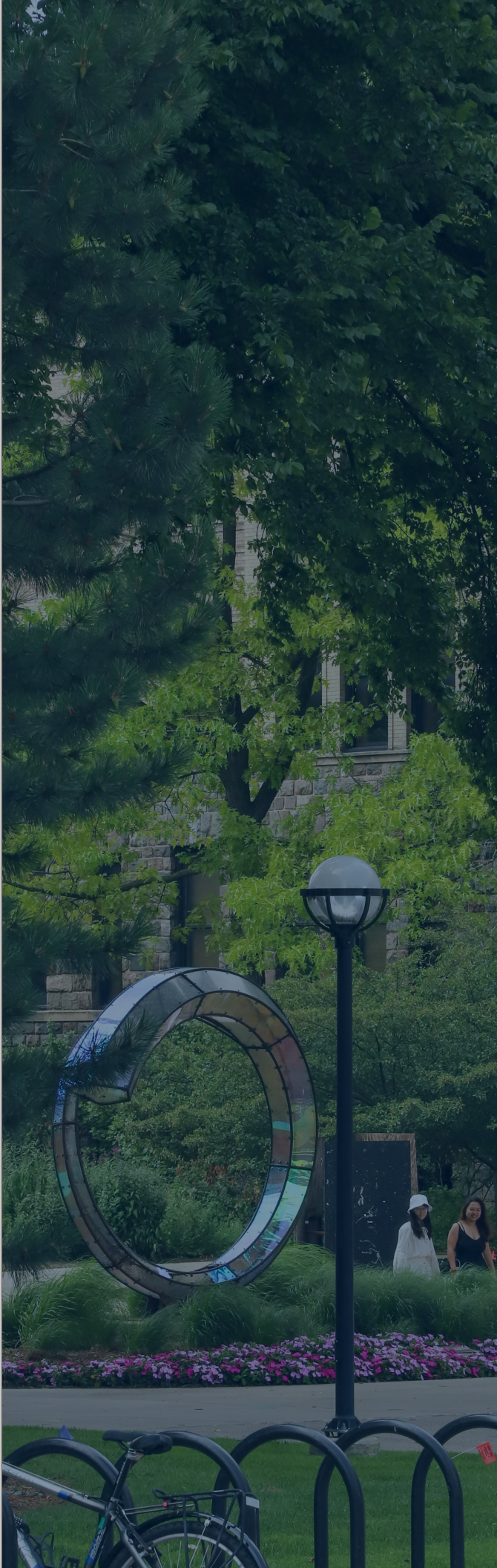




Appendix Report: **Unit-Level Evaluations and Reflections**



Appendix Report

Unit Self-Evaluations and Reflections: Policies, Practices and Key Lessons

Introduction

This report section summarizes information from units' self-evaluations of their DEI plan efforts, including the areas of effort and action units prioritized in their implementation processes, as well as unit leadership reflections on key lessons learned and goals for their future and on-going DEI strategic planning and action at U-M.

In an effort to catalyze institutional and cultural change toward a more diverse, equitable, and inclusive campus community, the University of Michigan (U-M) Ann Arbor launched an initial five-year DEI strategic plan (DEI 1.0) in 2016 that was the basis for action across the campus. The plan's overarching goals centered three strategic "distal" objectives relevant to culture change, that is, positively impacting DEI in "People", "Process" and "Products". The "People" distal objective referred to recruiting, retaining and developing a diverse community; the "Process" distal objective referred to cultivating and sustaining a more inclusive and equitable campus climate; and the "Products" distal objective referred to supporting innovative and inclusive education, scholarship, research, teaching and service.

All 50 campus units (academic, administrative, service) developed unit-specific DEI plans that addressed these distal objectives in ways that aligned with and reflected their unit-specific missions and functions, and these were complemented by a central DEI plan focused on cross-cutting, University-wide efforts. The steps undertaken in campus unit-level and central DEI plans would reflect shorter-term, proximal objectives and action steps toward achieving the three distal objectives, that could be measured and assessed over the five-year strategic plan period (2016-2021).

As a part of the DEI 1.0 plan process, units annually reviewed and updated their DEI plans to reflect both progress toward unit goals related to their constituent groups and any newly identified opportunities and challenges. Each year, units assessed plan-related action items and initiatives such as participation rates in programs, utilization of services, learning outcomes from training and educational efforts and other leading measures of progress.

The 2021-2022 academic year marked the end of the first five-year strategic plan implementation process and the launch of the DEI 1.0 Evaluation Year, which included a self-evaluation process both centrally and at the unit-level. The self-evaluation by each unit and the campus-wide summative evaluation allowed for a more comprehensive assessment of progress toward the goals of institutionalizing DEI activities, structures and functions in a way that is distributed across our campus units and spaces, a necessary condition for creating and sustaining a more diverse, equitable and inclusive campus. This process also aided in identifying areas of DEI focus or impact that may need more attention or improvement. To support this effort centrally, the DEI Evaluation team created the DEI 1.0 Evaluation Toolkit. The Toolkit provided structure and support for units as they engaged in the



self-evaluation process¹ and compiled the unit-reported evaluation data for aggregate analysis to examine institutional change.

The DEI 1.0 unit self-evaluation process was organized into three phases. Each phase was designed to assist units in engaging in their self-evaluation throughout the evaluation year. Phase 1 centered on reviewing unit reported efforts in DEI 1.0 and identifying the data necessary for evaluating those efforts. Units were asked to review and update their domain-specific checklist of institutionalized DEI policies, practices and standard operating procedures.² Phase 2 was organized into three parts, which asked units to examine patterns of change and continuity in the demographic composition and campus climate experiences of their unit constituents and to evaluate the impact of selected DEI efforts their unit undertook during DEI 1.0. The selected efforts represented those that units assessed as requiring the most significant investment of time and resources, as most impactful and/or as most challenging. Phase 3 asked units to reflect on what they reported in Phases 1 and 2, and to describe more holistically their unit’s progress during DEI 1.0, including key lessons learned. Based on their reflections, units were asked to outline their initial priorities for the next phase of our campus’ DEI journey, the next five-year DEI strategic plan and implementation process (DEI 2.0), which will launch in the Fall of 2023.

This section of the DEI 1.0 Evaluation Report focuses on unit-reported evaluation and summarizes the aggregate analysis of unit-level efforts. This analysis contributes to understanding the institutional impact of and lessons learned during the DEI 1.0 plan period by examining units’ formalized policies, practices and procedures (Phase 1), and units’ critical reflections around the DEI 1.0 implementation and evaluation process (Phase 3).³

Formalized Unit Policies and Practices during DEI 1.0 (Phase 1)

Methodology (Phase 1)

Unit-Reported Evaluation Data

This section details the aggregate analysis of unit-level evaluation reporting from Phase 1 of the DEI 1.0 unit self-evaluation process. In Phase 1, units reviewed their own efforts in DEI 1.0, identified the data necessary for evaluating those efforts, and updated their Checklist of institutionalized DEI policies, practices and standard operating procedures formalized during DEI 1.0.

¹ Detailed information about each phase of the DEI unit self-evaluation process as well as the DEI 1.0 Evaluation Toolkit can be found at [DEI 1.0 Evaluation Toolkit | Diversity, Equity & Inclusion | University of Michigan](https://diversity.umich.edu/strategic-plan/dei-evaluation-toolkit/) [URL: <https://diversity.umich.edu/strategic-plan/dei-evaluation-toolkit/>].

² See Table 1 below for more information about the Domain-Specific Checklist of Foundational Policies and Practices.

³ This report section focuses only on the analyses and results of unit-reported data from Phase 1 and Phase 3 of the unit self-evaluation process. Unit-reported data on Phase 2 components, which included DEI Metrics Reports, Climate Survey Reports and Evaluation of DEI Efforts, are not discussed in this report section. However, university-level data on Demographic Diversity, Campus Climate Experiences, and spotlights on select DEI Efforts are discussed in the [DEI 1.0 Evaluation Report website](#) and in the [Downloadable DEI 1.0 Evaluation Report](#).



Each unit was asked to review and update a domain-specific Checklist of its institutionalized DEI policies and practices, which was introduced in the final year (Year 5) of the DEI 1.0 implementation period as a part of units' annual reporting process. Domains reflected different focus areas of policies and practices, i.e., on:

- Recruitment, Retention & Success;
- Inclusive and Equitable Climate;
- Innovative and Inclusive Education, Scholarship & Research; and
- Service Provision.

The different domain areas also represent actions of policy and practice for our *Distal Objectives*, or overall strategic goals of positively impacting:

- “People” (i.e., recruiting, retaining and developing a diverse community of students, faculty and staff);
- “Process” (i.e., creating and promoting a more inclusive and equitable climate and culture); and
- “Products”(i.e., infusing the principles of DEI into our teaching, research/scholarship and/or service).

Each unit's domain-specific checklist responses from the prior year (year 5) were pre-populated into the Phase 1 Reporting Form for the evaluation year, and units had the opportunity to review and update their Checklist responses. Table 1 displays the complete list of policy and practice types, organized by domain.

In addition to reviewing and updating their domain-specific Checklist, units were asked to indicate which constituencies were impacted by each policy or practice formalized within their unit. Additionally, for each domain, units were asked to elaborate on how these policies and practices were implemented and operationalized within their unit. This allowed units to share specific ways their unit had developed and enacted institutional policies and practices relevant to diversity, equity and inclusion. Units submitted their Phase 1 reporting form via Qualtrics, an online survey tool.



Table 1: Domain-Specific Checklist of Foundational Policies and Practices

Domain-Specific Checklist of Foundational Policies and Practices (Glossary for Checklist Items) ⁴	
<p><u>Recruitment, Retention & Success</u> (People Distal Objective)</p> <ul style="list-style-type: none"> ● Admissions ● DEI in Staff Annual Review Process (APE) ● Exit Interviews ● Fair/Unbiased Hiring ● Holistic/Well-being ● Mentorship or Sponsorship Connection Tools ● Onboarding and/or Orientation ● Professional/Career Development ● Promotion Path ● Turnover/Attrition 	<p><u>Inclusive & Equitable Climate</u> (Process Distal Objective)</p> <ul style="list-style-type: none"> ● Accessibility ● Accommodations ● Budget Practices ● Conflict Resolution ● DEI Skills Training ● Enhanced Communications & Feedback ● Equity Review ● Facilities Planning ● Naming/Un-Naming and/or Dedication ● Recognition/Awards
<p><u>Innovative and Inclusive Education, Scholarship & Research</u> (Products Distal Objective)</p> <ul style="list-style-type: none"> ● Assessment Practice ● Broader Impacts Review ● Community-Engaged Learning or Practice ● Critical Lens or Decolonizing Framework ● Curricular Change ● DEI in Faculty Annual Review Process (FAR) ● Inclusive Teaching/Pedagogy ● Pipeline Programs ● Recognition/Awards ● Service-/Action-based Learning 	<p><u>Service Provision</u> (Products Distal Objective)</p> <ul style="list-style-type: none"> ● ADA Compliant ● Civic Engagement ● Community-identified Priorities ● Empowerment/Acknowledging Power ● Equitable Stewardship ● External Partnership ● Non-profit Assistance ● Outreach Activities ● Underserved Group Focus ● Volunteerism

Analysis Strategy

Responses for all 50 campus units were included in this analysis. Table 2 lists all units by unit category: academic, administrative and service. Trained Office of Diversity, Equity & Inclusion (ODEI) staff and student employees conducted analyses using Stata and Excel.

Campus Engagement in DEI Policies and Practices. The evaluation and assessment team considered the level of campus-wide engagement as the extent that units across our campus developed and formalized a DEI policy or practice. For the team’s analysis, this was examined as the percentage of academic or administrative/service units that formalized the policy/practice for a specific constituency (faculty, staff, student or other). Percentages of units that formalized a given policy or practice were

⁴ URL to Glossary for Checklist Items:
<https://docs.google.com/document/d/1PfxZTX1C4dfJ4WNN6HBHIWtM4SyyFoLn/edit?usp=sharing&oid=109075471335778018280&rtpof=true&sd=true>



organized in six levels of engagement: none (0%), very low (1-19%), low (20-39%) medium (40-59%), high (60-79%) and very high (81-100%).

Results from Phase 1 Data

Campus Engagement by Domain. The evaluation and assessment team expected that some domains should be equally relevant to all units (e.g., all units should be able to report efforts related to “Recruitment, Retention & Success” and “Inclusive & Equitable Climate” for their respective constituencies). It was also expected that some domains would be more relevant to the missions and functions of some unit types than other domains (e.g., academic units would likely have more policies/practices related to the “Innovative and Inclusive Education, Scholarship & Research” domain, while most administrative and service units would likely have less engagement in this domain). Overall findings reflect these expectations. A majority of units (34 of 50, or 68%) engaged in formalizing policy and practice across all 4 domains.

Of the 16 units that did not report engaging policies and practices within all 4 domains:

- Only 2 units (4%) did not report engagement in the Recruitment, Retention & Success Domain, and 1 unit (2%) did not engage the Inclusive & Equitable Climate Domain.
- Eight (8) units (16%) did not report engagement in the Innovative and Inclusive Education, Scholarship & Research Domain, but all were administrative and service units.
- Five (5) units (10%) did not report engagement in the Service Provision Domain, and 3 of these units were administrative.

These findings suggest that units’ high level of engagement, campus-wide, across the policy/practice domains, aligned in ways that are appropriate to the unit function and mission. Each unit’s responses to the domain-specific checklist can be found on here [[Tableau](#)⁵ | [CSV](#)⁶].

⁵ [URL to interactive Tableau dashboard: <https://myumi.ch/AwVkw>]

⁶ [URL to CSV data file for accessibility: https://drive.google.com/file/d/16JB17xe1378mLSWnaHIGMSI8y2rvTBQU/view?usp=share_link]



Table 2: Units by Category

Unit Category	# of Units	Unit Names
Academic	21	College of Engineering College of Literature, Science and the Arts College of Pharmacy Ford School of Public Policy Institute for Social Research Law School Life Sciences Institute Michigan Medicine Rackham Graduate School Ross School of Business School for Environment and Sustainability School of Dentistry School of Education School of Information School of Kinesiology School of Music, Theatre, and Dance School of Nursing School of Public Health School of Social Work Stamps School of Art & Design Taubman College of Architecture and Urban Planning
Administrative	13	Athletic Department Business & Finance Office of Budget and Planning Office of Diversity, Equity, and Inclusion Office of Enrollment Management Office of Government Relations Office of the President Office of the Provost Office of the Vice President and General Counsel Office of the Vice President and Secretary of the University Office of the Vice President for Communications Office of the Vice President for Research Office of University Development
Service	16	ADVANCE Program Bentley Historical Library Center for Academic Innovation Center for Research on Learning and Teaching Center for the Education of Women Clements Library Division of Public Safety and Security Duderstadt Center Graham Sustainability Institute Information and Technology Services Matthaei Botanical Gardens and Nichols Arboretum Museum of Art Office of Audit Services Officer Educational Programs Student Life University Libraries

Campus Engagement by Distal Objective

The evaluation and assessment team also examined units’ engagement in DEI-focused policies, practices and activities based on Distal Objective, or the strategic goals related to enhancing DEI in



relation to “People,” “Process” and “Products.” For these analyses, we compared the group of academic units to a combined group of service and administration units.

People. With regard to unit-reported engagement around formalized policies, procedures and practices related to recruiting, retaining and developing a successful workforce and student body (the “People” Distal Objective), analyses showed significant engagement across the 50 units during the DEI 1.0 period. Nearly all academic and administrative/service units formalized forms of policies and practices focused on the recruitment and development of staff.

Table 3 summarizes units’ engagement level for a variety of “People” focused policies and practices. A few examples are highlighted. As indicated in Table 3, both academic and administrative/service units reported implementing policies to support fair and unbiased hiring of staff at the “very high” level (80-100% of units). Additionally, nearly all academic units enacted policies to support fair and unbiased hiring of faculty and admissions practices related to students.

With regard to policies related to faculty, staff and student development, nearly all academic units (80-100%) reported providing professional and career development opportunities for staff during the DEI 1.0 period. In addition, a substantial proportion of academic units (40-79%) reported providing mentorship or sponsorship connection tools for their faculty and students. Similarly, many administrative/service units (40-79%) reported providing mentorship and sponsorship connection tools for their staff. Most academic and administrative/service units incorporated DEI into their staff annual review process (40-79% of both unit types). While many units reported engagement in exit interviewing among staff (and among faculty in academic units), very few academic or administrative/service units, as reported in the unit-level self-evaluations, implemented practices to track turnover and attrition or to create opportunities and increased transparency related to promotion paths.



Table 3: Percent of Units Reporting Engagement in Policies and Practices related to the PEOPLE Distal Objective during DEI 1.0

Policy and Practice	Academic Units				Administrative and Service Units			
	Faculty	Staff	Student	Other	Faculty	Staff	Student	Other
Professional/Career Development	●	●	●	●	●	●	●	●
Holistic/Well-being	●	●	●	●	●	●	●	●
Onboarding and/or Orientation	●	●	●	●	●	●	●	●
Fair/Unbiased Hiring	●	●	●	●	●	●	●	●
Mentorship or Sponsorship Connection Tools	●	●	●	●	●	●	●	●
Admissions	●	●	●	●	○	●	●	●
Exit Interviews	●	●	●	●	●	●	●	○
Turnover/Attrition	●	●	●	●	●	●	●	●
Promotion Path	●	●	●	●	●	●	○	○
DEI in Staff Annual Review Process (APE)	●	●	●	○	●	●	○	○

Note.

- 80% to 100%, very high engagement
- 40% to 79%, medium and high engagement
- 1% to 39%, very low and low engagement
- 0%, no engagement

Process. During the DEI 1.0 period, many campus units formalized practices and policies to promote an inclusive and equitable climate for all (the “Process” Distal Objective). As shown in Table 4, nearly all academic units (80-100%) reported implementing enhanced communication and feedback practices for faculty, staff and students, as well as for other community members, while many administrative/service units (40-79%) engaged in enhanced communication relative to staff. The vast majority of academic and administrative/service units (80-100% of both unit types) reported providing or supporting DEI skills training opportunities for staff, and nearly all academic units (80-100%) supported similar DEI skills training opportunities for faculty and students as well.

Academic units reported more recognition and awards activity engagement than did administrative/service units. A strong majority of academic units organized recognition and awards for staff (80-100%), and a substantial proportion of academic units (40-79%) established recognition opportunities for faculty, students and other campus community members.

Both academic and administrative/service units reported formalizing accessibility and accommodations policies for all constituencies (40-79% of both unit types). Both unit types engaged in budget practices, conflict resolution and equity review for staff, and academic units also engaged in these policies in relation to faculty and students. More academic units engaged in facilities planning than did administrative/service units (40-79% of academic units vs. 1-39% of administrative/service units). Very few academic or administrative/service units reported enacting procedures related to the naming or dedication of facilities.



Table 4: Percent of Units Reporting Engagement in Policies and Practices related to the PROCESS Distal Objective during DEI 1.0

Policy and Practice	Academic Units				Administrative and Service Units			
	Faculty	Staff	Student	Other	Faculty	Staff	Student	Other
Enhanced Communications & Feedback	●	●	●	●	●	●	●	●
DEI Skills Training	●	●	●	●	●	●	●	●
Recognition/Awards	●	●	●	●	●	●	●	●
Accessibility	●	●	●	●	●	●	●	●
Accommodations	●	●	●	●	●	●	●	●
Facilities Planning	●	●	●	●	●	●	●	●
Budget Practices	●	●	●	●	●	●	●	●
Conflict Resolution	●	●	●	●	●	●	●	●
Equity Review	●	●	●	●	●	●	●	●
Naming/Un-Naming and/or Dedication	●	●	●	●	●	●	●	●

Note.

- 80% to 100%, very high engagement
- 40% to 79%, medium and high engagement
- 1% to 39%, very low and low engagement
- 0%, no engagement

Products. The evaluation and assessment team also examined units’ reported engagement with policies and practices related to promoting innovative and inclusive education, scholarship, research and service provision during the DEI 1.0 period (the “Products” Distal Objective). As shown in Table 5, academic units were more engaged with policies and practices relevant to the Products distal objective than were administrative/service units. This pattern can be seen with regard to outreach activities, assessment practice, community-engaged learning and curricular change. Overall, more academic units reported engaging policies relevant to scholarship, research and service provision, a trend that is not surprising given the missions of academic units and the constituencies served as compared to administrative/service units. The one exception to this trend is that similar proportions of academic and administrative/service units reported implementing ADA-compliant policies during the DEI 1.0 period (40-79% of both unit types).

Nearly all academic units (80-100%) enacted inclusive teaching practices for faculty and incorporated DEI into the faculty annual review process (FAR). Additionally, most academic units (80-100%) reported engagement in pipeline programs to support student outreach and recruitment. However, few academic or administrative/service units reported engaging in policies/practices focused on equitable stewardship, empowerment or acknowledging power, volunteerism or non-profit assistance, as reported in the DEI 1.0 unit self-evaluations.



Table 5: Percent of Units Reporting Engagement in Policies and Practices related to the PRODUCTS Distal Objective during DEI 1.0

Policy and Practice	Academic Units				Administrative and Service Units			
	Faculty	Staff	Student	Other	Faculty	Staff	Student	Other
ADA Compliant	●	●	●	●	●	●	●	●
Outreach Activities	●	●	●	●	●	●	●	●
External Partnership	●	●	●	●	●	●	●	●
Inclusive Teaching/Pedagogy	●	●	●	●	●	●	●	●
Pipeline Programs	●	●	●	●	●	●	●	●
Recognition/Awards	●	●	●	●	●	●	●	●
Assessment Practice	●	●	●	●	●	●	●	●
Community-identified Priorities	●	●	●	●	●	●	●	●
Underserved Group Focus	●	●	●	●	●	●	●	●
Civic Engagement	●	●	●	●	●	●	●	●
Community-Engaged Learning or Practice	●	●	●	●	●	●	●	●
Critical Lens or Decolonizing Framework	●	●	●	●	●	●	●	●
Curricular Change	●	●	●	●	○	○	●	○
Service-/Action-based Learning	●	●	●	●	●	●	●	●
DEI in Faculty Annual Review Process (FAR)	●	●	●	●	○	○	○	○
Broader Impacts Review	●	●	●	●	●	●	●	●
Empowerment/Acknowledging Power	●	●	●	●	●	●	●	●
Equitable Stewardship	●	●	●	●	●	●	●	●
Volunteerism	●	●	●	●	○	●	●	●
Non-profit Assistance	●	●	●	●	○	●	●	●

Note.

- 80% to 100%, very high engagement
- 40% to 79%, medium and high engagement
- 1% to 39%, very low and low engagement
- 0%, no engagement

Conclusions from Phase 1 Results

During the DEI 1.0 strategic plan period, campus units formalized multiple policies and practices in efforts to create a more diverse, equitable and inclusive campus community. Units' level of engagement varied by constituency, unit type, and types of policy or practice. In general, more units formalized policies and practices relevant to recruitment and retention ("People" distal objective) and creating an inclusive and equitable climate ("Process" distal objective). To a noteworthy although lesser extent given the distinct missions of academic and administrative/service units, some units



(primarily academic) enacted policies and practices related to inclusive education, scholarship, research and service (“Products” distal objective). The patterns documented represent a potential opportunity for identifying areas of strength and capacity across the university as well as for identifying gaps and needs as the university and campus units continue their DEI related efforts.

Across all distal objectives, the policies and practices for which academic units reported most engagement were enhanced communications and feedback, DEI skills training and fair and unbiased hiring of staff and faculty. For administrative/service units, the policies and practices most engaged were professional and career development, fair and unbiased hiring and DEI skills training, all in relation to staff. In fact, both academic and administrative/service units exhibited the greatest engagement with practices and policies in relation to staff, followed by faculty and students. This greater focus on staff is an interesting finding, especially given the common perception that faculty and students often garner more attention and resources than staff. This finding suggests that units are working on and enacting policies and practices relevant to the development and retention of staff, but perhaps these critical efforts are not communicated broadly with staff or impact some staff only indirectly, and thus suggest a possible disconnect between unit efforts and the awareness of constituents they intend to support. Not surprisingly, engagement with practices and policies with respect to faculty and students was greatest among academic units and reflects the respective mission and focus of academic units as compared to administrative/service units.

Overall, these findings demonstrate meaningful engagement across campus units during the DEI 1.0 period, as evidenced by the implementation of multiple forms and types of policies and practices critical to supporting a diverse, equitable and inclusive campus community.

Analysis of Unit Reflections from DEI 1.0 (Phase 3)

Methodology (Phase 3)

Unit-Reported Evaluation Data

This section summarizes aggregate analysis of reporting from Phase 3 of the DEI 1.0 unit self-evaluation process. Phase 3 was the final phase of the DEI 1.0 unit self-evaluation process and prompted units to share their broad and specific reflections on their DEI 1.0 efforts along with their initial planning priorities for their future DEI efforts, including in the next phase of the university’s DEI strategic plan work. The overall goal of this self-evaluation phase was to encourage units to develop data/evidence-informed reflections on their efforts and key impacts/accomplishments and on their unit’s future key priorities.

Units were specifically asked to reflect on what they reported in Phases 1 and 2 and to think holistically about their DEI 1.0 efforts and progress toward each distal objective (i.e, people, process, products). For each distal objective, units were asked to identify lessons learned, best practices that emerged and possible pitfalls to avoid in the future. Based on these reflections, units were then asked to describe their initial thoughts about their unit’s priorities for the next phase of U-M DEI strategic planning (DEI 2.0) for each distal objective. Units submitted their Phase 3 reflections via Qualtrics, an online survey tool. Each unit’s full response to the unit reflection questions can be found on [this page of the DEI 1.0 Evaluation Report website](#).⁷

⁷ [URL to Unit Reflections webpage on DEI 1.0 Evaluation Report website: <https://report.dei.umich.edu/unit-reflections/>]



Analysis Strategy

Fifty (50) unit responses were included in this analysis. Data were organized in Microsoft Excel and Word, and coding and analysis were conducted using the mixed-method software Dedoose⁸. Trained Office of Diversity, Equity & Inclusion (ODEI) Evaluation and Assessment staff and student employees coded the data. In all, five coders were involved in the coding process. All coders met with the project leader to review coding procedures and receive training in the coding software.

The analyses followed a grounded approach in which themes were identified based on the topics brought up in units' open-ended responses. As such, the analysis was exploratory in nature. Identifying themes in units' own responses was critical to gaining insight into the successes and challenges experienced by units during the DEI 1.0 period. A thematic analysis approach was used, and the same set of codes was applied to each unit's response. Trends and themes were then identified holistically by looking at the frequency and co-occurrence of codes across all units.

Response content was coded when there was mention of particular Checklist items/categories (e.g., "Accessibility"), explicit mention of particular constituency groups (e.g., "staff," "students"), and description of the "how" and "why" of what units reflected on that warranted the creation of new codes. All coders had access to the glossary definitions of each initial code so they had a common understanding of their meaning⁹. When new codes were created, coders attached an explanation and/or example of the precise content the code captured for other coders to reference.

Initial codes were taken from the Inclusive and Equitable Climate Checklist; Recruitment, Retention & Success Checklist; Innovative and Inclusive Education, Scholarship & Research Checklist; and Service Provision Checklist, each presented to respondents in the Phase 1 reporting form. Initially, there were also codes for three common constituency groups: students, staff, and faculty. Throughout the coding process, new codes were created to capture initiatives, strategies and challenges units reported that were not adequately reflected by Checklist items. Additional codes were also created to flag other constituencies, such as alumni and researchers, and provide further specification (e.g., undergraduate students, graduate students).

The conversion of codes into themes was guided by looking at which codes co-occurred frequently, as well as by paying attention to the section of the reflection in which they emerged (e.g., "Lessons," "Best Practices," "Pitfalls," "Priorities"). Coders identified summative themes that encompassed several codes at once. Coding conflicts were resolved through discussions during team meetings in which coders ensured they were interpreting codes consistently and asked questions regarding the content of new codes. Following the initial round of coding, a secondary coder went through each unit's response and flagged coding decisions they disagreed with while adding additional codes as needed.

Results from Phase 3 Data

This results section summarizes the thematic trends that emerged among responses to the Phase 3 Reporting Form by distal objective, unit type and code grouping.

⁸ Dedoose. (2022). *Web application for managing, analyzing, and presenting qualitative and mixed method research data* (Version 9.0.26). Los Angeles, CA: SocioCultural Research Consultants, LLC. www.dedoose.com.

⁹ Refer to Table 2 for the glossary of checklist items (from Phase 1).



Themes by Distal Objective

People. With respect to the People distal objective, units most frequently mentioned their efforts to implement fair/unbiased hiring practices in order to recruit a more diverse workforce [n=109 code co-occurrences, across 42 units (84%)¹⁰]. Often, unconscious bias training and other professional development workshops were integral to this process. In general, professional development [n=68 code co-occurrences, across 34 units (68%)] and DEI skills training [n=59 code co-occurrences, across 28 units (56%)] were commonly mentioned with relation to recruiting, retaining and developing diverse individuals. Units saw enhanced communication and feedback [n=68 code co-occurrences, across 37 units (74%)] as necessary for cultivating a sense of belonging among employees and encouraging accountability as they pursued these goals. Several units engaged diversity through a racial/ethnic lens, prioritizing efforts seeking (through lawful means) increased recruitment, retention and development of BIPOC individuals in particular [n=62 code co-occurrences, across 29 units (58%)].

Process. When discussing the process of creating an inclusive and equitable climate, units saw consistent and transparent communication combined with opportunities for constituents to provide feedback as the most important element of successful initiatives [n=91 code co-occurrences, across 41 units (82%)]. DEI skills training [n=63 code co-occurrences, across 35 units (70%)] and assessment practices [n=58 code co-occurrences, across 30 units (60%)] were also useful tools for facilitating and assessing improvements in campus climate. The involvement and support of unit leadership [n=51 code co-occurrences, across 28 units (56%)] was valued as a way to promote buy-in among constituents and ensure DEI efforts were a priority.

“We found it was important to have all staff participate in the DEI skills trainings. This means not just participating but also leading discussions. It is important to have voices at all levels represented in discussions so OVPGR staff recognize this is a community-wide effort and not just a top-down initiative. Encouraging staff to select topics for discussion or skills that they would appreciate fine-tuning is a great way to get buy-in. Even if staff are not able to make a recommendation for how to fill a gap in skills, when they share something they are seeking to better understand or develop, programming and discussions can be tailored to meet the needs of the unit.” - Office of VP and Government Relations

Products. Strong communication and feedback processes are critical to the efficacy of DEI efforts, and these areas were often mentioned by units with respect to products of work to increase inclusivity and equity [n=53 code co-occurrences, across 31 units (62%)]. These “products” often took the form of specialized DEI newsletters, structured community dialogues about DEI topics, climate surveys and the creation of new communications positions. Other products focused on inclusive teaching [n=50

¹⁰ N=109 indicates that the code “fair/unbiased hiring practices” was applied 109 times within the responses given for the “People” distal objective, and the mentions of “fair/unbiased hiring practices” were made by 42 of the 50 units, or 84% of all units.



code co-occurrences, across 23 units (46%)], including inclusive pedagogy trainings and changes to curricula. Often, such trainings and curriculum changes aimed to incorporate anti-racism into teaching practices and acknowledge racist structures both in American society and potentially within the University of Michigan itself. Units sought to improve racial equity and address the concerns of BIPOC individuals [n=45 code co-occurrences, across 25 units (50%)] through efforts that were targeted but open to all, including outreach activities, DEI skills training and implementation of unbiased hiring practices as well.

Themes by Type of Unit

As was expected due to their different functions and missions, academic, administrative, and service units varied in their reported approaches to DEI work.

Academic. Although DEI skills training was common across all three unit types, almost half (45.5%) of mentions of this effort came from academic units. The reported implementation of inclusive teaching/pedagogy training, which applies less to administrative or service units than academic units, may explain this trend. Despite offering more DEI trainings, academic units were more likely to report struggles with encouraging constituents to “buy-in” to DEI work. Academic units accounted for 67.1% of mentions of the need for greater buy-in and use of incentives. Incorporating DEI metrics into faculty evaluations, recognizing DEI efforts with awards and providing grants for DEI-related research were among the strategies academic units employed to increase engagement. A strength for academic units were descriptions of scaffolding mentorship and advancement opportunities for employees; 70.4% of comments regarding mentorship tools and 51.1% of those regarding promotion paths came from academic units.

Administrative. Compared to academic and service units, administrative units focused more often on developing a positive organizational climate, accounting for 64.3% of mentions. They were also more likely to cite hybrid/remote work environments (52% of mentions) and time constraints (67.8% of mentions) as factors affecting their DEI efforts. Robust outreach efforts during employee recruitment (69.6%) and exit interviews (58.9%) were reported as important strategies for recruiting diverse talent and understanding/addressing climate issues that led to turnover.

Service. Strikingly, a substantial majority of mentions of abilities (72%), accessibility (67%), and accommodations (63%) came from service units. Accessibility was described as an important area of improvement for both physical spaces frequented by constituents and new virtual resources that emerged during the COVID-19 pandemic. Service units also accounted for most mentions of outreach activities (68.1%) and civic engagement (56.6%), suggesting greater connection with community members within and beyond the university.

Themes by Code Groupings

“Why”. Several commonly held goals guided units’ DEI efforts. Overall, the most frequently cited goal was the achievement of fair/unbiased hiring practices [n=160 code applications, across 46 units (92%)], with the understanding that this would lead to the recruitment of a more diverse workforce. For academic units, in particular, establishing inclusive teaching practices and engaging faculty training/education was reported as a major objective [n=102 code applications, across 25 total units (18 academic units) (50% total units, 86% of academic units)]. Descriptions of inclusive teaching also concerned accessibility [n=53 code applications, across 25 units (50%)], a goal mentioned in relation to hiring practices and facilities planning as well. Although mentioned less frequently, many units also



expressed a desire to cultivate a positive organizational climate [n=37 code applications, across 17 units (34%)] and encourage equitable stewardship of DEI initiatives [n=34 code applications, across 22 units (44%)].

“How”. In order to achieve these and other goals, units adopted a number of strategic approaches and tools. Across all units, finding ways to engage constituents in DEI efforts was a central objective. This entailed robust communication with faculty, staff, students and other constituencies [n=258 code applications, across 45 units (90%)], the integration of DEI skills training [n=182 code applications, across 44 units (88%)] and related professional development opportunities [n=181 code applications, across 42 units (84%)]. Several units established DEI committees consisting of constituents who volunteered to take a leadership role in devising and implementing DEI initiatives [n=93 code applications, across 30 units (60%)]. Soliciting feedback from constituents and involving them in decision-making processes enabled units to pursue community-identified priorities [n=26 code applications, across 13 units (26%)].

“A potential pitfall is not putting enough time and resources into communicating with the community to build transparency, create avenues for input and share updates on what is happening [...] Based on input from our community we created multiple methods of communication, feedback and input. Utilizing Deans, managers and supervisors to communicate about DEI values, efforts and impact is also important.” - School of Information

As units implemented DEI skills training and related professional/career development, some learned that these engagement opportunities were most effective when they were led/supported by external facilitators with expertise in the subject and the content was tailored to the experiences of the constituent group participating in the sessions. Some units made participation in training mandatory, while others found opt-in “learning communities” to be a more welcoming way for individuals to acquire and practice DEI skills. ADVANCE’s STRIDE training and unconscious bias training for members of faculty and staff search committees were noted as important mechanisms for encouraging fair and unbiased hiring practices, as was standardization of interview questions, evaluation rubrics and onboarding processes.

Collaboration was also integral to many units’ approaches. Units reported sharing resources and partnering with other units within the U-M [n=86 code applications, across 31 units (62%)]. In other cases, units reported seeking partnerships with external organizations and experts [n=76 code applications, across 31 units (62%)]. Throughout the DEI 1.0 period, units reported seeking to increase their accountability for advancing DEI goals [n=72 code applications, across 25 units (50%)] and to improve transparency in communications with constituents [n=54 code applications, across 27 units (54%)].

Units realized that DEI efforts require significant investment of resources to be effective [n=64 code applications, across 29 units (58%)]. Financial support [n=68 code applications, across 23 units (46%)], such as scholarships, grants and larger DEI budgets, was one aspect of this investment, but



time and personnel were named critical as well. Units also recognized the need to dedicate resources to assessment practices to gauge constituent needs and evaluate the impact of new programs and policies [n=164 code applications, across 40 units (80%)]. Academic units also called for concrete curricular change in order to promote inclusive and equitable pedagogy [n=61 code applications, across 17 total units (14 academic), 34% total and 67% of academic units)].

Along with the use of these effective strategies, units encountered several challenges as they strived to recruit, retain and develop a diverse community and create an inclusive and equitable climate on campus. Unsurprisingly, units reported that the COVID-19 pandemic [n=63 code applications, across 26 units (52%)] disrupted prior planned DEI plans and presented units with unfamiliar situations to navigate, including the transition to remote or hybrid work and learning [n=37 code applications, across 17 units (34%)].

In addition to stressors associated with the pandemic, some units mentioned that time constraints [n=32 code applications, across 21 units (42%)] often led DEI efforts to fall by the wayside as employees dedicated their work hours to competing demands. This was especially common when participation in DEI work was structured as an additional task, added to “regular” obligations, and was unrecognized, unrewarded and/or uncompensated. As units embarked on new DEI initiatives, some noted that lack of access to data [n=25 code applications, across 10 units (20%)] and duplicative efforts [n=20 code applications, across 11 units (22%)] or siloed efforts [n=19 code applications, across 12 units (24%)] also hindered progress.

In identifying pitfalls to avoid, units also commonly cited gaps, as discussed below, related to underrepresented and racially minoritized groups and individuals (BIPOC) and anti-racism [n=30 code co-occurrences, across 20 units (40%)], as well as assessment practices [n=29 code co-occurrences, across 22 units (44%)]. As units attempted to implement anti-racist initiatives, they reported that time constraints, competing demands and a lack of buy-in presented challenges. Some units noted that lack of access to data about race/ethnicity and the experiences of BIPOC individuals on campus also hindered efforts to identify avenues of improvement and assess the efficacy of previous initiatives. Lack of adequate data and evaluation mechanisms was noted as an issue beyond anti-racism work. Many units noted that they did not have procedures, systems or expertise in place to evaluate the impact of the DEI trainings or the new policies to which they had dedicated resources.



“Units need central support in data collection and analysis: From sourcing to retention, acquiring and analyzing data is critical to pinpointing organizational problem areas and then developing potential solutions.” - Office of University Development

“Upon reflection, we recognize ways that we can augment our data collection and benchmarking activities to help us better understand the impact of our efforts. As a small unit, it can be challenging to collect useful data without compromising anonymity or confidentiality. In DEI 1.0, to maintain confidentiality, we sacrificed a degree of granularity in our data. As a result, our measures of progress are not precise enough to be optimally useful and instructive. In the future, we will aim to share learnings with other small units and find innovative ways to capture data more comprehensively without invading privacy.” - Graham Sustainability Institute

“Who”. A sizable proportion of units reflected on issues relevant to BIPOC individuals and advancing anti-racism [n=202 code applications, across 37 units (74%)]. This focus largely grew out of the national racial awakening in 2020—spurred by public attention to police violence against Black communities (including the murder of George Floyd) and increased awareness of systemic societal racial inequality—and the call to action and expansion of anti-racist efforts on campus. However, units also reflected on issues related to varied and interconnected identity experiences including issues related to gender [n=64 code applications, across 27 units (54%)], LGBTQ+ [n=19 code applications, across 13 units (26%)], abilities [n=22 code applications, across 10 units, (20%)], socioeconomic status [n=12 code applications, across 7 units (14%)], first-generation status [n=8 code applications, across 5 units (10%)], international populations [n=7 code applications, across 5 units (10%)] and age [n=4 code applications, across 4 units (8%)].

In examining patterns across constituency groups, units most frequently mentioned staff throughout phase 3 responses [n=421 code applications, across 47 units (94%)]. Additionally, staff was the top constituency group mentioned within the People and Process distal objectives [n=119 code applications, across 41 units (82%), and n=99 code applications, across 40 units (80%), respectively], while students and faculty were both mentioned slightly more often related to the Products distal objective [n=60 code applications for staff, across 32 units (64%)]. Staff were also mentioned in relation to DEI Skills Training [n=88 code applications, across 32 units (64%)], as units expressed a desire for a greater variety of DEI trainings for staff, as well as workshops that are tailored to their everyday work. Additionally, staff were most likely to participate in voluntary DEI Committees [n=35 code applications, across 18 units (36%)], as compared to faculty and students.



Conclusions from Phase 3 Results

As part of their DEI 1.0 self-evaluation process, units reflected on their lessons learned, best practices and pitfalls to avoid in engaging the critical work to make U-M more diverse, more equitable and more inclusive. Units considered a variety of identity experiences in their reflections including issues related to race, gender, sexual orientation, ability status, socioeconomic status and age, among others. Several common themes emerged across unit reflections.

Topics relevant to staff were frequently mentioned across all units, especially as it related to recruiting and retaining a diverse workforce (People distal objective) and fostering an inclusive and equitable climate for all (Process distal objective). Units acknowledged that staff were more likely to engage in voluntary DEI commitments that, in many cases, were additional to their regular work obligations and that often went unrecognized or uncompensated. Additionally, units mentioned the need for more DEI skills training for staff, particularly focused on infusing DEI into their everyday work and performance. Topics relevant to faculty and staff were also mentioned but most often by academic units and in relation to supporting inclusive education, scholarship and research (Products distal objective).

While there were several common themes across all units, some differences emerged across unit types. Academic units called for concrete curricular change in order to promote inclusive and equitable pedagogy but also noted comparatively more struggle to get “buy-in” for DEI work than administrative and service units’ reflections. Administrative units often mentioned time constraints as a barrier to engaging DEI work and centered much of their efforts on recruiting diverse talent and understanding the climate issues that could lead to turnover. Service units often mentioned the accessibility and accommodations work they engaged to make physical and virtual spaces more accessible, especially given the move to remote/hybrid work and learning due to the pandemic. While units responded to the shifting realities and varying needs of the campus community, the COVID-19 pandemic disrupted some ongoing DEI efforts and created additional challenges. Even with these difficult times, units found ways to continue the critical work of DEI.

Units emphasized the importance of engaging constituencies through robust communications, soliciting feedback and involving constituents in the decision-making process, and many units created DEI committees with representatives from faculty, staff and students. In doing so, units sought to increase accountability and improve transparency. Still gaining “buy-in” for DEI work was often mentioned as a challenge, especially among academic units.

Implementing DEI efforts requires a significant investment of resources, not only financial, but also time and personnel. One of the most frequently mentioned needs was more dedicated resources for evaluation and assessment of new programs and policies, as many units do not have procedures and systems, nor expertise, to evaluate their DEI work. However, units frequently mentioned the importance of collaboration and sharing of resources. Units often partnered with other units within U-M and also engaged external organizations and experts to support their efforts in DEI 1.0.



Overall Conclusions

At the conclusion of DEI 1.0, the University of Michigan engaged in a self-evaluation process both centrally and at the unit-level. This self-evaluation process helped to identify which institutionalization components (policy, practices, structures, culture and climate) or dimensions (constituents, campus, community) are progressing well and which need more attention. All 50 campus units¹¹ completed a self-evaluation during the DEI 1.0 Evaluation year, and their responses were aggregated and analyzed to examine institutional change through formalized unit-level policies and practices (Phase 1) and critical lessons learned from data-informed unit reflections on their DEI 1.0 implementation process and evaluation efforts (Phase 3).

Most unit policies and practices established during DEI 1.0 focused on recruitment and retention (People distal objective) and promoting an inclusive and equitable climate (Process distal objective). However, academic units were more likely to enact policies and practices relevant to inclusive education, scholarship, research and service (Products distal objective). However, in their reflections on DEI 1.0, academic units called for concrete curricular change in order to promote inclusive and equitable pedagogy, highlighting a potential opportunity area as this critical work continues into DEI 2.0.

Across both sets of analysis, there was a clear focus on staff, with units demonstrating the greatest engagement with practices and policies in relation to staff, specifically around fair and unbiased hiring and DEI skills training. However, units also acknowledged potential imbalances, e.g., with staff more likely to engage in voluntary DEI commitments in addition to their regular work responsibilities, and in some cases this work can go unrecognized and uncompensated.

In examining unit responses to the top pitfalls, lessons and best practices, enhanced communication and feedback were mentioned most frequently. This suggests that enhanced communication and feedback are areas where units have the most new insights, face the most challenges and are also having the greatest success. While enhanced communication and feedback is still listed among top priorities, expertise in assessment/evaluation and practice was also noted more frequently, suggesting that units need greater support and capacity in evaluating their DEI programs and policies, including data collection and analysis to better understand the needs of different groups, as well as in supporting effective practice.

Overall, these analyses of the unit-level evaluation reporting demonstrate significant progress during the DEI 1.0 period and also highlight potential areas for growth and improvement in the next stages of U-M's DEI work as a campus community.

¹¹ See Table 2 above for a list of all 50 units organized by unit type.

