 million in internship scholarships in 2016.

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

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

Build More and Better Recruitment Pipelines

Build a better profile of existing pipeline and outreach efforts.
Attempt to bring a greater degree of coordination and collaboration to this important dimension of access and inclusion for both the College and the University.

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

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

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

Preparing materials associated with the LSA DEI plan has uncovered a wide variety of needs for further information on individual programs, a better understanding of their interrelationships, and a clearer picture of which approaches are most effective. We also look forward to working with Wolverine Pathways, an innovative pipeline program launched as part of the Campuswide DEI plan that works with middle and high school students in Ypsilanti, Southfield and (after 2017) Detroit.

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

LSA Inclusive Classrooms and Pedagogies

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

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

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

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

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

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

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

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

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

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

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

Inclusive Practices: Accountability and Professional Development Opportunities

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

Have the LSA Executive Committee consider including inclusive practices as a dimension in the College's tenure and promotion and LEC review files as well as hiring dossiers.
This practice, which is being discussed and instituted in various ways at other institutions, would help to make us all accountable at all faculty ranks for the individual and collective success of inclusive teaching and learning.

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

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

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

Recognize that other means and methods to promote faculty development opportunities are also essential, while acknowledging that in some cases, the most valuable resource is time.

We must also grapple with the feasibility of one-time course releases/buy-outs for completely overhauling courses and instructional techniques.

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

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

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

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

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

Assessing the Race & Ethnicity Degree Requirement

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

During the 2015–2016 academic year, LSA undertook a major review of the requirement, which has been part of the liberal arts core since 1990. Dean Andrew Martin charged this committee to

review the current state of this requirement, and to make specific recommendations after examining the following questions:

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

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

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

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

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

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

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

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

Provide positive incentives and rewards for R&E teaching.
Examples include creating a program to encourage teaching innovation and best practices for R&E structured on the model of the CRLT Large Course Initiative, and establishing a new

Outstanding Contributions to Undergraduate Education Award that specifically recognizes R&E excellence.

Simplify the R&E course approval process for faculty who have already had two courses approved for R&E certification.
The committee completed its review with a grateful sense of the hard and dedicated work that instructors and students bring to the curricular examination of race and ethnicity. Following discussion with members of the LSA community and after extensive assessment of R&E courses and learning goals, the committee believes that the requirement is academically sound and intellectually healthy.

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

New initiatives may include "Global R&E," which would seek to group the sizable proportion of current R&E course offerings that deal with international and global (and non-U.S.) content. Currently, 64 (58%) R&E courses are non-U.S. focused. This curricular innovation would be designed to be attentive to how issues of race, ethnicity, national belonging, citizenship, legal status, and so forth have shaped and will continue to shape the social world and the global landscape. "Global R&E" might, for instance, comprise a series of individual courses deliberately tailored and/or designed with the R&E degree requirement in mind, with co-taught courses as an option. R&E courses taught in a single semester could incorporate lecturers and events, sponsored by the International Institute and other units on campus, to open up more spaces for dialogue and discussion and to demonstrate the relevance to contemporary questions and debates, such as human rights, human trafficking, the rise of Islamophobia, and ethnic violence. Faculty and professionals at the International Institute have already expressed interest in this idea.

New initiatives may also include "R&E Engagement," in partnership with the Intergroup Relations Program (IGR). "R&E Engagement" would encompass ideas for building support to increase opportunities for students to engage in discussion and dialogue, especially while enrolled in large R&E lecture courses with recitation sections.

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

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

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

New initiatives could also encourage more R&E community-based learning options. There is solid research that illustrates that retention toward graduation and students' feelings of belonging (and perception of the campus climate) are positively affected by their participation in service-learning courses. Experiential, place-based courses like these engage students with each other and their studies in community settings. Student learning is most effective when it involves academic rigor and when substantive reflection is an integral part of the learning (Gallini & Moely, 2003). Research also shows that even when race, ethnicity, and culture are not the explicit focus of a community-based learning course and reflection prompts do not raise those issues, the students working in diverse settings write about and reflect critically on those topics (Dunlap,1998). None of our current, officially "tagged" CBL courses meet the R&E requirement; this is a missed opportunity.

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

Improve STEM Education

Students from underrepresented backgrounds enter college with similar levels of interest in STEM fields, however they are less likely to persist during their undergraduate experience when compared to non- underrepresented counterparts (Griffith, 2010), (Barr, et. al., 2008). And we know that the experiences of women in many STEM fields are far from welcoming and supportive.

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

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

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

Evolve strategic partnerships to support inclusive STEM classrooms.
There is a growing sense nationwide that undergraduate STEM education is not as effective as it could be; some would even say it is lacking. As a recent perspective in *Nature* summarizes, "Too often, faculty members talk at students rather then engaging them in activities that help them to learn and apply core scientific concepts and skills. Despite growing scholarship about effective teaching methods and meaningful ways to assess them, research universities rarely provide

adequate incentives, support or rewards for the time that faculty members spend on improving teaching. And faculty members assign a low priority to undergraduate teaching compared to research." In sum: "Efforts to improve undergraduate STEM education have been slow and piecemeal at best" (Bradforth, et. al., 2015).

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

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

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

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

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

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

The commentary in *Nature* identifies this kind of "bottom-up" faculty-to-faculty (and graduate student and post-doc) approach as essential in any serious effort at institutional change in STEM education. It also identifies the need for "top-down" support from senior administrators to encourage faculty buy-in, recognize and reward good teaching, centralize and make accessible

data and analytics, and use teaching improvements as a fundraising lever. Many of the faculty colloquia described above remain quite small. REBUILD, for all of its efforts, has found it difficult to obtain its goal of being a "nucleus" for change. Getting to the next step of more faculty buy-in and departmental support is going to take a more strategic, multi-level approach. If we are serious about improving the overall quality of STEM instruction and promoting more accountability in undergraduate education, then learning from the experiences of our "reformers" and promoting a stable platform on which they can act and recruit is required.

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

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

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

We also want to help further evolve the partnership between REBUILD, CRLT, and the LSA Dean's Office to explore opportunities to improve the quality of undergraduate introductory science courses using evidence-based techniques. REBUILD and CRLT have already begun to convene faculty discussions about the next phase of REBUILD's work, which will entail a shift toward a focus on "Foundational Courses" across the curriculum.

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

- Pre-college outreach, recruitment, and admission
- First- and second-year undergraduate STEM education and retention into STEM majors
- Preparation and mentorship for undergraduate students into graduate and professional programs
- Ideally, this pipeline would encompass all stages from K12 outreach through graduate and professional schools, postdoctoral fellowships, and entrance into careers.

The full proposal for "Growing STEM" can be found in appendix E of the LSA DEI plan and will be submitted as part of the University-wide DEI process. This initiative is ongoing and increasingly based within LSA's National Center for Institutional Diversity.

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

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

More Active, Engaged, Community-Based Learning in More Diverse Settings

Active, academically engaged and community-based learning (CBL) initiatives offer a third large segment of the LSA curriculum in which to think about inclusive pedagogies. In 2013, LSA established the Center for Engaged Academic Learning (CEAL) to organize and support a variety of preexisting programs, such as the Prison Creative Arts Project in the Residential College, Project Community in the Department of Sociology, and the Semester in Detroit Program, and to begin to develop new directions. CEAL aims to promote pedagogical innovation through initiatives that help students become adaptive, creative, and impactful in their engagement with the world.

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

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

We recommend finding more creative ways to support and grow these curricular initiatives.
CEAL will continue to provide one important outlet for this effort. While it may cease to function as a stand-alone center it will continue to promote the integration of classroom and experiential learning; seek to increase the quantity and quality of engaged learning opportunities; facilitate department and faculty engagement; and provide a platform for increased student participation, at both the graduate and the undergraduate level, in the design of CBL courses and opportunities.

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

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

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

Undergraduate Education Initiatives

This next series of goals focus on recommendations to improve the "critical mass" of underrepresented minority students on campus and to further diversify and support student\s who are first-generation, students from under-resourced high schools, students from lower SES backgrounds and others who, because of their backgrounds, social identities, and/or social status, experience barriers to full participation in all that an LSA education has to offer. Most of the goals in this section stress the need to make better and more equitable use of our existing resources, especially around High Impact Learning Practices.

Reinvest in CSP

As a learning community established in 1983, the Comprehensive Studies Program is a population of students, staff, and faculty organized around the principles of diversity, access, equity, and inclusion. CSP is charged with providing academic, social, and developmental services to the most diverse student body with main members who are often underrepresented in the academy. Advising and instruction are central to the mission of CSP, which promotes academic excellence and personal growth/wellness for students within the community and the University at large. In recent years, the growth of the CSP student population has outpaced university resources. Within the next five years, LSA aspires to enhance the current portfolio of services by providing institutional support and a multi-million dollar commitment to make CSP the most robust program of its kind in the nation. In so doing, LSA seeks to dramatically increase the level and quality of support that CSP can offer, and to make the College-wide commitment to CSP more expansive and collaborative -- in a way that will inform other undergraduate education access, inclusion, and diversity work. Across the multiple dimensions of its strategic plan, CSP will continue to develop and assess best practices in working with emergent populations of students who are constantly changing in terms of the diversity of life experiences, cultural, socio-economic status, and age. CSP also plans to partner with the units within LSA, across the university, and in national outlets.

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

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

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

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

The demographic profile of the 2,660 CSP students surveyed in fall 2015 includes 813 (30.6%) students identified as black; 386 (14.5%) identified as Hispanic; 187 (or 7%) identified as Asian; 14 (0.5%) identified as Native American; and three students (0.1%) identified as Hawaiian. 145 CSP students in fall 2015 identified as "two or more" categories under the ethnicity option, accounting for an additional 5.5%, and 93 (or 3.5%) did not indicate. The remaining 1,019 (38.3%) of CSP students identified as white.

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

Growing the Size and Scope of Advising

CSP's advising staff applies an active, holistic, and developmental approach that focuses on developing a dynamic relationship between student and advisor as the student matriculates through the University. This model of advising is supported by research in the area of student development and retention, and is a key feature that many students utilize. Over the years, CSP's student-advisor ratio has increased significantly. In order to strengthen and maintain the advising relationship, LSA plans to employ additional staffing resources to reduce the ratio in order to enhance this valued service to students.

Existing CSP resources will be repurposed to focus on the following:

- Increased use of real-time data in decision-making on students' academic and personal progress at Michigan, and in decision-making at all levels in the organization.
- Increased effectiveness of staff through professional development to address the needs of the continually evolving population.
- Leverage the use of technology to improve communication among faculty, students, and advisors.

Growing the Size and Scope of Instruction

CSP's instructional pedagogy is supported by research and seeks to develop a deeper understanding of the subject matter through active learning techniques, extended time on task, frequent assessments and evaluations, extended office hours, and general skills development. CSP's pedagogical goals include inclusive community building, collaborative learning, and professional modeling to support students as they develop their scholarly and professional identities. CSP faculty apply theoretically sound and practical strategies in the classroom, focusing on building the sense of belonging, motivation, academic self-efficacy, and mindset that allows students to achieve academic and lifelong success. CSP instructors across the curriculum continue to share similar teaching practices within their specific disciplines so that students learn to:

- Problem solve
- Make an impact within the classroom and outside the classroom
- Develop effective teamwork skills
- Practice active learning and metacognition
- Become intentional learners by cultivating purposeful and self-directed behaviors
- Practice empathy through imagining and exploring other perspectives
- Recognize that learning is a lifelong process
- Develop the necessary growth mindset they need to overcome obstacles and achieve success.

Because of the strength of these pedagogical goals, CSP strives to make sure every incoming student has the opportunity to enroll in at least one CSP course in their first semester, even as the CSP student

population has more than tripled over the last 10 years. Finding ways to continue to scale up the number of sections to meet this need remains a key feature of our evolving plan for the program.

The program remains committed to supplemental instruction, offering peer and group tutoring "in house" and in conjunction with the Science Learning Center, the Language Resource Center, Sweetland Center for Writing, and others. To continue this effort, CSP will employ a Coordinator of Supplemental Instruction to effectively develop and assess the program and create new partnerships.

Another pedagogical aim is to expand the variety of courses CSP offers to students in their sophomore, junior, and senior years. CSP's strategic plan to research and design interdisciplinary seminars that connect disciplines in meaningful and sustained conversations is in development, as is the intention to build greater ethical awareness about the relationship of the program to the U-M community, as well as the CSP community's responsibilities as knowledge-building citizens of a vast and complex democracy.

Strengthening Student Engagement
CSP defines student engagement as active participation through the development of relationships and self-authorship within our community. In addition to advising and instructional efforts, CSP plans to strengthen engagement through the development of additional programming and initiatives for students admitted to or affiliated with the program:

- **Student Success Workshops -** This yearlong series of academic success workshops will focus on building academic self-efficacy and confidence throughout the curriculum.
- **Mentoring -** Currently, first-year CSP students benefit from peer mentoring through participation in the Michigan Mentorship Matters program or Bridge Scholars PLUS. Beginning in Fall 2017, CSP plans to expand mentoring to include faculty and alumni mentoring for sophomores, juniors, and seniors.
- **Ambassador Program -** CSP juniors and seniors will serve as student ambassadors who represent CSP at prospective and new student events, as well as within the campus community. In addition to representing CSP, the ambassadors will serve on CSP search committees, and inform CSP leadership on climate and student issues.
- **Graduate School Test Prep –** with the support of LSA, CSP will continue to partner with Kaplan Test Prep to offer courses to CSP students interested in pursuing graduate work. More than 100 students have benefited from this program in preparation for the GRE, LSAT or MCAT. CSP is developing a sophomore initiative called Pathway to Prep, where students will participate in programming geared toward graduate school preparation, experiential learning, and career planning.
- **Summer Bridge Scholars Program -** For more than 40-years, this seven-week program has helped underrepresented students successfully transition from high school to U-M. Incoming undergraduates across the University take three rigorous credit-bearing courses, which prepare them for the intensive academic preparation necessary to succeed at U-M. Participants also benefit from individualized academic advising, and opportunities to build community and interact with U-M faculty. CSP continues to act on the recommendations of the CSP Futures Task Force by enhancing the experience for all Summer Bridge Participants through the following:
    - **CSP 100 -** First piloted in summer 2014, a new approach to the Summer Bridge version of CSP 100: "Perspectives on Learning and Academic Success," introduces some of LSA's best faculty to Summer Bridge participants. We continue to refine this approach to provide participants with the best experience possible.
    - **Campus Connections -** A four-week initiative that partners small groups of Summer Bridge participants with units across campus in an effort to increase campus networks, and reinforce a sense of belonging within the U-M community.
    - **Expanded Parent Orientation -** Family support can be vital to a student's success at U-M. To that extent, we have expanded our orientation for parents from a one-hour meeting to an all-day event that provides the opportunity to learn more about the resources that U-M provides.
- **Bridge Scholars PLUS -** Selected students now have the opportunity to continue on "in Bridge" as part of their entire University of Michigan experience. Bridge Scholars PLUS is a four-year

coaching and success incentive program employing the research-based high-impact practices for student success. This program includes:

  - Common academic and community building experiences with coursework and weekly meetings focused on academic, co-curricular, and professional development, as well as graduate/professional school preparation.
  - Weekly individual meetings with junior- and senior-level students who are recruited and selected to serve as academic coaches.
  - Eligibility for a scholarship to pay application fees for a U.S. Passport.
  - Eligibility for a scholarship voucher to be used toward qualifying academic needs.

  Students who complete Bridge Scholars PLUS may be eligible for summer scholarships for the Second Summer Program, which provides students with financial support to participate in experiential learning programs such as Semester in Detroit, NELP, Camp Davis, the Biological Station, an enriched internship, U-M sponsored study abroad, or a research experience.

- **Partnerships with other campus units -** We continue to explore efforts to support the holistic wellness of CSP students. Expanding on the model of embedded services, the program will increase its work with the Office of Financial Aid and pursue partnerships with other student support units such as Counseling and Psychological Services.
- **Leadership Workshop Series -** CSP will develop a leadership workshop series to further develop students' leadership skills through a variety of engaging workshops. Each workshop will focus on different key topics such as strengthening interpersonal skills, problem-solving, effective communication, and professionalism. The workshops will focus on developing transferable skills allowing students to navigate more effectively in professional settings.

CSP has created additional staff positions to support these new initiatives:

- **Coordinator of Student Success -** will design and implement the student success and leadership workshop series and manage the CSP Student Ambassador Program.
- **Coordinator of New Student Transition & Orientation -** will manage the Michigan Mentorship Matters program in addition to developing and managing welcome-week programming and orientation programs for new CSP students and their families.
- **CAPS Clinician -** counselor appointed in partnership with Counseling and Psychological Services (CAPS) to support students' holistic wellness.

Routinization of Assessment and Benchmarking

Data-driven decisions informed by a close examination of current student demographics and projection trends will improve the initiatives supporting diversity, equity, and inclusion. Leveraging the experience of the UGED Learning Analytics Specialist, CSP will develop a comprehensive research agenda providing an in-depth examination and benchmarking of similarly positioned programs. The research outcomes will drive the further development of advising, instruction, and student engagement initiatives. Such an understanding of CSP and best practices would enable CSP to better promote its work and encourage further collaboration with other U-M departments and programs. These collaborations can assist in developing research questions for future adjustments to this plan for CSP students and for other members of our diverse student population.

Donor Support to Ensure Adequate Resources

Within the next five years, CSP will secure sufficient donor and institutional funding to fully address the infrastructure needs of the program. While not all of the proposals under consideration require an infusion of new financial resources, many do. Only with the appropriate funding can CSP ensure equal support for all students regardless of entry point or time to degree. The College and its Development, Marketing, and Communications team are committed to ongoing efforts in this area.

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

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

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

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

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

Complete a full inventory of programs.
Include past/current assessment data and projects, and consider launching comparative assessment across programs. A full inventory, including a detailed analysis of these programs, is a recommended first step in finding new ways to incentivize collaboration. Considering these programs side by side should lead us in a number of strategic directions. First and foremost, we

need to acknowledge what we do not yet know about these programs and continue to identify and classify them.

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

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

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

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

Expanding UROP's Scope

Founded in 1989 as a program designed to increase the retention and success of underrepresented minority students, UROP has grown into a national model for how to design programs that promote learning for all students while creating a differential impact for URM students and other diverse populations. Numerous studies have demonstrated the impact of undergraduate research on retention of URM students.

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

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

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

Support the expansion of UROP's work with transfer students as part of the larger strategy to recruit, retain, and support transfer students.
The Michigan Community College Summer Fellowship Program and Changing Gears are both designed to use undergraduate research opportunities to recruit and support transfer students. The MCCSF Program offers a 10-week summer research fellowship for currently enrolled community college students attending any community college in the State of Michigan and interested in transferring to the University of Michigan's Ann Arbor campus within a year of their potential transfer.

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

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

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

The program provides transfer students with hands-on research and mentoring experiences with U-M faculty and students, bi-weekly seminars focused on research related topics, connection to campus resources, and the opportunity to explore academic and professional interests beyond the classroom. In Changing Gears, students also have the opportunity to gain knowledge and preparation for graduate and professional school and to join a community of transfer students through academic and social interactions.

Make Study Abroad Accessible for All Students

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

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

CGIS is also expanding the number of short-term programs that are generally more affordable and meet a range of student needs, including those of student athletes. They have added five such three-week stand-alone programs for summer 2017. CGIS has also added STEM programs in disciplines that don't typically attract study abroad, such as mathematics, neuroscience, geology, biology and environmental studies.

Continue to support the "I Am Study Abroad" campaign on all College/U-M media outlets.
Begun in winter 2016, it uses promotional videos, bus signs, table tents, and posters featuring students of various races, ethnicities, genders, sexual orientations, socioeconomic backgrounds, academic majors, and on-campus involvements who studied abroad with CGIS. It also includes a video series, "Faces of Study Abroad." Enrollment trends for the 2016-17 academic year suggest that these efforts are succeeding. We estimate that CGIS will send 25-30% more students abroad in 2017.

Continue to support Pell Grant recipients.
The number of Pell Students in GIEU has dramatically increased (79% last year), and CGIS is now working with LSA Scholarships to extend that benefit to our Spring/Summer faculty-led language programs (summer 2017), and Global Course Connections (summer 2018). LSA Global Scholarships distributed over $1.4M this year, up from $800K several years ago. For 2015-16, we awarded 66 GIEU students (Pell Recipients) $128,700 for their CGIS Program fee. For 2016-17, we plan to expand -- it will include GIEU and the Spring/Summer Language Program fees. For 2017-18, we plan to include GIEU, Spring/Summer Language, and GCC student program fees.

Support Residential Learning Communities as Diverse Communities

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

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

We have been conducting an ongoing research project (Maltby, et. al., 2016) surveying first-year undergraduate students participating in several residential learning communities, as well as students living in University residence halls who did not participate in a learning community (control group). The project began in 2011, with the help of CRLT's Gilbert Whitaker Fund, and has continued since that time, with data collection every spring. The assessment involves a standard set of survey questions across all of the participating programs and questions customized for each program, focused on the students' self reports of their experiences in their first year in their academics, co-curriculars, and residential lives. It also includes analysis of students' academic performance, based on cumulative GPAs.

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

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

Key findings:

- Participation in Michigan Learning Communities has demonstrated academic benefit for first-year students. For example, first-year students who participated in a residential MLC earned statistically significant higher GPAs at the end of their first year relative to similar students not in the communities.
- MLCs provide environments that support and enhance student learning. Twice as many first-year students who participated in the residential MLCs reported that they felt their

residence hall experience made it possible for them to succeed academically, compared to similar students (control group) living in the residence halls who were not in an MLC (approximately 74% vs. 37%).

- MLCs prepare first-year student participants to be successful students by building critical thinking skills and increasing students' confidence.
    - More than 70% of first-year MLC students credited their learning community with improving their ability to communicate with faculty and to apply their academic knowledge to current problems. On average, 30% or fewer of the first-year non-MLC students reported these benefits from their residential experience (25% for communicating with faculty; 32% for applying academic knowledge).
    - A far higher proportion of MLC first-year students (66%) reported that their residential experience impacted their ability to analyze and critically evaluate ideas than non-MLC students (19%).
    - Students participating in a residential learning community reported their residential experience helped their self-confidence in participating in academic discussions (76%) far more frequently than non-MLC residents (33%).

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

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

MLCs also exist across the curriculum: The Lloyd Hall Scholars Program (LHSP) engages students with creative writing and the arts; The Michigan Community Scholars Program (MCSP) is focused on community engagement and social justice and has developed a number of programs to promote intergroup dialogue in formal and informal ways; and the Global Scholars Program (GSP), which is unique for its concentration of second-year students, is located in North Quad and organized around preparing students to be interculturally competent global citizens and innovative leaders. This community of 150 students welcomes U.S., international, and exchange students from over 20 nations speaking over 40 languages.

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

Enlist Students as Diversity Workers and Allies

The Division of Undergraduate Education hires hundreds of student workers every year as peer mentors and tutors, to work within ISS, and to play a variety of student-facing roles on our respective staffs. The Science Learning Center alone employs nearly 300 undergraduates as group facilitators and tutors each term and enrolls more than 3,000 students as study group members. Large numbers of students are also employed by UROP, CSP and Sweetland. We believe that these students represent an opportunity to build a critical mass of student workers who can also be diversity allies and thought leaders able to exert a positive impact on campus. For the 2017-18 academic year we want to begin to pool existing resources and pilot a program to offer -- and eventually require -- these student workers to engage in training around implicit

bias, stereotype threat, microaggressions, effective allyhood, bystander techniques and other inclusive practices. A team from the Undergraduate Education Climate Committee has begun to create a proposal for implementation.

Extend the Peer Tutor Summit Model to talk about important issues in common.
The SLC, the LRC, UROP, and CSP all have students who work in similar capacities and programs that provide basic training around practices that promote diversity and inclusivity. They gathered in winter 2016 for a Peer Tutor Summit, which we want to encourage as an annual activity. Building in an expectation that the students who work for our programs as tutors, mentors, and advisors play a role as thought leaders and diversity workers has potential that we should continue to explore. Ideally we will find ways to link the DEI training (above) and this now annual event.

Enhance Annual Leadership in Action training.
We also recommend encouraging and growing the (now third annual) Leadership in Action training for student leaders, peer tutors, advisors, and mentors from across the Division of Undergraduate Education hosted by the Student Leadership and Empowerment sub-committee of the larger UGED Climate Committee. Held in August right before the school year begins, it includes powerful stories from students and recent alumni about their experiences on campus surrounding identity. Additionally, student leaders engage in facilitated dialogue around how these stories impact the way that they might interact with other students.

Foster student-generated ideas for creating a more inclusive and engaged campus climate: The LSA Democracy in Action Fund.
The initial proposal to create a $120,000 Student Diversity Leaders Fund to support student-generated ideas has become the LSA Democracy in Action Fund, launched in January 2017. The Fund provides grants ranging from $500 to $2,500 to support students, faculty, and staff to do the challenging work of advancing genuine democratic engagement on campus. Individuals and groups may apply for grants to fund proposals that celebrate and promote an inclusive community with an emphasis on civil, productive dialogue between students, faculty, and staff of all backgrounds; promote a greater understanding of participatory democracy and our role in it; showcase the power and impact of a liberal arts education to effectively address issues associated with exclusion and marginalization as well as problems associated with various forms of discrimination and inequality; and/or promote a program or large-scale strategy that LSA could undertake to significantly enhance students' feelings of inclusion, connection, and democratic engagement, including realistic proposals for implementation.

The Fund will accept proposals from students and student organizations for events that are entirely student-focused. However, the strongest proposals will come from collaborations involving students, faculty, and professional staff members. Proposals from multiple student organizations that seek to promote a cross-fertilization of ideas are particularly welcome, especially those that occur in unexpected and creative ways. Collaborations between student organizations that have not worked together in the past are encouraged. Faculty and staff members may initiate and co-lead proposals, but to maintain a student-centric focus, all proposals must include genuine co-leadership from student(s) in the design and implementation phases.

Connect to Departments

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

Create the Sociology Opportunities for Undergraduate Leaders program.
Twenty-five percent of sociology majors are the first in their family to go to college. First-generation college students face an array of academic, financial, and social challenges that make it more difficult to graduate (or graduate in a timely way), impair their academic performance and professional development, and adversely affect the psychosocial experience of being a college student. Partnering with the Comprehensive Studies Program and the Barger Leadership Institute, the department proposes the creation of the Sociology Opportunities for Undergraduate Leaders (SOUL) program to support and enrich the experiences of first-generation college students majoring in sociology.

We endorsed the department's proposal (see appendix F) and are pleased to note that in August 2016, the Barger Leadership Institute (BLI) and the Department of Sociology partnered to create a small pilot of SOULS.

We recommend the development as soon as possible of a strategy to engage LSA departments.
Engagement with LSA departments is currently the largest hole in the LSA DEI plan. We need a strategy for robust engagement, starting with those units who already have departmental DEI committees as well as faculty who serve as Diversity Allies through the Rackham program.

Graduate Student Initiatives

LSA and Rackham have agreed to collaborate on initiatives that will have a positive impact on our graduate students with regard to several dimensions of diversity, equity, and inclusion. We feel these are representative of best practices happening now on our campus, and many of the initiatives build or expand on pilot programs that are relatively new, while others are a commitment to a new direction. We seek to grow this collaboration with Rackham over the next two to three years, particularly in ways that involve graduate students and departmental faculty.

Preview Weekends

In recruiting students to U-M, we find that when students come to Ann Arbor to experience the vitality of the campus, meet faculty and potential graduate student peers, attend courses, and visit research labs, it helps prospective applicants envision themselves at U-M for graduate school. Several LSA departments have hosted visits for the past few years as a way to expand their applicant pool. These "preview" events include a recent collaboration between LSA and Rackham for two of our graduate programs: astronomy and earth and environmental sciences. Over the past two years, the astronomy/earth preview event hosted 48 student visitors in total, resulting in 21 applications: four from the October 2014 event who applied for fall 2015 admission, plus five more who applied for fall 2016. From the event in October 2015, 12 applied for fall 2016. For cohorts beginning in fall 2015, four students were admitted and three matriculated. The upward trend for applications is encouraging. The success of this event has led LSA and Rackham to discuss expanding this program to include departments in each of LSA's three divisions so that we can use economies of scale to host more students. A keynote presentation and a "how to" workshop on applying to graduate school would be the plenary sessions, with each department taking their individual prospective students back to the department to meet with faculty and graduate students, visit labs, and learn about research being conducted by faculty and graduate students. In fall 2016, LSA also supported Chemistry's M-CORE campus visit, an event similar to Preview weekends. The department continues to be enthusiastic about the outcomes and serves as a model for other departments interested in bringing students to campus prior to application.

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

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

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

Engagement with Minority Serving Institutions

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

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

A possible activity between the partner institutions is the design of a 3+2 or 4+1 program with a Minority Serving Institution. MSIs may be particularly interested in sending their students to U-M for a 4+1 master's program, which would allow the student to spend time at U-M over the summer and part of the regular academic year before returning to their home institution to receive the bachelor's degree, similar to Accelerated Master's Degree Program or Sequential Undergraduate/Graduate Studies programs on our campus. Upon graduation from the bachelor's degree program, students would return to Ann Arbor and complete a master's degree in the fifth year. Other types of collaboration could include exchanges for teaching—including graduate students—and certainly faculty research collaborations. Campus visits similar to those done at Oberlin and Kalamazoo as part of the CRLT/Rackham Preparing Future Faculty program and the Mellon postdoctoral fellowships program could expose students from U-M to HBCUs, HSIs, and tribal colleges. Likewise, students from those institutions could visit U-M to better understand what it's like to work at an R1 institution.

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

Diversity, Admissions, and Continued Supports

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

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

Scholars (MICHHERS) Program, and Research Experiences for Undergraduates (REUs). Promoting the outcomes of various Rackham initiatives, such as the faculty diversity allies, will allow for sharing best practices in recruiting, admissions, and the retention of current students in graduate programs.

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

GSI Training for Controversial Conversations

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

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

Supporting International GSIs

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

The final report indicates general satisfaction on the part of international GSIs and their departments with the resources provided to them by the University, the College, their

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

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

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

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

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

Staff

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

HR Policies for Staff

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

LSA Staff Diversity Website

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

DEI Expectations Statement or Competency for Staff

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

Staff Diversity, Equity, and Inclusion (DEI) Officer

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

- Creating and conducting DEI training and professional development programs for LSA staff;
- Promoting other DEI activities on or off campus that are open to staff;
- Developing and implementing a staff internship program pilot;

- Engaging in ongoing, active recruitment of diverse applicants for key staff positions in LSA and positions where a federal affirmative action goal may exist.

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

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

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

Enhance Overall LSA Staff Employment Branding

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

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

Active Staff Recruitment

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

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

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

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

Staff Internship Program

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

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

Succession Planning

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

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

Ad Hoc Monitoring of Staff Climate

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

Staff Retention Interviews

In addition to attempting to recruit more diverse applicants for staff jobs in LSA, retaining new and existing staff who are satisfactory or high performers remains important. LSA can provide staff supervisors with resources to conduct proactive retention interviews with their well-performing and diverse employees. Retention interviews are generally one-on-one discussions between a manager and a valued employee. The goals behind these "stay" interviews would be to learn why employees would remain in or leave a given position and also to reduce the risk of potential staff turnover negating progress made towards improving staff diversity.

Accommodating Employees with Disabilities

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

Staff and Supervisory Professional Development Sessions on DEI

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

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

Career Opportunities and Diverse Staff

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

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

Appendix A—Citations

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Appendix B—Strategic Goals

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

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

Strategic Goal 2

Improve Faculty Mentoring and Career Advising

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Review mentoring plans	Begin reviewing plans of first third of departments.	ADVANCE Career Advising Document	Dean's office
Offer LAUNCH program to all new LSA faculty	Already offered in Natural Sciences; will pilot in Social Sciences and Humanities in AY 2016-17.		

5-year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Review mentoring plans	Evaluate plans and their implementation for all departments against a set of best practices, with attention to separation of mentoring and evaluation. There must also be attention to career advising post-tenure.	ADVANCE Career Advising Document	Dean's office
Offer LAUNCH program to all new LSA faculty	LAUNCH committees offered to new TT faculty in all divisions.		Dean's office
Train and support for faculty mentors	Create and require training for all mentors, similar to STRIDE.	ADVANCE	Dean's office
Support chairs in mentoring	Incorporate into training, annual reviews		Dean's office

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

Strategic Goal 4			
Build Faculty Accountability and Expertise			
1-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Possibility of AD for DEI explored. Benchmark the positions with peer institutions. Call for nominations circulated February 2017.	Completed assessment of whether to appoint AD; position will be filled.		Dean's office
5-Year Action Plan			
Recommendations	**Metrics for Success**	**Resources**	**Accountability**
Position is filled and is instrumental in operationalizing the faculty plan.	Alternatively, another solution for adding faculty administrators to the Dean's office is identified which creates effort, leadership, and accountability to oversee many of these recommendations.		Dean's office

Strategic Goal 5

Recruit, Retain, and Support Transfer Students

1-Year Action Plan

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

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

Strategic Goal 6

Minimize Differential Access to Resources for Students

1-Year Action Plan

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

5-Year Action Plan

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

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

Strategic Goal 7

Build More and Better Student Recruitment Pipelines

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 8

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

1-Year Action Plan

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

5-Year Action Plan

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

and used as the basis for a five year plan to be created by the end of the 2017-18 academic year.	academic year.	LSA faculty	

Strategic Goal 9

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

1-Year Action Plan

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

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

Strategic Goal 10

Continue to Develop Inclusive Undergrad STEM Education

1-Year Action Plan

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

Strategic Goal 11

Promote Inclusive Community-Based Education

1-Year Action Plan

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

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Increased resources for transportation and logistics, including ongoing conversations about the UM-Detroit Connector Bus Service as well as ongoing support for growth of Semester in Detroit Program and other Detroit-based learning opportunities such as the UROP Summer Community-Based Research Program that will need a new and improved UM-Detroit Center.	Stable system of transportation between Detroit and Ann Arbor campus; growth in Semester in Detroit program and UROP's CBRP; articulated plan for next iteration of U-M Detroit Center.	SiD leadership, students and alums; UROP; Provost Office; U-M Detroit Center leadership; CEAL	AD UGED; LSA Dean's Office

Strategic Goal 12

Reinvest in the Comprehensive Studies Program

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 13

Incentivize Collaboration Among Undergraduate Support Programs for Diverse Students

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 14

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

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 15

Make Study Abroad Accessible for All Students

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 16

Support Residential Learning Communities as Diverse Communities

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Continue to promote—and consider increasing—the current level of diversity (URM, lower SES, Summer Bridge admitted students, First Gen, gender nonconforming, transfer students in GSP, international students).	Ongoing assessment of MLCs.	MLC leadership; current student and alums of programs; Office of AD UGED; assessment specialist; Housing/Student Life	AD UGED
Create a $120,000 Student Diversity Leaders Fund to support student-generated ideas and initiatives, especially but not exclusively in the learning communities. The LSA Democracy in Action Fund was launched in January 2017 to provide support for student generated ideas and initiatives.	The number and quality of the proposals funded.	MLCs leadership; current student and alums of programs; Office of AD UGED; UGED Climate Committee	AD UGED DIA Fund Selection Committee

5-Year Action Plan

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

Strategic Goal 17

Enlist Students as Diversity Workers and Allies

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Extend the Peer Tutor Summit Model to talk about important issues in common, regardless of discipline, namely creating a welcoming, diverse, inclusive, and equitable climate and cultivating a growth mindset in the students they work with.	The successful institutionalization of the summit as an annual event and a progressive increase in the number of students who attend.	SLC, Sweetland, LRC, CSP, UGED Climate Committee; coordination with Student Life initiatives	AD UGED
Annual Leadership in Action training for undergraduate student leaders.	Further institutionalize training as an annual event; progressive increase in the number of students attending. Roughly 120 students participated in 2014; double that number participated in 2015.	Student Leadership and Empowerment Comte/UGED Climate Comte; IGR facilitators; Student Life initiatives	AD UGED

5-Year Action Plan

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

Strategic Goal 18

Deepen Connection to Departments

1-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
Creation of the Sociology Opportunities for Undergraduate Leaders (SOUL) program to support and enrich the experiences of first-generation college students majoring in sociology.	Assessment strategy and metrics TBD as/if program is funded and launched.	Dept. of Sociology; Barger Leadership Institute; CSP	AD UGED; AD Soc Sci; AD Budget

5-Year Action Plan

Recommendations	Metrics for Success	Resources	Accountability
TBD in consultation with leadership and members of interested LSA departments; LSA Dean's Office; and members of the LSA community.	TBD	TBD	TBD

Strategic Goal 19

Expand Preview Weekends for Graduate Student Recruitment

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 20

Create Partnerships with Minority Serving Institutions

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 21

Improve Admissions Training and Support

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 22

Involve Graduate Students in the Dean's Office DEI initiatives

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 23

Increase Training and Support for GSIs

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 24

Review and Update LSA Policies for Staff

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 25

Create Staff Diversity, Equity, and Inclusion (DEI) Officer Position

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 26

Enhance Overall LSA Staff Employment Branding with DEI Efforts

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 27

Increase Active Recruitment of Diverse Applicants for LSA Staff Positions

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 28

Succession Planning for Staff Positions

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 29

Monitor Staff Climate and Focus on Staff Retention

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 30

Accommodating LSA Staff with Disabilities

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 31

Develop and Implement Staff and Supervisory Professional Development

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 32

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

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 33

Build and Publish a Dedicated LSA Website on Staff Diversity

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 34

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

1-Year Action Plan

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

5-Year Action Plan

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

Strategic Goal 35

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

1-Year Action Plan

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

5-Year Action Plan

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

Appendix C—Plan-A-Thon

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

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

We received multiple submissions, from the UROP Peer Advisors and others, insisting that "LSA needs to stop discussing these issues in generalities like 'diversity' and state exact, specific

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

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

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

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

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

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

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

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

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

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

Appendix D—

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

February 25, 2016

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

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

I: Overview

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

II: Current Political Climate

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

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

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

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

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

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

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

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

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

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

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

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

Survey comments included:

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

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

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

<u>Microaggressions and Harassment</u>

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

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

Campus Incidents

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

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

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

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

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

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

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

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

Student activism around Palestine

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

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

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

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

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

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

IV: Faculty Experiences

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

Teaching

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

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

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

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

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

Research

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

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

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

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

Service

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

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

V: A More Inclusive Campus Environment

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

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

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

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

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

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

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

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

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

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

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

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

Resource Building

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

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

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

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

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

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

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

g) Formalize the hiring of the Muslim Chaplain.

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

Crisis Support

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

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

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

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

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

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

Education

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

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

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

REPORT SUBMITTED BY THE ISLAMOPHOBIA WORKING GROUP

MISSION

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

GOALS FOR WINTER 2016

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

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Appendix E—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals:

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

History

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

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

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

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

Lessons from the Poster Session: Challenges & Opportunities

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

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

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

Immediate Next Steps (FY16 Goals:)

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

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

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

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

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

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

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

Metrics for Success

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

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

Resources Required:

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

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

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

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

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Appendix F—

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

SOCIOLOGY OPPORTUNITIES FOR UNDERGRADUATE LEADERS (SOUL)

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

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

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SOCIOLOGY OPPORTUNITIES FOR UNDERGRADUATE LEADERS (SOUL)

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

INTRODUCTION

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

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

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

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

DIVERSITY, EQUITY, AND INCLUSION

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

--President Schlissel

FIRST-GENERATION STUDENTS IN SOCIOLOGY

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

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

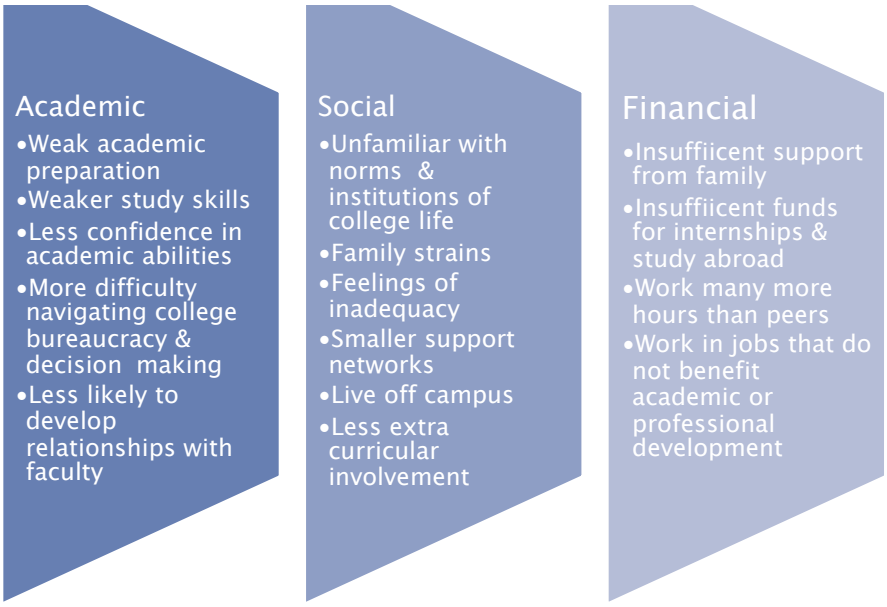
As shown in Table 1 (Appendix A), 15.5% of all undergraduates at the University of Michigan and nearly 17% of all undergraduates in the College of Letters & Sciences are first-generation college students. **The percentage of first-generation students in Sociology is markedly higher: nearly 26% of all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

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

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

CHALLENGES OF FIRST-GENERATION COLLEGE STUDENTS

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



Academic Challenges

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

Social Challenges

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

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

Financial Challenges

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

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

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

SOCIOLOGY OPPORTUNITIES FOR UNDERGRADUATE LEADERS (SOUL)

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

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

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

Program Selection

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

Core Course

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

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

In addition, the class will include the following components:

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

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

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

Peer Mentoring

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

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

Graduate Student Tutoring

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

Faculty Research

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

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

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

Financial Assistance

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

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

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

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

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

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

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

Leadership Training

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

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

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

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

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

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

Social Integration

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

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

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

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

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

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

PROGRAM DIRECTOR

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

PROJECT EVALUATION

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

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

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

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

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

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

CONCLUSION

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

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

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

APPENDIX A

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

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

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

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

Comparisons with Peer Units

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

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

PROGRAM BUDGET ESTIMATE

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

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

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

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Appendix G—

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

March 2016

UNIVERSITY OF MICHIGAN

College of LSA
Dean's Advisory Council

Campus Climate Working Group

March 2016

Working Group

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

Mission Statement:

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

Foci – Campus Climate

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

History of U-Mich Campus Climate

James Curtis, Cathy Redlich, Gail Carr Williams

Q: **What is Campus Climate?**

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

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

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

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

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

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

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

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

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

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

1900-1930
Campus Climate: "Hostile"

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

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

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

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

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

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

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

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

Oakley Johnson, NCC Faculty Advisor

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

1930-1950s
Campus Climate: Energized

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

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

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

- **1934:** Football coach Harry Kipke defies Athletic Director Yost and recruits African-American Willis Ward

- **1934:** Black female students finally permitted to live in dormitories

- **1940:** Students file lawsuit against Pretzel Bell for refusing to serve black patrons. UM President expels students who brought suit.

- **1953**: First tenure-track African-American Professor hired

- **1954:** Supreme Court decision in *Brown vs. the Board of Education*

- **1940s-50s.** Off-campus housing discrimination continues unchecked, including in university-owned apartments.

1960-1975
Campus climate: Activist/Empowering

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

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

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

BAM I Demands

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

EXTRA

The Michigan Daily

EXTRA

Vol. LXXX—No. 146A Ann Arbor, Michigan — Sunday, March 30, 1970 FREE ISSUE Four Pages

BAM CLASS STRIKE CONTINUES AS NEGOTIATIONS BREAK DOWN

PROFESSOR TO FILE CHARGES OF DISRUPTION

FLEMING ACCUSED OF 'BREACH OF FAITH'

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

Madison Foster, member of BAM negotiating team

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

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

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

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

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

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

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

BAM I Successes

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

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

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

BAM II 1975

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

BAM II DEMANDS

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

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

BAM III March 1987
Events Leading up to BAM III

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

BAM III Demands

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

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

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

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

5. We demand the immediate addition of a racial harassment clause in the university rules and regulations to punish institutionally those who perpetuate, motivate and

BAM III Demands, cont'd.

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

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

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

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

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

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

Explanation of BAM III Demands

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

University Response

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

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

Current State of U-Mich

Fran Peikert, Mike Peikert and Tom Ostrander

Assessment of Campus Climate/DEI

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

What We Learned

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

Examples of Existing Programs Related to DEI

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

Important Climate/DEI Issues

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

Ongoing Campus Initiatives

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

Benchmarking

Marvin Brown, Joan Evans, Teresa Sebastian

Benchmarked Institutions

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

Commonalities Among the Institutions

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

Notable Student Programs

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

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

Notable Faculty Programs

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

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

Indiana Univ. Study of Diversity Best Practices

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

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

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

Recommendations

Campus Climate Working Group

Recommendations for College of LS&A

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

Appendix – Benchmarking Data

APPENDIX A – DAC Campus Climate – March 2016

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

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

Appendix – Benchmarking Data

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

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Appendix – Benchmarking Data

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

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

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Appendix H—

LSA DEI Marketing Efforts

M | LSA

DIVERSITY, EQUITY, and INCLUSION

PLAN-A-THON

an open call for ideas

SUBMIT YOUR IDEA BY
Feb. 8
(by midnight)

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

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

LSA DEI STUDENT WORKSHOPS
Ballroom, Michigan League

Feb. 1
6:30 p.m.–8:45 p.m.

Feb. 4
6:30 p.m.–8:30 p.m.

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

Be Heard. Be Informed. Be Involved.

M | LSA

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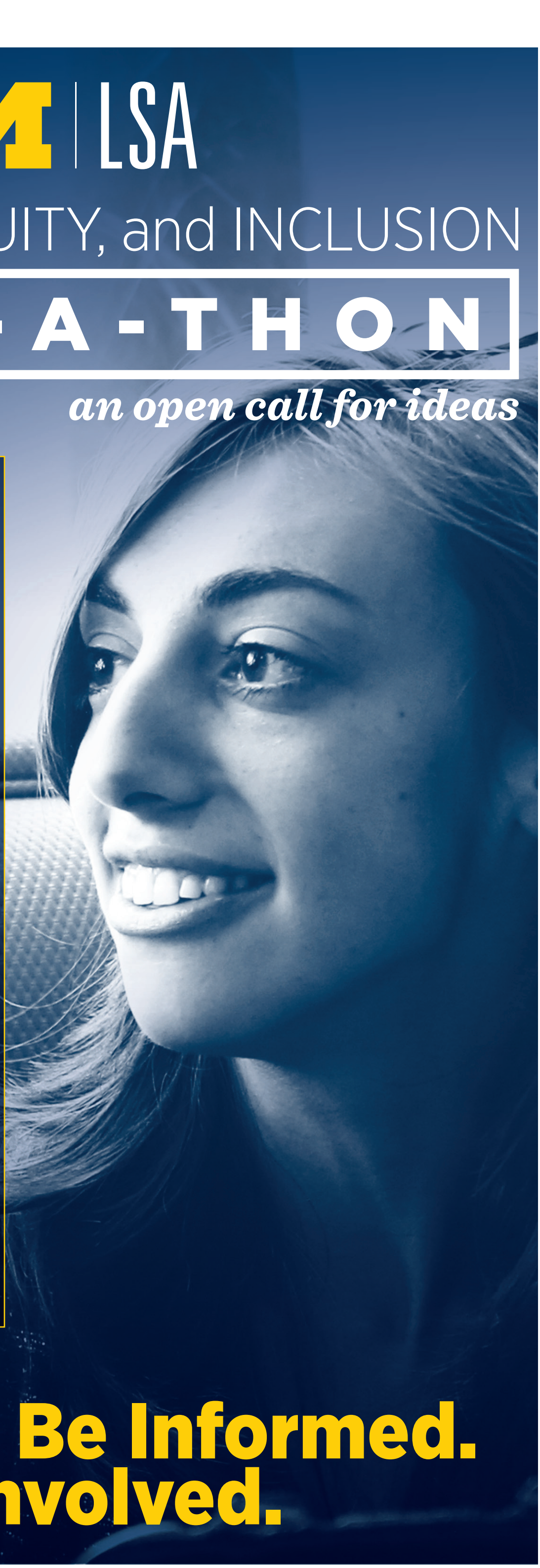

Be Heard. Be Informed. Be Involved.

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

M | LSA

myumi.ch/lsadei

PLEASE JOIN US FOR THE NEXT

#withDeanMartin

Thursday, January 28

8:00 p.m.

HUSSEY ROOM, MICHIGAN LEAGUE

Refreshments will be served.

Be Heard. Be Informed. Be Involved.