



FORM

Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

A handwritten signature in blue ink, appearing to read "Mark Schlissel".

8/27/2019

Signature of Institution's President or Chancellor

Date

Mark Schlissel

Printed/Typed Name and Title

University of Michigan

Name of Institution

Ann Arbor, Michigan

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Quality Initiative Reports are to be submitted by August 31 of Year 9. HLC recommends that institutions with comprehensive evaluations in the first half of Year 10 submit their report at least six months prior to their Assurance System lock date. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: August 30, 2019

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Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

In the period directly preceding the launch of this quality initiative, two important campuswide studies were commissioned by university leadership: the Provost's Committee on Diversity, Equity & Inclusion (2013) and the Staff Committee on Diversity, Equity & Inclusion (2014). Both committee reports concluded that the university needed to do more to recruit and retain a diverse student body, faculty, and staff and develop more robust cultural skills training to help create a more inclusive campus environment.

In September 2015, on the heels of announcing that creating a more diverse, equitable, and inclusive campus was among his most important priorities, President Mark Schlissel called upon the university community to develop U-M's first five-year diversity, equity, and inclusion (DEI) strategic plan. In total, 50 planning units were identified to develop new Strategic Plans — including all 19 schools and colleges, other academic affairs units, student life, athletics, the health system, and administrative offices — and scores of unit planning leads were identified to manage the local efforts.

The overarching goals of the Central Campus plan included three key themes: to create an inclusive and equitable campus climate; to recruit, retain, and develop a diverse community, and to support innovative and inclusive scholarship and teaching. Additionally, each unit was asked to create strategic objectives and action items around six vital strategies: 1) Hiring and Selection; 2) Recruitment; 3) Career Advancement; 4) Diversity Skills; 5) Climate Enhancing Activities; and 6) Pathways for Conflict Resolution.

Due to the institution's decentralized structure and the significant differences in the demographic composition and organizational climate among schools, colleges, and units, university leaders chose to embark on distributed planning, execution, and assessment processes, aided by support, coordination, and funding provided from central sources. Planning leads at each unit ensured that diversity, equity, and inclusion goals were simultaneously aspirational, measurable, and context-appropriate. The central Office of Diversity, Equity & Inclusion ensures that best practices are communicated across the units in addition to providing assessment support.

Because we are committed to holding ourselves accountable for achieving progress under this plan, we continue to track metrics that represent important factors in assessing progress over time toward our goals (see Question #4). We use these metrics in combination with each other to determine specific shifts in assessment measures and represent positive outcomes relative to creating a more diverse, equitable, and inclusive campus. This assessment and reporting occurs yearly at the university as well as at the school, college, and unit levels.

Year Three activity and assessment reports from units and external reviewers suggest progress on several overarching goals, including a growing engagement and enthusiasm among faculty and staff, and progressive shifts toward an institutionalized, “business-as-usual” approach to new DEI processes and policies. Additionally, we have observed the significant expansion of DEI training and development, particularly for faculty and staff via organizational learning structures.

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The Quality Initiative DEI Strategic Plan is a massive undertaking executed simultaneously across 50 units with 50 different plans of action that primarily impact each unit. The plan is also executed at the central level, with multiple courses of action that impact the entire campus, whole communities, and/or central office functions. We provide here a snapshot of central-office initiatives and a small number of emblematic unit-level accomplishments. Midpoint accomplishments are more comprehensively addressed at the following link:

https://diversity.umich.edu/wp-content/uploads/2018/10/Strategic-Plan_10.05.18.pdf

For each of the 50 units, the Strategic Plan goals are:

- **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.
- **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 and different perspectives are respectfully heard, and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

The specific charge to each of the 50 units was:

“Each school, college, or unit is responsible for overseeing a high-quality engaging planning process that results in a five-year plan for diversity, equity, and inclusion covering all of the key constituents (e.g. students, staff, faculty, alumni, patients) in their school, college, or unit. These plans should be:

- (1) highly aspirational and consistent with the leading role U-M has played in matters of diversity throughout its history;
- (2) concrete and supported by a series of specific measurable goals; and
- (3) consistent with the wide variety of research, educational, and public engagement activities that occur throughout the University.”

Examples of Central Office Accomplishments

Diversity, Equity, and Inclusion Education and Training Resources: The university continues to develop robust central diversity, equity, and inclusion education and training resources designed to develop skills and behaviors that will ultimately enhance our campus climate. We are creating a diversity competency framework that establishes behavioral outcomes. In addition, we have expanded and enhanced current supervisory and leadership training to include high-quality education and experiences in diversity, equity, and inclusion for managers, supervisors, and directors. Fundamental training is readily and increasingly available to all individuals across campus, often at no cost in order to encourage broad participation. A dedicated web portal provides access to specific training programs, a list of expert consultants, custom training for units, and facilitators available on a fee-for-service basis to help with unit-level conversations and plan implementation. *Responsibility: University Human Resources.*

Trotter Multicultural Center: Inspired by the advocacy of the Black Student Union and part of our overall effort to encourage productive dialogue across differences and create opportunities for students to come together, the university opened a new multicultural center in the heart of campus in April 2019. Designed as a hub for multicultural education, events, and activities, the new facility has enhanced staff capacity for innovative programming. It offers a venue for students to engage in programs and activities designed to develop cultural learning and awareness as well as build skills for collaborative engagement in an increasingly global and diverse community. In addition, the center provides space for student organizations to hold events and will offer a wide range of educational and support programs for students experiencing bias, including health and wellness programs in resiliency and self-care. It also provides opportunities for all students to explore heritage and cultural traditions. *Responsibility: Office of the Vice President for Student Life.*

Campuswide Climate Survey: The university conducted the first ever university-wide Campus Climate Survey on Diversity, Equity, and Inclusion to help us understand faculty, staff, and student perspectives and experiences related to their work and study at the university. The survey was designed and administered with the input and oversight of faculty and staff members with relevant expertise in the area. Every effort was made to ensure that the climate survey utilized state-of-the-art methodology. The resulting data is being used to assess the present campus climate in a more comprehensive fashion; the data inform current and future decisions about building a more diverse, inclusive, and vibrant environment. Its measures can be resolved both at the comprehensive, university level and at the local level of individual unit plans. It provides a metric of accountability for change over time because the process generated both university and unit-level data on campus climate in a way that can be repeated so as to measure progress toward the goals of the plan. The survey was administered for the first time in 2016-2017. Several schools and colleges as well as administrative units have utilized data specific to their unit in town hall meetings to

stimulate discussions about the current and future state of their units with respect to DEI. The privacy protected versions of the data have also been made available to the entire U-M community to empower the community to make changes as well as to serve as a resource for further scholarship in the area of DEI. *Responsibility: Office of the Vice Provost for Equity and Inclusion and Chief Diversity Officer.*

Wolverine Pathways: In February 2016, U-M initiated the first cohort in Wolverine Pathways, an innovative pipeline program focused on creating a path to college readiness for middle and high school students in the Southfield Public and Ypsilanti Community school districts. The program expanded to Detroit in fall 2017. Wolverine Pathways scholars who successfully complete the program—and who then apply to U-M and are admitted receive a full four-year scholarship for tuition and fees, plus additional aid based on their financial need. For the first graduating cohort of 88 students in the Class of 2018, 51 percent matriculated to UM-Ann Arbor, and another 15 percent matriculated to UM-Dearborn. *Responsibility: Office of the Vice Provost for Equity and Inclusion and Chief Diversity Officer.*

Examples of Unit-Level Accomplishments

Business & Finance (B&F) Turning Bystanders Into Allies: B&F's overall goal is to build multicultural awareness and skill in its managers and staff members in Finance, Human Resources, IT, Facilities and Operations, and other areas. In addition to piloting unconscious bias training, the division is developing a Bystander Awareness and Skill Training Program. During the first-year piloting and assessment phase, the program trained staff members who witness or experience disrespectful or non-inclusive actions in the workplace how to speak up effectively.

Michigan Medicine Interdisciplinary Resource Groups: Michigan Medicine engages faculty, staff, leadership, students, house officers, and patient/family stakeholders to form interdisciplinary resource groups that advise on institutional climate and methods, with the goal of increasing our collective ability to address complex diversity-, equity-, and inclusion-related situations. An integrated network allows for input from a variety of stakeholders over time and helps drive transformation of the Michigan Medicine culture by supporting effective implementation of actions related to diversity, equity, and inclusion.

Taubman College of Architecture and Urban Planning (TCAUP) International Acculturation For Students And Faculty: To better support its growing population of international graduate students, TCAUP launched an innovative “acculturation” program. This program provides support services tailored to the unique needs of international students, with an emphasis on normative values of studio culture, academic integrity, and language proficiency. A series of workshops and trainings helps faculty better understand the cultural background and aspirations of these students, and ensures that international students feel welcome and empowered to learn at their highest capacity.

The College of Literature, Science, & the Arts (LSA) Collegiate Fellowships: In 2016, LSA launched an ambitious two-year postdoctoral fellowship program designed to recruit extraordinarily promising scholars whose research, teaching, and service will contribute to diversity and equality in higher education. The program is particularly interested in recruiting scholars with a demonstrated interest in bringing to their research and undergraduate teaching the critical perspective that comes from their nontraditional educational background and/or understanding of the experiences of groups historically underrepresented in higher education. LSA aims to recruit a total of 50 fellows,

and will convert these positions to tenure-track lines upon successful completion of the fellowship. The first three fellowship cohorts brought 24 scholars to U-M's campus.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

As described above in brief snapshots, the impact of both unit outcomes and central office accomplishments has been significant. From Year Three unit reports, we see evidence that processes, policies, technology, programs, and student learning are changing toward more diverse, equitable, and inclusive communities.

Examples from three different units of Year Three reports, from July 2019, include:

- "We infused DEI matters into every facet of day-to-day operations."
- "Almost all of our teams have integrated/embedded DEI work into their day-to-day work."
- "As part of a school-wide SWOT analysis, we asked if our community thought there was an organizational culture shift since 2016 and the overwhelming response was yes, as a school, DEI has become more integrated and normalized. We have moved the needle and can feel the presence of DEI at Ross."

Among the 50 unit plans reviewed in 2019, these assessments are not uncommon, though certainly not universal. Specifically, some units report barriers to implementation of processes, policies, and programs due to resource challenges, particularly smaller units. However, we have seen that the vast majority of units are committed to long-term institutional change regarding the diversity and inclusiveness of their individual unit and are demonstrating commitment and diligence, at least incrementally, toward that broader goal.

Therefore, while institutional change in an organization of the scale of the University of Michigan is slow, we see evidence of acceptance of the goals of the work such that DEI considerations are, in fact, becoming increasingly normalized within the academic, student services, and business operations of many units. Additional instances of this normalization include:

- The adoption of DEI-related questions on faculty and staff annual reviews and the inclusion of DEI-related questions as part of each unit's yearly budget request.
- The adoption of equity-based bias-conscious faculty hiring procedures — STRIDE, which stands for Strategies and Tactics for Recruiting to Improve Diversity and Excellence — as well as the adoption of similar equity-based hiring best practices for staff.
- The adoption of onboarding and mentoring of staff and junior faculty to introduce them to DEI plans and efforts to retain staff and faculty via inclusive policies and procedures.

- Absorbing key DEI staffing positions within base funding to further embed and operationalize DEI-related work across units in a sustainable way.
- The 2018 launch of the *Go Blue Guarantee*, which provides full tuition funding for families demonstrating annual incomes of below \$65,000 and assets under \$50,000, in addition to funding for room, board, and fees depending on need. In its first year, nearly 1,700 students matriculated under the *Go Blue Guarantee*.
- The 2019 launch of mandatory sexual misconduct training for all employees at U-M to promote a culture of respect.

Midpoint (Post Year Three) External Evaluation

The Office of Diversity, Equity and Inclusion commissioned an external review of the QI DEI Strategic Plan during winter semester 2019 to assess progress of the campuswide initiative during the first three years. The three external reviewers were top administrators and senior faculty from three R1 universities considered peers of U-M. While on U-M's campus, they spoke with dozens of individuals engaged across the spectrum of the Strategic Plan. They subsequently issued a report, the key findings of which include the following:

- U-M is one of our nation's leaders when it comes to engaging diversity, equity, and inclusion (DEI) in higher education. Particularly impressive is the clear articulation and commitment from senior leadership regarding the value of DEI as foundational to institutional excellence. It has set a high standard for institutional transformation and for other institutions to emulate.
- The comprehensiveness of the Strategic Plan is bold and ambitious in bringing together hundreds of stakeholders. Further, the transparency with which the institution is resourcing the plan is exemplary.
- Michigan builds on a legacy of strong programs (e.g. Center for Research on Learning and Teaching, Center for the Education of Women +, Program on Intergroup Relations) in many areas with new initiatives and extends its reach to new areas of work. It is impressive to see these develop in the wake of Proposal 2, a 2006 statewide ballot initiative that banned affirmative action in admissions and financial aid at public universities. The DEI accountability mechanism requires further refinement; results have been promoted in progress reports though reporting that could inadvertently favor short- rather than long-term culture change.
- Staff are passionate and genuinely engaged with new forums for inclusion and look forward to a campus environment that fosters a consistent level of engagement with DEI.
- There is extensive training and development throughout the institution and an organizational learning position that is a first for DEI work in higher education, though more common in the health fields.

4. Explain any tools, data or other information that resulted from the work of the initiative.

Reporting tools: The Office of Diversity, Equity and Inclusion (ODEI) designed and constructed online reporting templates for the 50 units involved in the DEI Strategic Plan to utilize for their yearly progress reporting. These data templates record evidence for both the individual units and the central office about advancements toward the overall DEI Strategic Plan goals. ODEI works closely with each reporting unit and with the reviewing team to prepare and analyze these outcomes data; the templates themselves represent an institutional means to perform assessment in a loosely coupled system such as the University of Michigan.

Climate Survey: ODEI designed and delivered the first-ever U-M Climate Survey, administered in three separate phases to students, faculty, and staff in fall 2016 and winter-spring 2017. The resulting unit-level data was distributed to all 50 units and were used to assess the present campus climate in a comprehensive fashion in order to inform current and future decisions about building a more diverse, inclusive, and vibrant environment. The Climate Survey also provides an institution-wide metric of accountability for change over time. The climate survey process generated both university- and unit-level data on campus climate in a way that can be repeated to measure progress toward the goals of this plan. The first follow-up survey is slated for 2020; this longitudinal effort will measure progress and identify continuing challenges for units to address.

Metrics: U-M comprehensively records institutional-level demographic and profile data on students, faculty, and staff which is delivered annually to aid unit-level planning and implementation. These required data collections form the basis to understand trends, address gaps, and identify emerging opportunities for innovation and improvement. Some of these data are also required by the federal government for reporting on both Title IV financial aid-related funding or by regional and specialized bodies responsible for accreditation. These metrics include measures of demographic composition, unit climate indicators such as satisfaction, perceptions of equity within each unit, and measures of inclusion, such as feelings of performing up to full potential.

Each of the 50 units is also required — within their yearly report — to gather and submit metrics that assess the outcomes of action items undertaken to achieve the overall goals of increasing diversity, aligning policies and practices around equity, and improving the climate of inclusion in their respective units. These data provide backbone frameworks for understanding where units are and where they are going with respect to the specific objectives of their plans.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

Due to U-M's decentralized structure and the significant differences in the demographic composition and organizational climate among schools, colleges and units, university leaders chose to embark on a distributed planning process rather than one that was centrally formulated. This distributed approach was designed to address the specific challenges and opportunities in local

environments across campus, to increase the diversity of those working on the plan, and to promote a sense of collective ownership of the final product.

Challenges in having selected this path include a lack of coordination across schools, colleges, and units with respect to the pursuit of the goals of diversity, equity, and inclusion; a dearth of central data from which to evaluate the success of existing efforts; and a lack of consistent accountability mechanisms among schools, colleges, and units for progress on these issues. This challenge is being addressed in multiple ways. First, yearly progress reports are reviewed by ODEI and written response memos are sent to each unit's leadership for attention. Second, the Vice Provost and Chief Diversity Officer meets both collectively and separately with deans from the schools and colleges to discuss progress and continuing challenges. Third, units are asked each year to demonstrate evidence of collaboration with both internal and external entities on DEI events and outreach initiatives to further embed collective action.

Furthermore, the passage of the state constitutional ban on affirmative action (referred to earlier and known as Proposal 2) in 2006 has led to persistent confusion about the legal limits of what could be done to advance diversity, equity, and inclusion. To address this confusion, the Vice Provost and Chief Diversity Officer, along with attorneys from U-M's Office of General Counsel, met with each unit to review the parameters of Prop 2 and provide explicit detail about actions that fall within the legal limits. These offices continue to provide support to units as they pursue their DEI goals in ways that comply with applicable law.

In preparing the case for the QI DEI Strategic Plan, U-M clearly found that it needed to do more to recruit and retain a diverse student body, faculty, and staff: it needed to create a campus climate that was inclusive and accessible for all by providing, in part, a more robust cultural skills training infrastructure, and it needed to improve policies and practices that lifted equity metrics and responded quickly and effectively to incidents of bias, harassment, and discrimination.

What we have carefully observed and publicly documented in the past three years is evidence of these institutional changes. The newly named and expanded unit, Organizational Learning, provides hundreds of DEI-focused courses, trainings, and workshops for staff across campus each year. There are Inclusive Teaching Liaisons at each school and college that meet regularly to chart goals and offer faculty training to develop more robust pedagogy on inclusive and interactive teaching. We see new evidence of unit and central policies that, for example, embed DEI efforts within faculty and staff annual reviews, and require faculty and staff to undertake unconscious bias training to participate in faculty search and staff hiring.

We also note that actions taken by one unit have a salutary effect on other units, as they take note of the actions and recommend implementation for their own unit. These salutary effects are facilitated by centrally organized mechanisms that support the sharing of best practices across the university.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

In total, 50 planning units were identified — including all 19 schools and colleges, other academic affairs units, student life, athletics, the health system, and administrative offices — and nearly 100 strategic planning leads were identified and/or hired to lead the local planning efforts. These strategic planning leads are a mix of faculty and staff directly embedded in the units, and therefore well positioned to drive implementation and change. In addition, scores of additional planning leads were recruited to engage with the process across Michigan Medicine. These 50 unit plans encompass every individual attending and/or working within the UM-Ann Arbor campus, amounting to over 44,000 students plus over 28,000 faculty and staff.

As mentioned above, U-M created an Office of Diversity, Equity and Inclusion utilizing existing staff and administration within the Office of the Provost, and additionally built capacity by hiring team members to manage the five-year process, led by Vice Provost and Chief Diversity Officer Robert Sellers and Deputy Chief Diversity Officer Katrina Wade-Golden.

To assist units in building cultures of understanding, respect, and inclusion, a newly organized office in central human resources — Organizational Learning (OL) — was established, led by U-M's first Chief Organizational Learning Officer Sonya Jacobs. OL expanded rapidly to accommodate the need within the QI DEI Strategic Plan for change, embedding it into their mission: "Organizational Learning promotes lifelong learning resources and opportunities for U-M faculty and staff, including strategies for career growth, leadership development and campus culture change initiatives." Specifically, OL built a series of courses, online modules, events and workshops, and videos to address the need for DEI awareness, skills development, and leadership, and continues to expand their DEI-related offerings.

The generation of OL videos exemplify the commitment to robust and accessible DEI resources. The *Inclusion Insight Video Series*, launched in 2018, includes 25 unique, micro-learning videos focused on diversity, equity, and inclusion education. The videos were created by and feature Dr. Steve Robbins, a nationally recognized trainer and consultant on diversity and inclusion. Robbins was a keynote speaker during the university's first DEI Summit in 2016.

Perceptions of worth and impact: The largest source of evidence on the perceptions of worth and impact come from the 50 detailed annual reports from each unit, which comprehensively account for progress on their strategic plans and action items. Comments listed above in #3 from our July 2019 Year Three reports portray examples of worth to, and impact on, individual units, and represent a cross-section of the 50 units' report sentiments and data.

7. Describe the most important points learned by those involved in the initiative.

As Year Three of the five year initiative wraps up, central university leaders have learned a great deal from analyzing the summation of over 2,000 individual action items (completed and ongoing) and lessons learned from across all 50 units to date.

In the Year Two Progress Report, President Schlissel noted key points: “Implementation of the plan’s actions and programs is enhancing our academic excellence, improving our campus environment and extending our impact nationwide. At the same time, we know that many challenges remain as we strive to ensure that U-M is welcoming for all who live, work and study here. These challenges will drive our work in the months and years ahead, as will our evaluations of progress to ensure that we are achieving the greatest possible impact for all members of our community.”

A key driver for the success and continuance of this DEI effort is the consistent public and professional support of the president. When a city-sized university community regularly and over a period of years hears the president promote the values and examples of DEI, cultures begin to shift, policies and practices become institutionalized, and university community members continue to learn and change based on a better understanding of others different from themselves. Most recently, President Schlissel cited numerous examples of DEI progress and ongoing commitments in his comments at Spring Commencement proceedings for the Class of 2019.

The summary of the Year Two Progress Report provides further high-level analysis about the realities of a large-scale, multi-year institutional effort that has, to our knowledge, no analogue at any other similar-sized university in the country. For instance, and as quoted from the report:

“There is no question that the University of Michigan is a better place than it was two years ago. The values of diversity, equity, and inclusion have been embedded in every major structure and process. From budget allocations to faculty and staff evaluations, from our community celebrations to our public communications, from administration to teaching and scholarship, DEI is now a more integral part of this organization... Unfortunately, significant change rarely happens without inciting significant reaction... As a result, we find ourselves confronted with two disparate realities: progress and obstruction, positive change and powerful, persistent challenge. Both of these realities are true, and both are impacting the other. Going forward, our biggest challenge as individuals will be reconciling these dual realities through our daily actions and one-on-one encounters. On an institutional level, we must develop a rubric to educate the community, continue to cultivate DEI leadership across campus, identify structures that impede progress, learn from our mistakes, and reinvest our resources for maximum impact.”

The Year Three Progress Report will be published in October 2019.

Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

Human: As mentioned in #6 above, there are nearly 100 DEI leads employed across the 50 units in addition to the more than 100 leads within Michigan Medicine. DEI leads represent a significant investment within units, many of them having full-time appointments that are embedded into base funding. Examples include the strong number of faculty, staff directors, and assistant or associate deans who have embedded direct responsibility for DEI leadership within their units, in addition to the growing number of staff specifically embedded into full-time base funding for their DEI Lead roles. Beyond the DEI Leads, faculty and staff in every unit contribute to building a culture of respect and inclusion by engaging in DEI-related professional development and training, including mandatory sexual misconduct training, among others.

Financial: Over the course of U-M's five-year strategic plan for diversity, equity, and inclusion, the university has committed \$85 million in new investments toward campus efforts. Some of the efforts are currently underway; some were announced when the plan launched; and some are in development. This new commitment is in addition to the \$40 million in annual funding for nearly 20 university-wide programs that address the broadly defined aspects of diversity.

Technical: Accessibility is defined as providing an equitable means for all people to engage with the world regardless of (dis)ability. However, in order to make accessibility a campuswide effort, the university has further shown its commitment to the December 2019 rollout of a Standard Practice Guide (SPG) on Accessibility. The SPG is meant to make clear our commitment to accessibility, and to spell out the implications of what it means to be 'accessible' in the context of legal requirements and university expectations for equal access. A unified approach to accessibility is the only way to make accessibility scalable among the vastness of our U-M community.

New centrally supported websites have been launched to increase awareness and opportunity at U-M on DEI issues, events, and trainings. These websites include the central [Diversity](#) website and a new [Sexual Misconduct Reporting and Resources](#) website, which also steers faculty and staff to a required online module on [Cultivating a Culture of Respect: Sexual Harassment and Misconduct Awareness](#).

Physical: Vice Provost and Chief Diversity Officer Robert Sellers convened the Student IDEA Board in April 2019 to "assess the current state and capacity of U-M's infrastructure to support and include students who are or may be impacted by barriers to or the University culture regarding disability, accessibility, or ableism. Specifically, the U-M Student IDEA Board is charged to produce actionable recommendations that are reasonably attainable within a short-to-medium-term timeline. Recommended actions should embed a collective, collaborative approach to achieving any identified solutions or strategies."

IDEA is an acronym for Inclusion, Diversity, Equity, and Accessibility, and is framed squarely within the QI DEI Strategic Plan. Recommendations are to be submitted on December 15, 2019. Over 30

members — faculty, students, and staff — across the university have divided into sub-groups within the Student IDEA Board which include:

- Sub-groups 1-4 (Physical Accessibility; Digital Accessibility; Pedagogy; and Safety, Security, and Emergency Preparedness)
- Sub-groups 5-8 (Intentional Recruitment; Intentional Job Placement; Disability Culture, Community, and Climate; and Academic Program(s) in Disability, Accessibility, and Inclusion)

Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

As stated above, this five-year initiative officially continues until May 2021. Beyond 2021, it is imperative to emphasize that the DEI Strategic Plan was designed and is intended as an *institutional change initiative* in order to effect, in President Schlissel's words, the advancement of the University of Michigan's mission: "At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence, and the advancement of knowledge."

Furthermore, as stated above in #8, there is significant base funding across all units at U-M for continuing DEI engagement into the future. All acknowledge that this effort is long-term, and there is the expectation that a subsequent plan will be developed after 2021, building on effective strategies and based on progress as measured.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

U-M is rigorously documenting the DEI Strategic Plan process and outcomes as they are produced. Each of the 50 unit plans, in addition to the one central plan, is public and online for reference. Central progress reports are presented during the annual DEI Summit and are published online.

In addition, teams of U-M administrators have presented summaries of their work and practice at national conferences in the past two years, including Pre-Conference Institutes at the National Conference on Race & Ethnicity (NCORE). As the process moves forward, there is both a commitment and a budget to publish and share widely on our core practices and outcomes. Additionally, administrators from many colleges and universities have visited U-M to speak with DEI leaders and practitioners and carry ideas back to their campuses. This includes, most recently, a convening at U-M of chief diversity officers from all Big 10 universities where the DEI Strategic Plan was the central agenda item.