



Appendix Report: **DEI In Budgets**



Appendix Report

DEI in U-M Budget Narratives

Introduction

The University of Michigan (U-M) Ann Arbor launched its inaugural five-year Diversity, Equity and Inclusion strategic plan (DEI 1.0) in fall 2016, and its focus was on catalyzing institutional change, such that the values of DEI are infused into the very culture and fabric of the University—across all units, structures and functions. The campus-wide DEI strategic plan (DEI 1.0) served as an umbrella plan for the university’s commitment and encompassed plans by all academic, service and administrative units (50 units total). 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.

The Office of Diversity, Equity and Inclusion (ODEI) led the planning and implementation of the DEI strategic plan. Each unit developed and implemented activities outlined in their plan, considering their local context and specific needs while aligning these to the University-wide DEI strategic objectives. Developing a DEI plan required units to be reflective about their work and commitment to DEI. Doing so allowed them to identify places of excellence and opportunities for renewed and improved commitment to this work. The University committed significant funding towards DEI efforts, and DEI became an important element in the units’ annual budget narratives about their goals, achievements, planned activities and resource needs.

At the end of the five-year DEI 1.0 plan implementation period and supported by ODEI, units evaluated their work, capturing achievements, challenges and lessons learned to inform future planning and efforts. The DEI 1.0 strategic plan evaluation provided an opportunity to engage the campus community in a reflective process to assess progress towards the goals of institutionalizing DEI activities, structures, processes and policies.

This report section focuses on DEI in Units’ Budget Narratives as a distal measure of change with regard to the “Process” objective of U-M’s DEI strategic plan. The evaluation and assessment team reviewed annual budget request documents submitted by units to the Office of the Provost during the DEI 1.0 implementation period. Units’ budget requests and associated narratives reflect the foci and priorities they determine as most important to advancing their core missions. As such, a primary evaluation focus was to examine the extent that units incorporated DEI language in their budget request narratives and whether this changed over the course of the DEI 1.0 strategic plan implementation period.

The goal in analyzing the budget request documents was to ascertain the extent that diversity, equity and inclusion efforts became more infused over time in academic units’ budgets. Specifically, this analysis sought to understand if the DEI goals established by each unit were reflected in their resource requests, whether units prioritized additional resources to support their DEI activities, and the extent that units incorporated DEI in budget narratives for the purpose of discussions internally (or with university administration).



Data

Annually, the Office of the Provost asks campus units to submit a budget request by responding to a budget narrative questionnaire. These documents allow units to report on progress on the previous year’s priorities, identify priorities for the next fiscal year and request funding for identified priority efforts and activities. In addition, each unit receives a questionnaire from the provost’s office asking about plans for the new fiscal year, costs and revenues for the proposed plans, the opportunity to discuss other topics and a detailed resource request narrative for priorities listed. See Table 1 for the questionnaire/budget template.

Data for this analysis consisted of 311 budget narrative reports covering six fiscal years—FY2016-2017 to FY2021-2022. Not every unit submitted budget narratives, and some did not provide narratives for each fiscal year.

Table 1: FY Budget Narrative Template		
Section	No	Item
<i>SECTION A – Planning for FY and Beyond (no more than ten pages, plus Five-Year Forecast)</i>	1	Long-term Goals
	2	Progress Toward Goals
	3	Competitive Position
	4	Curricula
	5	Student Success
	6	Faculty
	7	Staff
	8	Facilities
	9	Diversity
	10	Fundraising
	11	FY Planned Investments
	12	Five-Year Forecast
<i>SECTION B – FY Cost Containment and Alternative Revenue (no more than one page)</i>	13	Controlling costs
	14	Describe plans, timeline, and current actions
<i>SECTION C – Other Topics (no more than one page)</i>	15	Other topics you would like to discuss at your budget conference



<i>SECTION D – Resource Requests</i>	16	Prioritized list of requests for funding to Provost [Narrative Detail for each item includes...]
		Description of request
		Justification of need
		Explanation of the connection to your strategic plans
		Detailed cost estimate
		Alternatives

Source: Office of the Provost, University of Michigan. Executive Officers, Academic Affairs Unit Budget Narrative Questions Template

Budget Narrative Description

Section A of the budget narrative described progress in implementing planned activities and achieving their goals. Furthermore, units described their short- and long-term goals, progress on current initiatives and funding and discussed new initiatives and programs for the next fiscal year (FY). Section A also asked units to report on any facilities challenges, plans, or needs for additional infrastructure, and to provide a five-year forecast of staff and/or faculty growth, revenues, expenditures and progress toward achieving fundraising objectives. In addition, section A offered units the opportunity to discuss any new DEI-related challenges or issues not highlighted in their strategic plan. Units were also asked to report on one or more DEI initiatives and highlight the impact of these initiatives.

It is important to note that, given the disruptions caused by the onset of the COVID-19 pandemic, the 2022 template included additional questions to solicit information on the impact of COVID-19 on unit activities. Section B asked units to report on costs, reallocation measures implemented and alternative sources of income sought to eliminate or reduce reliance on general fund allocations. In section B, units described low-priority activities that would be eliminated or shifted to a non-general fund source to free resources for new initiatives.

Section C provided the space for units to report on other topics that the unit considered relevant for discussion in the annual budget. Finally, section D contained units' requests for additional funds from the Provost's Office. For each requested budget item, the units provided a detailed cost estimate and a brief description of the activity, including justification on how the activity aligned with university priorities and goals, supported cross-unit collaboration or promoted efficiencies.

For this report, the budget narratives were divided into three sections:

- 1) a Diversity section (i.e., Section A, #9 on table 1);
- 2) a Priority section (i.e., all of Section D, # 16 on table 1), and
- 3) an Other section, which included the remaining sections not included in the diversity and priority sections.



Methodology

Text mining and content analysis using a diversity, equity and inclusion categorization model was used to analyze the documents¹. The analysis was conducted using Wordstat 9, a text mining software capable of automated or semi-automated content and thematic analysis². Preparing the documents for analysis included the following steps:

Preprocessing of Budget Documents

First, all documents were prepared (preprocessed) before importing them to Wordstat for analysis. Wordstat can exclude sections of a particular document by placing braces or brackets around text one wishes to exclude/include from the analysis. Two researchers reviewed each budget document and put braces (i.e., { }) around questions and instructions from the original template to exclude them from the analysis and to ensure that only DEI words or phrases in the units' responses were counted. Next, brackets (i.e., []) were used around other sections of the documents to be analyzed separately. Three copies of each document were created following these steps. The creation of separate files for each section was necessary to count the frequency of DEI words separately in each section.

Once all the documents were preprocessed, they were imported to Wordstat for analysis. To analyze the diversity and the other sections of the document, the software was instructed to ignore text in braces and brackets. In addition, the software was instructed to analyze text only in brackets to analyze the priority section.

Development of DEI Dictionary

The development of the DEI dictionary was iterative. A team of six DEI evaluation staff met regularly to discuss and agree on the structure of the dictionary. Common words and phrases used to define diversity, equity and inclusion were compiled from various sources to develop a preliminary list of words and phrases categorized under the main sub-headings of the dictionary. Then, each team member independently read through the list of words and phrases included under each sub-heading. Team members met weekly to discuss progress and finalize a dictionary draft. Collaboration across teams was essential to ensure a comprehensive DEI dictionary and a systematic approach to the analysis. Once the dictionary was finalized, it was applied across the budget documents to deduce the relative amount of diversity, equity and inclusion topics.

Next, the finalized DEI dictionary was imported to Wordstat for validation. An automated dictionary created by Wordstat utilizing the content of the 311 documents was used to augment and validate our dictionary. The software-validated dictionary was applied to the documents, and key topics were extracted. Wordstat-generated topics were compared with the structure and content of our model to determine if they reflected the structure of our model. Additional words/phrases thought to be DEI related but not included in our dictionary were added to produce an augmented dictionary that more closely reflected the DEI knowledge in documents. The augmented dictionary was applied to the

¹ Deng, Q., Hine, M. J., Shaobo, J., Sujit, S. Inside the black box of dictionary building for text analytics: A design science approach. *Journal of International Technology and Information Management*, 2019; 27(3). <https://scholarworks.lib.csusb.edu/jitim/vol27/iss3/7>

² Provalis Research. Wordstat 9. (2021, June). Content analysis and text mining software. <https://provalisresearch.com/products/content-analysis-software/>



budget documents to generate DEI-specific topics or phrases. Wordstat-suggested synonyms and antonyms were reviewed, and words or phrases determined to be appropriate for the DEI dictionary were included. Wordstat metrics were also used to determine which words or phrases to retain or exclude. A senior evaluation staff member with knowledge of DEI strategic plan implementation reviewed the augmented dictionary and suggested necessary changes. The revised dictionary was applied to budget documents and validated using the software's keywords in context (KWIC) feature. Using KWIC allowed us to determine whether the words/phrases in the dictionary were utilized in a DEI context. Words/phrases not found to be used in DEI context were removed. This process was used to identify categories of DEI knowledge in the budget documents and specific words or phrases that represent each category. Once the dictionary was finalized and approved, it was imported back to Wordstat for analysis. Table 2 below shows a description of the dictionary including a sample of the words included.

Table 2: Description of Dictionary Categories and Subcategories

DEI Dictionary Category		Category Description	Inclusion Examples
1	DEI DOMAINS	This category encompasses the four domains of the DEI 1.0 Strategic Plan and relates to "what" aspects of DEI were of focus in the budget documents.	
1.1	Recruitment, Retention and Success	This subcategory captures DEI-related words relevant to the Recruitment, Retention and Success domain of the DEI 1.0 Strategic Plan necessary to ensure the development of a highly skilled and diverse population of students, staff and faculty.	Recruitment, Diversify faculty, Diverse students, Equal employment opportunity, Equal pay, Pipeline programs, Unbiased hiring, Holistic/well-being, Career development
1.2	Inclusive and Equitable Climate	This subcategory includes words and phrases that describe DEI efforts to create an environment in which all campus community members are welcomed and supported and differing perspectives are sought out and valued.	Accessibility, Belonging, Bias incident, Bystander, Discrimination, Equity, Implicit bias, Inclusive classroom, Racism
1.3	Innovative and Inclusive Education, Scholarship and Research	This subcategory includes words and phrases that describe efforts to ensure that DEI are foundational aspects of U-M educational program offerings, teaching methodology and scholarly research.	Action-based learning, Curriculum transformation, Culturally responsive pedagogy, DEI education, Diverse curriculum, Diversity grant, Inclusive teaching, Inclusive scholarship



Table 2: Description of Dictionary Categories and Subcategories

DEI Dictionary Category		Category Description	Inclusion Examples
1.4	Service Provision	This subcategory captures DEI words that describe efforts to provide or support innovative and inclusive service delivery.	Detroit connector, Equitable stewardship, Outreach effort, External partnerships
2	IDENTITY CHARACTERISTICS	This category encompasses various social identities with which U-M constituents may identify.	
2.1	Ability or Disability Status	This subcategory encompasses words or phrases that describe or are related to ability and/or disability status. This includes mental, emotional and physical abilities/disabilities.	Ableism, adaptive technology, barriers to accessibility, cognitive disability, hearing impaired, learning accommodations, screen reader
2.2	Age	This subcategory includes words and phrases that are related to the length of time individuals have lived, growing older, age diversity and generations.	Adolescents, adult, aging, infant, elderly, young adult
2.3	Citizenship, Immigration Status, National Origin	This subcategory includes words and phrases that express individuals' legal status or allegiance to a state or nation as inhabitants, natives or naturalized persons, including the legal protections to which they may be entitled under law due to that status.	African, Alaskan native, Ancestor, British, Chinese, citizen, DACA, Decolonizing, Immigration status, Indigenous people
2.4	Culture	This subcategory includes words and phrases that express the way of life of groups with which U-M constituents identify, general customs and beliefs, attitudes, behavior and opinions.	Acculturation, Assimilation, Culture, Ethnocentrism, Multicultural, Transculturation, Shared cultural experiences, Bicultural
2.5	Gender, Gender Identity, Sex & Sexual Orientation	This subcategory includes words and phrases that describe the characteristics of all genders as they relate to social or cultural differences. It includes words that express an individual's internal sense of self and their gender, gender expression and sexual orientation.	Bisexual, Cisgender, Gay, Gender diversity, Gender identity, Gender expression, Sexism, Homophobia, Transgender, Genderqueer
2.6	General Identity	This subcategory encompasses words that did not fit into any of the above identity characteristics and/or represented concepts that can be associated with multiple social identities.	Minority, first-generation, ally, passing privilege, privileged group, intersection, impostor syndrome



Table 2: Description of Dictionary Categories and Subcategories

DEI Dictionary Category		Category Description	Inclusion Examples
2.7	Political Perspective	This subcategory includes words or phrases used to describe social attitudes or ideologies of or relating to the state, government, the body politic, public administration and policy-making.	Activism, apolitical, civil rights, democracy, partisan, ideology, internationalism
2.8	Race and Ethnicity	This subcategory includes words and phrases that describe human identity or diversity based on physical traits, such as skin color, and groups of people/concepts based on common nationality, language, religion, cultural traditions or family ancestry.	Alaskan native, BIPOC, colorblind, faculty of color, Hispanic, Latinx, White, multiethnic, people of color, African American
2.9	Religion and Spirituality	This subcategory includes words or phrases that describe peoples' beliefs and practices related to religion and spirituality, and how they make meaning of life.	Agnostic, Antisemitism, Buddhism Catholic, Islam, nonreligious, Spiritual, religion, Jewish
2.10	Social Class and Socioeconomic Diversity	This subcategory captures words that describe how people are grouped into hierarchical categories based on socioeconomic status.	Class conscious admission, Elitism, Financial aid, Low income, Middle class, Need based funding, Rankism, Social class, Social status, Wealth gap
2.11	Veteran	This subcategory includes words used to describe military experience or persons who have served in the military.	Veteran
3.0	DEI MECHANISMS	This category encompasses words that describe the various structures, programming or initiatives that were put in place to enhance and support the implementation of DEI 1.0.	
3.1	Infrastructure	This subcategory includes words and phrases that describe the DEI infrastructure that was put in place to implement DEI 1.0.	DEI Committee, DEI Lead, DEI Officer, DEI Team, DEI strategic plan, DEI Working groups, Diversity summit week, Climate assessment, DEI goals,
3.2	Programming/Initiatives	This subcategory encompasses words and phrases used to describe the programming and initiatives that were implemented during DEI 1.0.	Anti-racism initiatives, DEI programming, inclusion Initiatives, multicultural initiatives, inclusive teaching workshop, DEI events



Extraction of DEI Knowledge from Budget Documents

The DEI dictionary was used to identify the relative presence of DEI knowledge in the budget narratives over the six years. The English exclusion list available in the software was applied to exclude words such as articles, conjunctions and prepositions that occur frequently (e.g., “and,” “before,” “after,” “maybe,” “the,” “are,” etc.) but may not necessarily be informative. Additionally, words or phrases were included if they occurred in at least one document. Text in braces, duplicate paragraphs, pictures and URLs were ignored. No lemmatization or weighting was applied, but the automatic spelling correction feature of the software was used.

The number of tokens and token types available for analysis for each section are shown on Table 3. Tokens are the words, or characters grouped together for processing, while the types refer to tokens containing the same character sequence or words.

Table 3: Number of words and word types available for analysis				
	Words	% Of total Words	Types	% Of total word types
All (including template questions and instructions)	2,528,744	100%	32,395	100%
Exclude Questions and Instructions	2,030,883	80%	27,959	86%
Other (Excluding Diversity and priority Sections)	1,643,664	65%	25,162	78%
Priority Section	889,184	35%	20,928	65%
Diversity Section	271,124	11%	11,590	36%

As shown in Table 3, the tokens (words or characters) available for analysis for the diversity section was 11%, priority section was 35% and the “Other” section (rest of the document) was 65% of all documents.

Results

Analysis of budget documents shows that since implementing the DEI strategic plan, units have infused diversity, equity and inclusion language throughout their budget request forms. For example, by using topic modeling on each section of the documents prior to applying the dictionary we found that words such as equity and inclusion and DEI strategic plan were among the top ten topics extracted. Results based on a count of DEI words in the documents using a DEI dictionary further demonstrate that DEI language was infused in all the three parts of the budget documents. For example, words related to an inclusive and equitable climate showed up in 94% of the budget documents (n=311) analyzed when all sections are considered, 86% in the ‘Other’ sections, 76% in the Diversity sections and 39% in the priority/resource request sections of the documents. Additionally, language related to recruitment, retention and success appeared in 86% of all cases, 78% in the other section, 62% in the diversity section and 35% in the priority section.



Table 4 shows the median and range of DEI words found in all sections of the budget documents. (Because of the large ranges in the data, medians are reported as a measure of central tendency instead of means.) The median of DEI Domain words in the documents increased from 26 per document in FY16-17 to a peak of 38 per document in FY20-21, demonstrating a strong upward linear trajectory until FY21-22. There is a precipitous drop off in FY21-22 across all DEI domains. It should be noted that there were significant University-wide budget restrictions placed in FY21-22 due to the onset of the COVID-19 pandemic and resulting temporary financial spending restrictions. The pattern of the data for identity characteristics also indicates an upward linear trajectory from FY17-18 to FY20-21, ranging from a median of 19 in FY17-18 to a median of 31 in FY20-21. An upward linear trajectory for DEI Mechanisms is also evident, with FY18-19 acting as an outlier.

Table 4: Median and Range of DEI Words Across ALL SECTIONS of Budget Documents by Budget Year						
	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	26 (0 - 297)	29 (0 - 122)	34 (4 - 551)	36 (0 - 151)	38 (0 - 220)	15 (0 - 105)
Identity Characteristics	29 (0 - 1291)	19 (0 - 80)	26 (2 - 435)	29 (1 - 130)	31 (0 - 292)	11 (0 - 126)
DEI Mechanisms	1 (0 - 12)	2 (0 - 21)	6 (0 - 100)	4 (0 - 24)	4 (0 - 20)	1 (0 - 44)

When each section of the budget documents (i.e., diversity, priority and other sections) is disaggregated by year, similar trends in the prevalence of DEI language are observed. For the section labeled as *other* in the budget documents, the most frequently used terms related to DEI language were recruitment, retention and success, and an inclusive and equitable campus climate (see Table 5). In addition, topics related to citizenship, immigration status, national origin, race and ethnicity, gender, gender identity, sex and sexual orientation, ability or disability status and culture appeared in over 50% of the cases across all years within the *other* section.

The median number of DEI Domain words in the Other Section were significantly higher in FY18-19 through FY20-21 as compared to the two years prior. Again, a linear pattern for the median of Identity Characteristics words across the years in the Other Section appears from FY16-17 to FY20-21 with FY17-18 being an outlier. Across each year, the prevalence of DEI Mechanisms words in the Other Section was extremely low, with there only being one year where the median number of words was greater than 1 (FY18-19).



Table 5: Median and Range of DEI Words Across OTHER SECTION of Budget Documents by Budget Year

	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	13 (0 - 61)	12 (0 - 86)	22 (1 - 113)	22 (0 - 84)	18 (0 - 105)	11 (0 - 82)
Identity Characteristics	16 (0 - 119)	10 (0 - 77)	17 (0 - 147)	18 (1 - 106)	23 (0 - 153)	10 (0 - 77)
DEI Mechanisms	0 (0 - 6)	1 (0 - 12)	3 (0 - 23)	1 (0 - 19)	1 (0 - 19)	0 (0 - 10)

Within the *diversity* section of the budget documents, inclusive and equitable climate and recruitment, retention and success appeared in over 60% of all cases across the years and accounted for the most frequently occurring words in the diversity section of the documents. The most frequently occurring identity characteristic words were those related to race/ethnicity, gender, gender identity, sex and sexual orientation, occurring most frequently in FY16-17. DEI infrastructure, programs or initiatives words in the diversity section occurred more frequently in the FY18-19 to FY20-21 budget years.

The median DEI Domain words increased in FY18-19 to 10 words from 7 and 8 the two previous years, respectively, and plateaus at 10 for the next three years. There was no significant trajectory for the identity-related words. Once again, very few DEI Mechanisms words were present in the Diversity Section (Table 6).

Table 6: Median and Range of DEI Words Across DIVERSITY SECTION of Budget Documents by Budget Year

	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	8 (0 - 43)	7 (0 - 74)	10 (0 - 107)	10 (0 - 106)	10 (0 - 133)	3 (0 - 22)
Identity Characteristics	5 (0 - 77)	3 (0 - 104)	2 (0 - 41)	4 (0 - 34)	4 (0 - 60)	1 (0 - 26)
DEI Mechanisms	0 (0 - 7)	1 (0 - 10)	1 (0 - 14)	2 (0 - 26)	2 (0 - 26)	0 (0 - 8)

Finally, for the *priority* section of the documents, although with less frequency in cases, words related to inclusive and equitable climate (39%) and recruitment, retention and success (35%) still appeared in this section of the documents more than other DEI Domain terms and accounted for the highest count of DEI Domain words in this section of the document across the years. In FY16-17 the median number of Identity-related words was the same (3) as DEI Domain words, but from FY17-18 to FY19-20, DEI Domain words were more prevalent. From FY20-21 to FY21-22 there was little to no difference in the prevalence of Identity Characteristics and DEI Domain related words (Table 7).



Table 7: Median and Range of DEI Words Across PRIORITY SECTION of Budget Documents by Budget Year						
	FY16-17 (n=49)	FY17-18 (n=55)	FY18-19 (n=48)	FY19-20 (n=50)	FY20-21 (n=52)	FY21-22 (n=55)
	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)	Median (Range)
DEI Domains	3 (0 - 102)	6 (0 - 146)	8 (0 - 576)	7 (0 - 196)	5 (0 - 211)	2 (0 - 75)
Identity Characteristics	3 (0 - 291)	3 (0 - 178)	4 (0 - 386)	4 (0 - 186)	4 (0 - 172)	2 (0 - 95)
DEI Mechanisms	0 (0 - 25)	0 (0 - 28)	0 (0 - 160)	0 (0 - 29)	0 (0 - 27)	0 (0 - 8)

Discussion

The evaluation and assessment team assumed that if units incorporated DEI in budget discussions, words related to how they expressed their diversity goals and activities would be reflected in their resource requests/priorities sections. This implies that DEI words would not be limited to the diversity section but would be infused in other parts of the budget documents. The prevalence of DEI words across the various sections of the documents indicate that DEI considerations were being incorporated into budget discussions.

DEI domain words related to improving or creating an inclusive campus climate (including bystander training, implicit bias training, reduction of discrimination, prejudice and prevention of sexual harassment), improving accessibility of units' services and products and ensuring equity in opportunities for constituents were prevalent in the documents.

The budget documents also reflect units' focus on recruiting and retaining a diverse community. Recruitment activities also included outreach to minority serving institutions to attract, among others, underrepresented minorities, students from disadvantaged backgrounds, and first generation students and strengthening various pipeline programs. Units employed a variety of interventions to attract, recruit and retain a diverse pool of constituents. Examples of interventions included implementing fair hiring practices, expanding financial support for students, recruiting staff with skills to serve minority groups, incorporating DEI in new staff orientation and offering DEI professional development.

The analyses show a prevalence of words related to identity characteristics appearing with varying frequencies in all sections and across all years of the documents. Identity words were related to professional development activities to examine whiteness, improve awareness of structural racism, sexism and classism, and reduce reports of negative experiences or micro-aggressions, homophobia, bullying and gender-based violence.

The documents have a noteworthy number of words related to the prevention of sexual and gender-based misconduct. For example, training on sexual harassment during the DEI 1.0 plan period featured prominently in the documents. Education of the U-M community on sexual harassment and misconduct prevention was a strategic objective of some units. Activities in this area included lectures or workshops on sexual harassment and planned or ongoing studies of sexual harassment to develop



best practices/guidance. Narratives included reports on efforts to set up working groups on sexual/workplace harassment prevention.

Efforts to provide services to transgender individuals, among others, were also noted. These included raising the visibility of the LGBTQ+ community on campus through exhibitions, provision of brave spaces, orientation of new students on DEI, including LGBTQ+ identities and funding of student organizations to promote equity and inclusion, including monologues to encourage coming out and provision of resources to support the LGBTQ+ community.

Many units redoubled their commitment to examining their systems and structures with an anti-racist lens, with emphasis on dismantling structures that may disproportionately impact BIPOC colleagues. Examples include scrutinizing and updating recruitment and hiring practices to compensate for inherent and unconscious bias and racism and to lawfully increase the broad diversity of recruitment pools. Units also reported on efforts to preserve the cultural heritage of (among others) minority/underrepresented populations and celebrate the achievements of minority/underrepresented students through programs open to all, including ethnic graduation ceremonies, symposia or funding of student multicultural initiatives.

DEI mechanisms were often mentioned in relation to the various programs, initiatives or structures put in place to ensure the implementation of the DEI strategic plan. These efforts include hiring of DEI officers, setting up of DEI units and committees and the creation of new centers or initiatives to promote DEI efforts.

Limitations

In the evaluation analysis of how academic units infused DEI language into their budget requests, it is important to note some limitations of the analysis approach and resulting data. For instance, the study conducted content analyses of the budget documents, focusing specifically on understanding the frequency of words that appeared in the budget documents. As such, it does not allow for in-depth interpretation of the effectiveness, continuity or success of each unit's work related to DEI. Second, a categorization model or dictionary of DEI words was used to conduct the analyses. The words that were included were limited by the content of the dictionary. A differently structured dictionary could reveal different word frequencies. Finally, the meaning of words can change depending on context (e.g., the terms and vernacular used to describe DEI topics and issues can change over time). Additionally, the dictionary may not have captured all words used in the documents to express DEI efforts.

Conclusions and Recommendations

Even accounting for the noted considerations, the examination of units' budget documents provides a valuable and unique lens and represents one indicator of how the values of DEI are tied to unit priorities and core mission related efforts. The prevalence of DEI words in the budget narratives demonstrates an alignment between the unit's use of DEI language and the university's DEI strategic plan, especially related to the distal goals of creating a more inclusive and equitable climate (Process) and recruitment, retention and success of diverse students, faculty and staff (People). The analysis shows a sustained infusion of DEI language in units' described priorities and plans, suggesting a strong commitment to DEI goals. This was particularly notable in the years 2018 to 2021, which was the peak period of DEI plan implementation.



Finally, it is worth emphasizing that linking resources (i.e., budget) to units' DEI efforts and reported progress on those efforts was an intentional strategy of the U-M DEI strategic plan approach. Consistent with the DEI Institutional Change Model guiding U-M's strategic plan (see the Integrative Summary section), the alignment of policies, procedures and structures with DEI values is a critical step toward cultural change. Here, the approach of embedding DEI in the budget process was intended to support transparency and accountability and to incentivize units focusing time and effort on advancing DEI in their unit communities. The current analyses suggest this strategy has begun to yield the intended outcomes—units are increasingly connecting DEI to their core mission and priorities and to their goals of academic excellence. Going forward, it will be critical for U-M leadership to continue to support such structures—centrally and across the institution—that can serve to create new cultural norms.

