

DEI 1.0

EVALUATION REPORT: INTEGRATIVE SUMMARY

The DEI 1.0 Evaluation Report is a publication of the U-M Office of Diversity, Equity and Inclusion, created with valuable assistance from members of many units and offices across campus.

Tabbye Chavous
Vice Provost for Equity & Inclusion and Chief Diversity Officer
Professor of Education and Psychology

Katrina Wade-Golden
Associate Vice Provost, Deputy Chief Diversity Officer, and Director of Implementation for the Diversity, Equity & Inclusion Strategic Plan

Felecia Webb
Director of Evaluation and Assessment
Office of Diversity, Equity & Inclusion

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Jordan B. Acker, Huntington Woods
Michael J. Behm, Grand Blanc
Mark J. Bernstein, Ann Arbor
Paul W. Brown, Ann Arbor
Sarah Hubbard, Okemos
Denise Ilitch, Bingham Farms
Ron Weiser, Ann Arbor
Katherine E. White, Ann Arbor
Santa J. Ono, *ex officio*



Integrative Summary: **Impact of DEI 1.0**



Executive Summary

As a demonstration of its on-going commitment to advancing diversity, equity and inclusion (DEI), in 2016 the University of Michigan (U-M) Ann Arbor launched its first 5-year DEI Strategic Plan. A unique hallmark of the plan was its recognition and respect for the decentralized structure and culture at U-M and unit heterogeneity; as such, the planning process was both distributive to engage local challenges and unit expertise and centrally to support cohesion across units. This resulted in 50 major U-M units developing specific plans responsive to their own unique DEI contexts/circumstances while addressing 3 objectives universal to U-M's effort. The 3 objectives focused on: People (recruit, retain and develop a diverse community), Process (create an inclusive and equitable campus community) and Products (support innovative and inclusive scholarship and teaching, research and scholarship and service).

The ultimate goal of the plan's institutional change model is to create lasting cultural transformation that better infuses the principles of DEI into U-M's core mission and standard operating practice. In doing so, the goal is for the principles of DEI to be interconnected with the university's policies, practices, definitions, goals and metrics for innovation and excellence. This means infusion within and across the areas of teaching and learning, research and scholarship, engagement, service and infrastructure. A key premise in the model and strategic plan is that embracing and infusing the values of DEI at all levels of institutional systems and functions is key to achieving academic excellence.

This report summarizes evaluation outcomes following the 5-year strategic plan implementation period (2016-2021). The evaluation team used a multi-faceted, multi-method approach. Analyses included examination of quantitative information, such as enrollment and employment data and campus climate surveys, as well as quantitative and qualitative examinations of materials such as units' budget documents, curricular-related material, institutional reports and other materials produced during the DEI 1.0 plan period. Below are key example findings:

Demographic Change: U-M made overall strides in increasing the diversity of its students, staff and faculty. Although there is still work to be done, notable shifts from 2016-2021 include:

Undergraduates. There were increases in total enrollment of Women, Underrepresented Minority (URM), Asian American/Asian, Hispanic/Latinx and First Generation College students. The actual number of Native American/Alaskan Native students and White students on campus decreased slightly. Black/African American students saw little change from 2016 to 2021.

Graduate Students. Women, URM students, Black/African American, Asian American/Asian, Hispanic/Latinx students, Native American/Alaskan Native students, students who identify with two or more races, and First-Generation College students all increased in terms of total number of students. The number of White students and international students on campus decreased.

New Employee Hiring. For faculty (tenure-track and non-tenure track), all URM groups were hired at a higher percentage during the DEI plan period than their percentages prior to the start of the DEI plan. For staff, all URM groups, except for Native Americans, were hired at a higher percentage during the DEI plan period than their percentages prior to the start of the DEI plan.

Campus Climate Experiences: Most U-M faculty, staff and students expressed satisfaction with the campus climate, but overall campus climate perceptions were less positive for those responding in



2021 than those responding in 2016. At the same time, a great majority of U-M faculty, staff and students rated the DEI climate of U-M as equal or better than it was before the launch of DEI 1.0, in part due to increased awareness and greater expectations in relation to DEI. Similarly, most viewed U-M as doing as good or better than most other institutions concerning DEI issues and reported engaging in DEI activities themselves.

Satisfaction with campus climate varied across campus communities. Members of historically marginalized, minoritized groups were less satisfied with the campus climate. This was especially true for Black students and staff, women faculty and students, LGBTQ+ faculty, staff and students, and faculty, staff and students with disabilities. Along with progress, there is still work needed to cultivate a more diverse, inclusive and equitable campus for all.

It is also important to consider the findings in light of the difficulties coinciding with the DEI plan period, e.g., those posed by the COVID-19 pandemic and mass social unrest related to racial and social justice. Consistent with these challenging circumstances, a substantial number of 2021 survey respondents noted experiences of discrimination and poorer mental health in recent years.

Curricular Engagement: Indicators of DEI infusion in U-M curricular efforts include:

Courses. Nearly half of undergraduate courses descriptions included DEI-related content, and the most frequently mentioned topics were related to citizenship, immigration status, national origin, race and ethnicity, religion and culture. While a majority of course descriptions reflected LSA courses, many U-M school/college courses offered courses that engaged DEI-related content. In general, the number/percentage of undergraduate course descriptions with DEI-related content remained fairly stable over the 5-year period, with increases in several school/colleges. This stability and small increase is noteworthy, especially over the pandemic onset period.

Unit Reports. All schools/colleges described unit efforts to integrate and expand DEI into their curriculum, with some efforts responsive to societal conditions during the DEI plan period, e.g., increased awareness of inequalities due to pandemic onset, anti-Black police violence, and rises in antisemitism and anti-Asian violence and hate acts.

Education/Professional Development. The university will continue to support the Inclusive Teaching Professional Development Programs offered by the Center for Research on Learning and Teaching (CRLT). The programs focus on inclusive and equity-focused teaching for instructors (faculty and graduate students). Over the DEI 1.0 period, there was campus wide participation, thus enhancing U-M capacity for inclusive teaching, e.g.:

- Offered 135+ DEI-focused seminars in its fall and winter seminar series, and through its Inclusive Teaching @ Michigan Series
- Delivered 240+ customized workshops to departments across campus
- CRLT Players presented 185+ performances on topics that included promoting a climate resistant to sexual harassment
- Facilitated programs for 210+ instructors teaching LSA Race & Ethnicity courses
- Presented inclusive teaching modules to 6,200+ GSIs and undergrad instructional aides
- Provided 40 programs on anti-racist pedagogy for 12 schools/colleges during Year 5
- CRLT Players performed new sketches on departmental climate issues faced by minoritized students and a new sketch on the history of racial inequality at U-M
- Created CRLT Players video, “Act for Equity,” shown at instructor orientations



DEI in Budget: Content analysis of units’ annual budget documents examined how DEI has been infused into U-M core mission priorities. Analyses demonstrate an increased, sustained infusion of DEI language in units’ budget submissions, suggesting a strong commitment to DEI goals and an alignment between units’ budgets and U-M’s DEI 1.0 strategic plan model.

Words and phrases related to fostering an inclusive and equitable climate (Process) and recruiting, retaining and developing a diverse campus community (People) saw the largest increases, followed by words related to promoting innovative and inclusive education, scholarship and research and service provision (Products). The most common identity-related words in units’ budget request documents were *race and ethnicity, citizenship, immigration status, national origin* and *gender, gender identity, sex and sexual orientation*. The greatest prevalence of DEI words was during the initial launch and implementation years. Among mechanisms to support the implementation of DEI 1.0, words that referred to process and infrastructure (e.g., DEI Committee, strategic plan, workgroups) were more common than words referring to programming or activities (e.g., DEI events, programming and workshops).

Policies and Practices: Many campus units formalized practices and policies to promote an inclusive and equitable climate for all. Across all 50 units:

- Nearly all academic and administrative/service units formalized policies and practices focused on staff recruitment and development
- A majority (80-100%) of both unit types implemented policies on fair/unbiased hiring of staff
- Nearly all academic units enacted policies to support fair, unbiased practices for faculty hiring and student admission
- Many academic units (80-100%) provided professional and career development opportunities for staff, and several (40-79%) offered mentorship or sponsorship connection tools for faculty and students
- Many administrative/service units (40-79%) also provided mentorship and sponsorship connection tools for staff
- Most units incorporated DEI into staff annual review process (40-79% of both unit types)

Unit Reflections: Units’ self-evaluations reflected on key outcomes and lessons learned.

People. Units most frequently identified the following key factors as essential to their DEI 1.0 objectives related to recruiting, retaining and developing a more diverse workforce:

- Implementation of fair/unbiased hiring practices
- Unconscious bias training, professional development workshops and DEI skills training
- Enhanced communication and feedback—for cultivating a sense of belonging among employees and encouraging accountability as they pursued these goals

Process. Units identified the following factors and tools as being crucial to the creation of an inclusive and equitable climate:

- Consistent, transparent communication, with constituent feedback opportunities
- DEI skills training and assessment practices
- Involvement, reinforcement and support of unit leadership to promote buy-in among constituents and ensure priority status for DEI efforts



Products. Factors frequently cited by units as crucial to increasing inclusivity and equity:

- Enhanced communication and feedback in the form of DEI newsletters, structured community dialogues on DEI topics and climate surveys
- Creation of new communications positions
- Inclusive pedagogy trainings and curricula changes that apply a critical lens in scholarship and practice to understand systems of oppression
- Targeted outreach activities (open to all), DEI skills training and unbiased hiring practices

DEI Progression: Units created annual plans in which they identified strategic objectives and action items, reviewing and updating their plans annually to reflect progress toward goals and incorporate newly identified opportunities and challenges. At the end of the DEI 1.0 period, the evaluation and assessment team analyzed unit-specified actions and the level of progression toward institutional change for these actions from Year 1 to Year 5 of the DEI plan period. Progression levels reflect the degree of evolution of a DEI action, from initially declaring a commitment to an action (Level 1), to taking specific action steps (Level 2), to sustained practice (Level 3), to institutionalizing an action as unit standard operations (Level 4).

Across campus units, for strategic objectives and actions related to “People” (recruit, retain and develop a diverse campus community), by Year 5 over two thirds of objectives were in progression level 3, sustained action. For “Process” objectives (create an inclusive and equitable climate), 46% were in progression level 3 (sustained action) and 3% had been institutionalized (level 4) by Year 5. For “Products” objectives (promote innovative and inclusive education, scholarship and service), 47% were in initial levels of action, with 50% having advanced to sustained action (level 3). The overall patterns reflect significant progress in implementing DEI actions of policy, practice and programming over the 5-year DEI 1.0 period.

Conclusions and Recommendations

The evaluation indicates significant progress in movement toward culture change and enhancing DEI at U-M, as well as needed areas of attention. The thoughtful and dedicated work across 50 units has positioned U-M to continue its successful work on DEI. The university now has several key elements in place to support the next phase of this work. These include:

- The establishment of the Office of Diversity, Equity and Inclusion that provides partnership, support and guidance to the units and for campus-wide activities
- The DEI Leads, a robust community of practice with knowledge of what works locally
- An established DEI strategic planning process framework on which to build in future efforts
- Increased knowledge about what works and what does not
- Accountability through practices such as DEI annual reports and the budget process
- New leadership at all levels of the university, bringing vision, commitment and energy to this work, all with explicitly stated and demonstrated commitments to advancing DEI

Evaluation outcomes also suggest several recommendation areas for next planning steps:

- Plans at unit and university levels should be more strategic. Include fewer action items, focusing on those that are bold, impactful and can be measurably tied to success. Build on successes and promising models, and phase out less successful actions.



- Plans should be more collaborative. Draw on potential synergies across units; take advantage of strengthened DEI infrastructure; leverage limited resources for wider benefit.
- More training/support for managers, directors and chairs on how to effectively manage DEI
- Strive for greater engagement with the full campus community, including off-campus constituents. Provide more regular and more effective feedback about DEI progress at unit and university levels; ensure plans are living documents, driving and directing actions that move work forward and respond effectively to changing circumstances and needs.



Integrative Summary: Understanding the Impact of the University of Michigan Diversity, Equity & Inclusion Strategic Plan (2016–2021)

Overview of the Report

This report was prepared by the evaluation team within the Office of Diversity, Equity and Inclusion (ODEI) to provide an assessment of the impact of the University of Michigan’s first five-year Diversity, Equity and Inclusion (DEI) strategic plan on the university culture and community. Specifically, the report is designed to provide a snapshot of the potential progress that has been made based on the three overarching strategic objectives of the plan in infusing the principles of diversity, equity and inclusion into the university’s core values and ultimately making it a key feature of the university’s standard operating procedure across its core functioning. The report is comprised of five key components: 1) an overview of the DEI strategic plan and the planning process; 2) a brief discussion of the orientation and methods used in the analysis process; 3) a review of findings from the analyses that form both the formative (process) and summative (outcomes) evaluation of the plan; 3) an examination of several analyses conducted to provide a summative evaluation of the impact of the plan at the end of year five; 4) a presentation of conclusions drawn from both the formative and summative evaluations; and finally, 5) recommendations for future DEI strategic plan efforts based on the knowledge gleaned and progress made from the university’s first DEI strategic plan.

Overview of the University of Michigan’s First DEI Strategic Plan (DEI 1.0)

The University of Michigan (U-M) has a long-standing commitment to providing education, research and service that contribute to the world’s progress. In fall 2014, as U-M was approaching its bicentennial, several events (i.e., #BBUM) occurred around campus that called into question whether U-M was a community that was welcoming to all members of its community. As a result, two critical committees were commissioned by then Provost Martha Pollock and then Associate Vice President Laurita Thomas to examine the state of diversity, equity and inclusion at the University of Michigan Ann Arbor campus. The first committee, the Provost’s Committee on Diversity, Equity and Inclusion (2014) was focused on the experiences of faculty and staff, while the second committee, the Staff Committee on Diversity, Equity and Inclusion (2015), focused on the experiences of staff on the Ann Arbor campus. Both committees issued reports providing several recommendations for change focusing on recruiting and retaining a diverse student body, faculty and staff and creating a more inclusive campus environment, in part by providing robust cultural skills education and training for the entire community. Also, both reports, citing a lack of coordination across units and a dearth of central data to support diversity programming and evaluation, recommended a campus-wide diversity strategic plan. It is also noteworthy that both reports recognized that something as broad and encompassing as a university’s culture is not determined by a single factor, but is instead determined by multiple factors. As such, they recognized that a myriad of interventions at multiple levels of the organization would be needed to enact significant, long-lasting change. In July 2015, then President Mark Schlissel became the 14th president of the University of Michigan. As part of his presidential platform, he adopted the recommendations of the two committees and with the support of the U-M Board of Regents, the university committed to its first-ever campus-wide DEI strategic plan. The DEI



strategic plan was limited to the Ann Arbor campus. The Dearborn and Flint campuses chose to participate in their own DEI efforts.

The ultimate goal of the strategic plan’s institutional change model is to create lasting cultural transformation that better infuses the principles of DEI into U-M’s core mission and standard operating practice. In doing so, the goal is for the principles of DEI to be interconnected with the university’s policies, practices, definitions, goals and metrics for innovation and excellence. This means infusion within and across the areas of teaching and learning, research and scholarship, engagement and service. A key premise in the model and strategic plan is that embracing and infusing the values of DEI at all levels of institutional systems and functions is key to achieving academic excellence.

The U-M DEI strategic planning process was unique in higher education at the time. In recognition of the decentralized structure and culture at U-M and the resulting heterogeneity in the DEI contexts across units, it was important that the planning process be one that was both distributive to address the unique local challenges and centrally focused to provide some cohesion and consistency across the different units. As a result, the structure of the final plan required the 50 major administrative units within the University to develop specific plans that were responsive to their own unique DEI contexts and circumstances while addressing three objectives that were universal to the U-M DEI effort. These three objectives are:

- *People:* Recruit, retain and develop a diverse community
- *Process:* Create an inclusive and equitable campus community
- *Products:* Support innovative and inclusive scholarship and teaching, research and scholarship and service

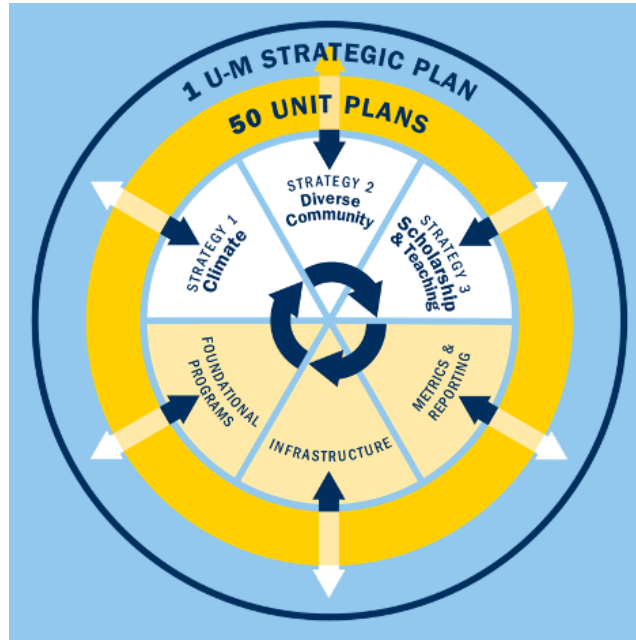
Each plan had to address how the unit would address these three objectives for students, faculty and staff. As well as other constituents relevant to the operations of their unit. In addition to the unit plans, the university (lead by the Office of Diversity, Equity and Inclusion) also developed a campus-wide plan that was designed to; (a) develop infrastructure to support the 50 unit-level plans (e.g., coordinating the DEI leads community); (b) create synergistic efficiencies around redundant actions proposed by multiple units in their plans (e.g., centralized staff training); and (c) address challenges that are so large that they could only be addressed at the university-level (e.g., Go Blue Guarantee). As a result, the U-M DEI strategic plan consists of a total of 51 DEI plans (50 unit-level plans and 1 university-level plan) that are focused on three objectives.

U-M committed significant resources to support the campus-wide planning and the unit-specific planning that would strengthen diversity, equity and inclusion at the university. This included the development of new infrastructure and support resources for the planning process. Among this new infrastructure was the creation of the Chief Diversity Officer (CDO) and the creation of the Office of Diversity, Equity and Inclusion (ODEI) to oversee both the planning and plan implementation processes. The CDO and ODEI support the units in the development, implementation, and evaluation of their DEI efforts as well as coordinate the university-level DEI efforts. Another key aspect of this new infrastructure was the development of DEI Planning Leads in each unit who report to their unit’s leadership and help lead and manage local DEI planning, while at the same time engaged regularly with the central planners to ensure consistency and coordination across all of the plans. In many ways, the DEI Planning Leads served as the connective tissue holding the complex structure together. They were so valuable that the position of DEI Planning Lead became a permanent fixture in the units, such that each unit has designated a person to serve in the position of DEI Lead to supervise the



implementation of the unit's DEI strategic plan as well as to coordinate the unit's other DEI activities (see Figure 1).

Figure 1: The University of Michigan DEI Strategic Plan (DEI 1.0)



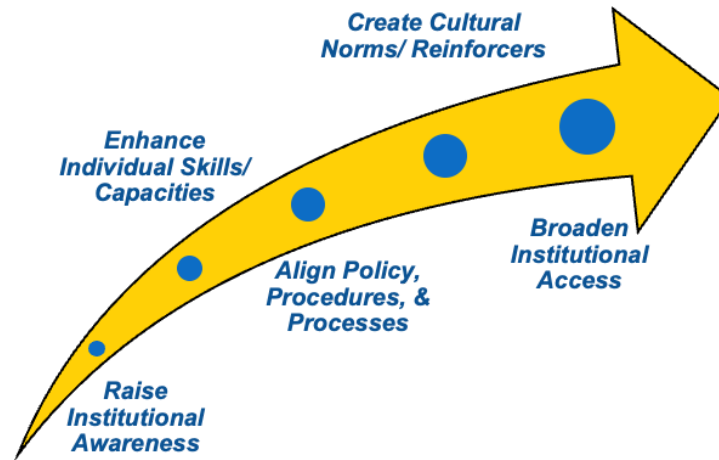
Social science research has shown that changing an organization requires empowering individuals within the organization to engage in the process. The key to empowerment is the inclusion of community members in the process and the work and accountability for progress. When these requirements are met, lasting change can take root in an organization. The U-M DEI strategic planning process was designed to be as inclusive as possible. During the planning process, every member of the university community had an opportunity to help construct the plans. Over the course of a year, suggestions for plan content were solicited from the campus community for both the unit-level plans as well as the university-level plan. More than a thousand individual suggestions were made via town hall meetings, focus groups, interviews, suggestion boxes and social media outlets. Each suggestion was relayed to the appropriate unit-level or university-level planning committee. While not all suggestions were utilized, all were considered. As a result, many of the suggestions were incorporated into the final plans. No other major university-wide initiative within recent memory has been as inclusive of all constituents of the U-M community as the DEI Strategic Plan.

Utilizing findings from the existing research literature, including U-M scholars, the U-M DEI leadership team developed an institutional change model to guide the strategic planning process (see Figure 2). The model begins with *raising institutional awareness* of diversity, equity and inclusion concerns, opportunities and improvement needs. It builds on this greater awareness by *developing individuals' skills* to work on the concerns and opportunities while, at the same time, *aligning policies, processes and procedures* in ways that better reflect diversity, equity and inclusion goals. This creates *institutional norms and reinforcers* that contribute to the goal of truly *broadening institutional access*—i.e., in ways that reflect abundant representation of groups and cultures that make up the nation and



society; that promote a welcoming climate and feelings of inclusion, value, and community for all; and that enable equitable opportunities for thriving and success.

Figure 2: The University of Michigan Institutional Change Model (Sellers & Wade-Golden, 2016)



This innovative planning process yielded a large, complex and creative DEI strategic plan consisting of 37 central (university-level) action items and 2800+ unit-level action items. This means that each unit averaged more than 56 action items. These action items addressed each of the three objectives as well as all five components of the Institutional Change Model. Each year, the units report to ODEI their progress on each of their action items while ODEI reports on the progress on each of the 37 central action items. This information is then made available to the public via an annual report and a chart tracking the progress of each action item that is posted on the university’s DEI website (diversity.umich.edu). This transparency also serves as an act of accountability and empowerment. The public disclosure of annual progress empowers the broader U-M community to hold each unit and the broader university accountable for its proposed actions. Accountability and empowerment are also key components to individual community members feeling a sense of belonging.

Overview of the Evaluation Process

To assess U-M’s progress toward the overarching objective of increasing diversity, equity and inclusion as reflected in its institutional change model and across the critical domains of People, Process and Products, the DEI evaluation team used a multi-faceted, multi-method approach. Analyses included examination of quantitative information, such as enrollment and employment data and campus climate surveys, as well as quantitative and qualitative examinations of materials such as units’ budget documents and curricular-related material. Information included in analyses was drawn from surveys, reports and other materials produced during U-M’s inaugural DEI Strategic Plan five-year implementation time-period (2016-2021), or DEI 1.0.

When assessing the impacts of the DEI strategic plan, a variety of metrics could be used. There are proximal metrics that are directly associated with specific intervention and are likely to have an impact in a relatively shorter period of time. There are also more distal metrics that tend to be determined by multiple factors over significant periods of time. The present report will focus on distal metrics in providing a snapshot of where the university is on a variety of indicators that cut across the three plan objectives (people, process and products). These distal metrics provide a broad overview of how U-M



as an institution has changed during the five years since the beginning of the DEI strategic plan. It should be noted that each unit and each major university-wide intervention was encouraged to conduct their own assessment of the proximal impacts of their efforts to assess which interventions should be continued into the next DEI strategic plan. As originally noted by the original DEI committees, any effort for long-term institutional change regarding DEI would need to be multi-faceted in its approach and multi-faceted in the metrics needed to assess progress. Thus, there is no single measure of ROI, or return on investment. Instead, a valid measure of progress requires multiple indicators.

The present report presents data from two major evaluation efforts related to the U-M DEI strategic plan. The first effort represents a formative (process) evaluation of the DEI plan following Year 3 (2018-19). The second effort represents an extensive summative (outcomes) evaluation of the DEI plan following Year 5 (2021). The report provides findings from several different independent investigations utilizing a variety of analytic approaches (quantitative, qualitative, archival).

Summary of Formative Evaluation

The formative evaluation consists of three parts - a review by external experts, the results of numerous DEI community conversations and findings from a survey of university leaders. Together, these studies provide important insights into the effectiveness of the planning and plan implementation processes.

External Review

In March 2019, the Office of Diversity, Equity and Inclusion (ODEI) invited an external committee to review U-M's Five-Year DEI Strategic Plan in its third year. The committee consisted of Jonathan Holloway (Provost, Northwestern University), Patrick J. Sims (Deputy Vice Chancellor and Chief Diversity Officer, University of Wisconsin) and Sylvia Hurtado (Professor, University of California, Los Angeles).

The committee was provided with information and documents about the plan, campus climate surveys, metrics for progress and the U-M President's Charge to the U-M Community for the Strategic Planning process. The external review committee met three times by telephone and visited campus on March 28-29, 2019 to speak with administrators, students, faculty and staff engaged in the effort throughout the University, meeting with over 100 individuals involved in various ways with the initiative throughout the campus.

The review committee was very generous with the praise ascribed to the DEI planning process. They noted as clear strengths: 1) The clear articulation of commitment to DEI from senior leadership; 2) The comprehensiveness and transparency of the strategic plan; 3) Staff who are passionate, engaged and are privy to a variety of first rate training and development opportunities; 4) Exemplar programs that are designed to recruit, retain and develop a diverse community such as Go Blue Guarantee and Wolverine Pathways; and 5) A widespread interest and commitment to create a deeper culture of change and respect that permeates throughout the U-M community – students, faculty, staff and campus leaders.

Several specific areas for improvement were also recommended for engaging the DEI work moving forward. These included: 1) Having a full time DEI professional in each planning unit; 2) Weaving DEI expectations into annual reviews at all levels, and having consequences for not achieving those



expectations; 3) Improving messaging to students and include DEI into new student orientation; 4) Consider conducting a salary equity review for faculty and staff; and 5) The need and value of a stronger central voice to provide more direction on what is next. We should note that we have already begun to incorporate some of these into our process.

In closing, the review committee made the following overall statement regarding U-M’s DEI planning process:

In summary, it is clear that the University of Michigan has done its homework and pulled from the best practices for engaging diversity, equity and inclusion across the country and refined them in such a way to make them uniquely their own. The fact that DEI leaders were able to do this in such a short amount of time and maintain such a high degree of engagement with virtually every stakeholder group is nothing short of extraordinary. Indeed, peer institutions would benefit greatly from examining Michigan’s approach to implementation and execution as it has undoubtedly put the university on a path to success in creating a welcoming and inclusive environment for all.

The recommendations made by the external committee were very helpful to U-M’s leadership team, but not particularly surprising. U-M leadership agreed with many of the recommendations made and subsequently began to address as many as possible. For instance, almost all of the schools/colleges and a large proportion of the administrative units have included DEI in some part of the annual review process for faculty and staff. There was more work to be done at the local levels to determine the best way this information could be used at the unit-level. Also, U-M leadership noted active efforts to find new ways to engage students, and starting in 2019, the CDO had been included as part of the New Student Convocation ceremony to reinforce to all incoming students the value of DEI at the university. Finally, U-M leadership concurred that it was imperative to continue to signal from central and unit leadership that the university’s current commitment to DEI would not end with the conclusion of the initial 5-year DEI plan. This is evident with the University’s commitment to another 5-year DEI strategic plan period, or DEI 2.0.

At the same time, there were other recommendations made by the external committee with which U-M leadership disagreed. For instance, while there would be great value in having a full-time DEI professional staff person in each of the planning units, it was not viewed as practical, feasible or necessary. For instance, some units are too small to require a FTE position. The leadership team believed that by providing U-M’s existing Leads with more central support including professional development and encouraging more support and reinforcement from their unit leaders, the University could continue to raise the quality of the support that part-time DEI Leads are able to provide in the smaller units. It is also important that the nature of the DEI Leads positions are consistent with the needs and structures of the units that they serve in order for them to best meet the needs of the unit.

DEI Community Conversations

Listening is foundational to embracing the journey of change. The process of being listened to allows participants to reflect on the culture in which they work and learn. Listening helps participants to discover an emergent, better future.

With this in mind, in March and June 2019, the Office of Diversity, Equity and Inclusion (ODEI) held multiple Community Conversation sessions. In all, the ODEI team spoke with nearly 900 U-M students, faculty and staff from diverse subgroups on campus. In these sessions, ODEI solicited input regarding the biggest and boldest ideas for advancing continued diversity, equity and inclusion at the



University. Five central ideas were heard consistently across the various constituency groups: 1) the need for more DEI training for all; 2) greater integration of DEI in student curriculum; 3) increased recruitment and retention of underrepresented students, faculty and staff; 4) the need to address issues of pay equity; and 5) more institutionalized support for underrepresented members who disproportionately do the DEI work.

Interestingly, most of the feedback ODEI received from the larger university community had less to do with improving plan implementation processes and structure and more to do with the content of current actions and programs. The majority of the issues raised were those that the University was currently investing heavily in. While these data suggest that U-M can and needs to do more in these areas, it was also clear from conversations that many in our U-M community were not aware of all that was already being done. More in-depth conversations revealed that many of the recommendations made by members of the community were made with little knowledge of the existing efforts and progress that were being made in these areas. Many of the members of the community reported being surprised when told of the University’s efforts in these areas (especially students and faculty). One of the problems is that many (students especially) often do not have a baseline by which to judge the changes and progress that have been made. This underscores a major communications challenge, one that continues to the present. It will be extremely important as U-M moves forward with ongoing DEI efforts that it not only provides explicit space and time to identify and acknowledge areas that must be improved upon in the future, but that it also explicitly acknowledges, informs around, and celebrates the great progress that has been made during the five-year plan implementation.

Executive Officer, Dean and Director Survey Results

A third source of evaluation information was a mid-term survey of the unit leadership of the 50 DEI planning units, administered by ODEI. The goal of the survey was to glean their perspectives about their progress, priorities and process regarding their own progress with their unit-level plans. ODEI also surveyed their thoughts about the support they receive centrally (from ODEI) in implementing their DEI plans. Unit leadership is comprised of U-M Executive Officers, Deans and Directors from the Ann Arbor campus. The overall response rate to the survey was 60%, with 72% of schools/colleges responding and 52% of the administrative units responding. Several key findings include:

1. 83% of responding units (and 86% of Deans) felt that the DEI planning/implementation process is very effective or effective within their unit.
2. 86% of responding units (and 86% of Deans) strongly agreed or agreed that the monthly DEI Implementation Leads Group meetings were helpful to the DEI planning and implementation processes in their unit.
3. 80% of responding units (and 78% of Deans) strongly agreed or agreed that the professional development opportunities available to DEI Implementation Leads were helpful to the DEI planning and implementation processes in their unit.

Sample Quotes: Areas of Success

“Our process is effective in that we are continually gleaning new information, concerns, and needs for our community through the various events and opportunities for dialogue we offer and foster. However, we have room to improve in how we delegate the work involved in accomplishing our objectives and the way in which we hold ourselves and each other accountable for contributing to the implementation process consistently.”



"I meet monthly with our DEI lead and she is also a member of my senior staff, with whom I meet weekly, and is a lecturer teaching our students, affording her a great vantage point. We have a team-based approach, linking our DEI lead with our Associate Dean for Academic Affairs, another faculty member, and our Director of Student Services. This team-based approach infuses DEI into everything that we do."

"First, I am grateful for centralized university support of our school's DEI goals. The centrally backed planning/implementation process is extremely helpful to our school's planning, monitoring, and evaluation efforts as well as for exchange of information, resources, and best practices to support our local efforts."

"Steady focus on DEI issues through events, symposiums, etc. has improved day-to-day operations in a number of ways. For example, most faculty are much more conscious about diversity when putting together a panel discussion or conference program. Staff seem to feel much more empowered to discuss DEI issues, call out problematic situations (like an all-white-male search committee, something we virtually never see anymore), and advocate for DEI initiatives."

"I am very grateful for the level of institutional emphasis, leadership, and support that exists. We all want to be more successful and effective in our DEI work, but I think it is important to recognize that there are many people on campus with a high level of commitment, and the DEI office has done a good job of providing a framework for positive action."

Sample Quotes: Areas for Improvement

"Significant progress in diversifying our faculty and staff continues to be much slower than we would like. This is perhaps inevitable given the speed of turnover in positions. I remain optimistic that our much-improved recruitment, hiring, and promotion procedures will begin to show up as a more diverse workforce. We have clear anecdotal evidence of success, but it's hard to move the numbers. This is a source of frustration to everyone involved, and makes some unconvinced that there is strong commitment to diversity."

"Support [from central administration] has generally been good. The DEI process has definitely been expensive and time-consuming, with costs increasing over time as we realize the amount of effort required to fully implement our plan. We are committed to making it work, but it is taking a lot of faculty and staff time and is costing a lot of money at the same time that taxes and other financial pressures are also increasing. More central support could help with this."

"It is important for central administration to fund DEI initiatives. The PFIP program [Provost's Faculty Initiatives Program] is important."

"Over the course of 3 years of implementation, there have been specific goals and actions that many schools and colleges share in common. These are often action items that could be more effective or could take place sooner if required or guided to some degree by central administration - e.g. faculty inclusive teaching training, FAR (Faculty Activity Reports) reporting, R&E (Race & Ethnicity) requirements."

"There is more "bureaucracy" than we would like. A frequency of reporting and updating that often gets in the way of actually doing the work."



Taken together, the results from the mid-term leadership survey suggest that campus leaders viewed both the DEI planning process within their units, as well as the central support they receive, in positive terms. The results also highlighted a few areas for improvement to spur performance in their units and enhance the central support process. There will always be tension between what is central and what is local autonomy at this University. So, it was not surprising to the U-M leadership team and ODEI to see it surface in the context of DEI. As U-M goes forward with the DEI process, we should consider whether there is greater appetite for more centrally-directed mandates to the units. The universal requirement for sexual misconduct training may be an example of a central mandate that is effective. However, given the decentralized culture of the university, we will need to continue to employ approaches that provide greater support for intended behavior by the units as well as accountability for those units that are not behaving in manners consistent with our goals and values.

Summary of Summative Evaluation

The present report presents findings from six different independent investigations to represent the summative evaluation of the DEI strategic plan (Campus Demographic Changes, Campus Climate Survey Results, Curricular Engagement with DEI, Analysis of Budget Documents, Unit Reflections, Assessment of Progression Toward Institutionalization). Each of these investigations are focused on distal outcomes with one focused on the People objective, two on the Process objective and one on the Product objective; the other two focused on a broader assessment of where the institution is in its journey to incorporate DEI into its culture. The analyses focus on changes at the university-level over the five-years of the strategic plan on a variety of metrics associated with DEI. As noted above, no single metric or combination of metrics can fully capture the breadth and depth of impact that an institutional intervention the size and scope of the DEI strategic plan can have on an institution as matrixed and complex as the U-M. Nonetheless, the evaluation attempted to identify a subset of novel and representative measures in which to investigate change during the period of the DEI strategic plan. In reviewing the findings of the summative evaluation, it is important to note that while the DEI strategic plan represents an important source of disruption in the university’s previous practices, it is not the only disruption that occurred during this period that may have resulted in changes in the metrics. Other significant disruptions occurred from both within the U-M community (e.g., firing of a U-M provost and president, COVID-19 upheaval) as well as from the broader society (e.g., COVID-19 upheavals, social unrest due to racial and social injustice, divisive 2020 U.S. Presidential election) that are also likely to have impacted at least partially many of the various metrics used in the evaluation. Thus, the findings must be considered within the context of these other factors.

1. Campus Demographic Changes

Enhancing diversity in our campus community is one of the key objectives of the U-M DEI Strategic Plan, reflecting the “People” critical domain. One form of diversity that is critical to this effort is demographic diversity. To investigate changes in the demographic composition of the university community during the DEI strategic plan, the DEI evaluation team reviewed demographic enrollment and employment data for students, faculty and staff for the period Fall 2016 to Fall 2021 utilizing the U-M data dashboard and other institutional sources. The analysis focused on patterns of change in gender (female/male representations were available in institutional data), ethnic and racial groups (as categorized in institutional data), as well as socioeconomic status, when possible/available. A more detailed analysis of the demographic data can be found in the [DEI 1.0 Demographics Appendix Report](#).



Change in demographic diversity is a distal measure of the DEI plan’s major objective to recruit, retain, and develop a diverse community (People). As such, changes in demographics are multiply-determined and occur over a longer period of time. For instance, the demographic composition of the student enrollment is not only determined by U-M’s actions, but it is also influenced by external forces such as racial and socioeconomic inequities in K-12 educational opportunities, state funding of higher education, etc. Similarly, when examining the potential impact of the DEI strategic plan on the demographic composition of staff and faculty, it is important to note that most faculty and staff positions are relatively stable such that the majority of staff and faculty were hired before the beginning of the DEI strategic plan. As a result, any impact on the demographic composition of staff and faculty will be most evident in the demographic composition of hiring that happens after the start of the plan in 2016.

General findings of demographic changes include:

Undergraduate Students

During the period of the DEI plan, U-M’s undergraduate enrollment increased by 11% from 28,954 students in Fall 2016 to 32,282 in Fall 2021 (see Table 1). For instance, there were increases in total enrollment of female students (by 8.4%), Under-Represented Minority (URM) students (by 31.6%), Asian American/Asian¹ students (by 40%), Hispanic/Latinx² students (by 57.7%), First Generation College students (by 26.2%) from 2016 to 2021. At the same time, there were decreases in the actual number of Native American/Alaskan Native³ (-17.8%) and White students (-2.8%) on campus. African American/Black⁴ students (1.0%) saw little change in the actual number of students on campus from 2016 to 2021.

Table 1. Changes in Undergraduate Student Enrollment from 2016 to 2021 by Select Demographic Groups

Demographic Group	% Change in Group Enrollment 2016-2021	% of Total Enrollment in 2016	% of Total Enrollment in 2021	Absolute Change in % of Total Enrollment	Percentage Change in % of Total Enrollment
Female	+ 8.4%	49.7%	51.2%	+ 1.5%	+ 3.0%
URM	+ 31.6%	11.4%	13.5%	+ 2.1%	+ 18.4%
Black/African American	+ 1.0%	4.3%	3.9%	- 0.4%	- 9.3%
Asian/Asian American	+ 40%	13.6%	17.0%	+ 3.4%	+ 25.0%
Hispanic/Latinx	+ 57.7%	5.2%	7.3%	+ 2.1%	+ 40.4%
Native American	- 17.8%	0.2%	0.1%	- 0.1%	- 50.0%
Two or More Races	+ 47.7%	3.7%	5.0%	+ 1.3%	+ 35.1%

¹ “Asian/Asian American” is also referred to as “Asian” or “Asian American/Asian” in this report.

² “Hispanic/Latinx” is also referred to as “Hispanic/Latino” or “Hispanic or Latino” in this report.

³ “Native American/Alaskan Native” is also referred to as “Native American” in this report.

⁴ “Black/African American” is also referred to as “Black” or “African American/Black” in this report.



White	- 2.8%	60.8%	53.0%	- 7.8%	- 12.8%
International	+ 32.8%	7.1%	8.5%	+ 1.4%	+ 19.7%
Pell Grant Recipients	+ 32.3%	16.0%	19.0%	+ 3.0%	+ 18.6%
First Generation College	+ 26.2%	11.2%	12.7%	+ 1.5%	+ 13.4%

This increase in student enrollment also resulted in changes in the demographic composition of the undergraduate student body from 2016 to 2021 (see Table 1). For instance, the proportion of female students in the student body increased by 1.5 percentage points—from 49.7% of the undergraduate student enrollment in 2016 to 51.2% in 2021, which is a 3.0% increase from the 2016 enrollment. The proportion of URM students in the student body increased by 2.1 percentage points, which is an 18.4% increase in the proportion of URM students in 2016. Similarly, the proportion of Pell Grant eligible students increased by 3.0 percentage points or an 18.6% increase. Black/African American students (-0.4 percentage points or -9.3%), Native American/Alaskan Native students (-0.1 percentage points or -50.0%), and White students (-7.8 percentage points or -12.8%) all decreased from 2016 to 2021 as a proportion of the undergraduate student body.

Graduate and Professional Students

During the period of the DEI plan, U-M’s graduate/professional student enrollment increased by 14.2% from 15,754 students in Fall 2016 to 17,996 in Fall 2021 (see Table 2). The increase in graduate enrollment also coincides with significant increases and decreases in specific groups of students. For instance, from 2016–2021, the total number of students increased for female students (by 23.6%), Underrepresented Minority (URM) (45.3%), Black/African American (41.7%), Asian/Asian American (34.0%), Hispanic/Latinx students (52.3%), Native American/Alaskan Native (31.4%), students who identify with two or more races (33.2%) and First-Generation College students (13.9%) from 2016 to 2021. The number of White students (-10.0%) and international students (-9.2%) on campus decreased across this time period.

The demographic composition of the graduate/professional student body also changed significantly from 2016 to 2021 (see Table 2). The proportion of female students in the student body increased by 3.8 percentage points from 46.8% of the graduate/professional student enrollment in 2016 to 50.6% in 2021, which is an 8.1% increase from the 2016 enrollment. The proportion of URM students in the student body increased by 2.8 percentage points, which is a 26.9% increase in the proportion of URM graduate/professional students in 2016. The proportion of Pell Grant eligible students increased by 3.0 percentage points, or an 18.6% increase. Black/African American students (1.0 percentage point or 25.6%), Asian/Asian American (1.0 percentage point or 17.0%), Hispanic/Latinx (1.5 percentage points or 30.0%), Native American/Alaskan Native students (0.1 percentage points or 50.0%), and students who identify with two or more races (0.8 percentage points or 32.0%), also increased as proportion of the total graduate/professional student enrollment. International students (-1.3 percentage points or 4.3%) and White students (-1.6 percentage points or -3.7%) both decreased from 2016 to 2021 as a proportion of the graduate/professional student body.



Table 2. Changes in Graduate/Professional Student Enrollment from 2016 to 2021 by Select Demographic Groups

Demographic Group	% Change in Group Enrollment 2016-2021	% of Total Enrollment in 2016	% of Total Enrollment in 2021	Absolute Change in % of Total Enrollment	Percentage Change in % of Total Enrollment
Female	+ 23.6%	46.8%	50.6%	+ 3.8%	+ 8.1%
URM	+ 45.3%	10.4%	13.2%	+ 2.8%	+ 26.9%
Black/African American	+ 41.7%	3.9%	4.9%	+ 1.0%	+ 25.6%
Asian/Asian American	+ 34.0%	8.8%	10.3%	+ 1.5%	+ 17.0%
Hispanic/Latinx	+ 52.3%	5.0%	6.6%	+ 1.5%	+ 30.0%
Native American	+ 31.4%	0.2%	0.3%	+ 0.1%	+ 50.0%
Two or More Races	+ 33.2%	2.5%	3.3%	+ 0.8%	+ 32.0%
White	- 10.0%	44.6%	43.0%	- 1.6%	- 3.6%
International	- 9.2%	29.9%	28.6%	- 1.3%	- 4.3%
Pell Grant Recipients	+ 24.3%	27.0%	29.7%	+ 2.7%	+ 10.0%
First Generation College	+ 13.9%	31.4%	31.6%	+ 0.2%	+ 0.6%

Tenure-Track Faculty

Faculty and staff are likely to have longer tenures at the university as compared to most students. As a result, looking only at differences in their demographic composition may obscure the possible impact of an intervention such as the DEI strategic plan. For instance, any hiring interventions associated with the DEI strategic plan would be expected to have no impact on hires that occurred before the start of the plan in 2016. Nonetheless, the demographic composition of the unit does provide an important baseline for assessing whether there are any demographic changes in the hiring that have occurred since the implementation of the plan. Thus, the report not only examines differences in the demographic composition of faculty and staff between 2016 and 2021, the report also examines in what ways the new hires look demographically distinct from the demographic composition in 2016.

It should be noted that the examination is a conservative assessment of the potential impact of the strategic plan on hiring since many of the hiring interventions (e.g., training of search committees, DEI applicant statements, faculty hiring initiatives) are not yet fully implemented or require significant lag time before the effects are likely to influence faculty and staff hiring at a significant level. It is also important to note that new faculty and staff hiring is only one piece of the puzzle in examining demographic composition. Retention also plays a part in the demographic composition of a University community.



Further, while the direction of change is toward a more diverse community, the rate of change is relatively slow. Given the entrenched nature of the under-representation of many demographic groups, consistent, persistent efforts and more intensive intervention approaches across the campus community will be needed to meaningfully enhance and sustain faculty diversity.

Table 3. Demographic Composition of Tenure-Track (TT) Faculty from 2016 to 2021 including New Hires between 2016-2021 by Select Demographic Groups

Demographic Group	% of TT Faculty in 2016	% of TT Faculty in 2021	% of New TT Faculty Hires Between 2016 and 2021	Difference in % of New TT Faculty Hires from % of TT Faculty in 2016	Percent Increase/ Decrease in New TT Faculty Hires compared to TT Faculty in 2016
Female	33.5%	36.0%	41.5%	+ 8.0%	+ 23.8%
URM	9.1%	10%	12.5%	+ 3.4%	+ 37.3%
Black/African American	4.4%	4.7%	6.8%	+ 2.4%	+ 59.5%
Asian/Asian American	15.2%	17.0%	17.4%	+ 2.2%	+ 14.5%
Hispanic/Latinx	3.7%	4.1%	3.7%	+ 0.0%	0.0%
Native American	0.4%	0.3%	0.5%	+ 0.1%	+ 25.0%
Two or More Races	1.0%	1.6%	3.4%	+ 2.4%	+ 340.0%
White	72.0%	69.1%	59.6%	- 12.4%	- 17.2%
International	2.0%	1.8%	6.6%	+ 4.6%	+ 330.0%

During the DEI plan period, the number of tenure-track (TT) faculty employed on the U-M Ann Arbor campus was relatively stable, only increasing by 0.2% from 3,131 faculty in Fall 2016 to 3,136 in Fall 2021 (see Table 3). Between 2016 to 2021, U-M hired 562 new TT faculty. Female faculty accounted for 41.5% of the new TT faculty hires from 2016 to 2021 which represents a 23.8% increase from the 33.5% of the total TT faculty in 2016. URM faculty represent 12.5% of the new TT faculty hires from 2016-2021 representing an increase of 3.4 percentage points from their percentage (9.1%) among the TT faculty in 2016. Of the new TT faculty hires, 59.6% were identified as White (a decrease of 12.4 percentage points from 2016), 17.4% were identified as Asian/Asian American (an increase of 2.2 percentage points), 6.8% were identified as African American/Black (an increase of 2.4 percentage points), 3.7% were identified as Hispanic/Latinx (an increase of 0.0 percentage points), 3.4% were identified as two or more races (an increase of 2.4 percentage points) and 0.5% were identified as Native American (an increase of 0.1 percentage points).

Every group, except for White faculty and Hispanic/Latinx faculty, were hired at a higher percentage during the DEI plan than their percentage of the TT faculty prior to the start of the DEI plan.



Non-Tenure-Track Faculty

During the DEI plan, the number of non-tenure-track (NT) faculty employed on the U-M Ann Arbor campus increased by 11.9% from 4,094 faculty in Fall 2016 to 4,580 in Fall 2021 (see Table 4). Between 2016 to 2021, 2,387 new NT faculty were hired at U-M. Female faculty accounted for 50.2% of the new NT faculty hires from 2016 to 2021 which represents a 1.2% increase from the 49.6% of the total NT faculty in 2016. URM faculty represent 10.2% of the new NT faculty hires from 2016-2021 representing an increase of 2.8 percentage points from their percentage (7.4%) among the NT faculty in 2016. Of the new NT faculty hires, 59.5% were identified as White (a decrease of 9.4 percentage points from 2016), 14.2% were identified as Asian/Asian American (a decrease of 1.0 percentage points), 13.0% were identified as international (an increase of 7.0 percentage points), 4.5% were identified as Hispanic/Latinx (an increase of 1.2 percentage points), 4.4% were identified as African American/Black (an increase of 1.0 percentage point), 1.7% were identified as two or more races (an increase of 0.4 percentage points) and 0.3% were identified as Native American (an increase of 0.1 percentage points).

Every group, except for White faculty and Asian/Asian American faculty, were hired at a higher percentage during the DEI plan than their percentage of the NT faculty prior to the start of the DEI plan.

Table 4. Demographic Composition of Non-Tenure-Track (NT) Faculty from 2016 to 2021 including New Hires between 2016-2021 by Select Demographic Groups

Demographic Group	% of NT Faculty in 2016	% of NT Faculty in 2021	% of New NT Faculty Hires Between 2016 and 2021	Difference in % of New NT Faculty Hires from % of NT Faculty in 2016	% Increase/ Decrease in New NT Faculty Hires compared to NT Faculty in 2016
Female	49.6%	51.4%	50.2%	+ 0.6%	+ 1.2%
URM	7.4%	8.4%	10.2%	+ 2.8%	+ 37.8%
African American/Black	3.3%	3.6%	4.4%	+ 1.0%	+ 30.3%
Asian/Asian American	15.2%	15.3%	14.2%	- 1.0%	- 6.6%
Hispanic/Latinx	3.3%	3.7%	4.5%	+ 1.2%	+ 36.4%
Native American	0.2%	0.3%	0.3%	+ 0.1%	+ 50.0%
Two or More Races	1.3%	2.0%	1.7%	+ 0.4%	+ 30.8%
White	68.9%	67.9%	59.5%	- 9.4%	- 13.6%
International	6.0%	5.8%	13.0%	+ 7.0%	+ 216.7%



Staff

The number of staff employed on the U-M Ann Arbor campus grew from 32,441 in 2016 to 35,319 in 2021, an increase of 8.9% (see Table 5). Between 2016 to 2021, U-M hired 22,574 new staff with 71.6% identified as female. This represents an increase of .8 percentage points from the 70.8% of the total staff in 2016. URM staff represent 20.0% of the new staff hires from 2016-2021. This represents an increase of 4.8 percentage points from their percentage (15.2%) among the total staff in 2016. Of the new staff hires, 70.2% were identified as White (a decrease of 6.2 percentage points from 2016), 12.5% were identified as African American/Black (an increase of 2.1 percentage points), 6.0% were identified as Asian/Asian American (an increase of 0.8 percentage points), 4.8% were identified as Hispanic/Latinx (an increase of 1.8 percentage points), 3.3% were identified as two or more races (an increase of 1.5 percentage points), 2.3% were identified as international (an increase of 1.3 percentage points) and 0.2% were identified as Native American (an increase of 0.0 percentage points).

Every group, except for White staff and Native American staff, were hired at a higher percentage during the DEI plan than their percentage of the staff prior to the start of the DEI plan.

Table 5. Demographic Composition of Staff from 2016 to 2021 including New Hires between 2016-2021 by Select Demographic Groups

Demographic Group	% of Staff in 2016	% of Staff in 2021	% of Staff Hires Between 2016 and 2021	Difference in % of Staff Hires from % of Staff in 2016	% Increase/ Decrease in New Staff Hires compared to Staff in 2016
Female	70.8%	71.1%	71.6%	+ 0.8%	+ 1.1%
URM	15.2%	16.2%	20.0%	+ 4.8%	+ 31.6%
African American/Black	10.4%	10.7%	12.5%	+ 2.1%	+ 20.2%
Asian/Asian American	5.2%	5.9%	6.0%	+ 0.8%	+ 15.4%
Hispanic/Latinx	3.0%	3.6%	4.8%	+ 1.8%	+ 60.0%
Native American	0.2%	0.2%	0.2%	+ 0.0%	+ 0.0
Two or More Races	1.8%	2.2%	3.3%	+ 1.5%	+ 83.3%
White	76.4%	74.8%	70.2%	- 6.2%	- 8.1%
International	1.0%	1.1%	2.3%	+ 1.3%	+ 230.0%

Limitations and Considerations in Evaluating Diversity in the U-M Community

It must be noted that demographic diversity is not the only form of diversity that is critical to U-M's DEI strategic plan. Unfortunately, currently, there are few metrics available to directly measure changes in



these other forms of diversity, e.g., based on available institutional data. And in fact, it is important to acknowledge that the included, available measures—of race/ethnicity, gender and socio-economic status—are also problematic, with a number of limitations. One critical goal for future DEI efforts at U-M will be to track a wider range of indicators of the full range of diversity in the U-M community and explore other more precise and comprehensive ways in which to operationalize gender, race and socioeconomic status.

2. Campus Climate Survey Results

Creating and sustaining a welcoming and inclusive campus climate reflects the “Process” distal objective of the DEI 1.0 strategic plan and is essential to achieving the goal of institutional transformation for broadening access. The sense of belonging that is part of a positive climate enables individuals to thrive and supports positive interaction in the community and beyond.

The Office of Diversity, Equity and Inclusion (ODEI), in collaboration with faculty experts on climate processes, survey methods experts at the U-M Institute for Social Research, and a third party survey vendor (SoundRocket) conducted an initial campus climate survey in 2016 to inform and guide DEI efforts as the DEI 1.0 Strategic Plan implementation began. In 2021, at the end of the DEI 1.0 implementation period, ODEI launched a follow up campus climate survey to gauge the current climate regarding diversity, equity and inclusion among a new population of students, faculty and staff.

The climate survey process was designed to assess perspectives, opinions and experiences related to diversity, equity and inclusion at the university from the U-M community of students, staff and faculty on the Ann Arbor campus. As a complement to the Diversity, Equity & Inclusion (DEI) strategic plan that began in 2016, the evaluation and assessment team committed to using scientifically valid metrics for examining the campus climate over time.

It is important to note that the surveys were given during the two different time periods to provide a comparison of campus members’ climate perceptions at the beginning and end of the DEI 1.0 Strategic Plan period. As such, responses to the surveys at the different time points did not come from the same individuals. The surveys serve more as a gauge of the “DEI temperature” of the U-M community at the earlier and later time points.

Review of climate survey data from 2016 to 2021 offers a complex picture of the campus climate experiences of the U-M community. For example:

- In 2021, significant proportions of students, faculty and staff report significant progress in the campus climate as a result of DEI 1.0, with 94% of students, 89% of faculty and 92% of staff saying that the University is *at least the same or much or somewhat better* as a function of our DEI 1.0 process.
- When looking at how well U-M is doing on DEI issues compared with other institutions, a similar pattern emerged, with a large majority of the community – 94% of students, 93% of faculty and 95% of staff, saying that U-M is *at least equal or best or better than most*.
- While reports of U-M’s DEI progress were overall positive, the survey findings also show that survey respondents in 2021 rated the climate more critically than did respondents in the 2016 sample. For example, when students, faculty and staff were asked in 2016 if they were satisfied or very satisfied with the overall climate at U-M, nearly 70% reported they were satisfied or very satisfied with the overall climate at the university. The 2021 survey showed a



decrease in the percentage of all respondents reporting satisfaction with the overall climate at U-M (with differences ranging between 10-15 percentage points).

- Some climate ratings – such as satisfaction with campus climate – were reported on more negatively by campus members responding in 2021 than those responding in 2016.
- Consistent with findings in the 2016 sample, less-privileged groups (those from underrepresented and minoritized communities) reported less-positive experiences at U-M than did more-privileged groups. For example, students who are members of the LGBTQ+ community and those students who reported a disability were more likely to report feeling discriminated against in the past year when compared to their counterparts. Additionally, Black/African American, Asian/Asian American and Hispanic/Latinx students were more likely to report feeling discriminated against when compared to White students. Similar findings were reported for faculty and staff for other variables related to their experiences at U-M.
- At the same time, 2021 respondents overwhelmingly (over 90%) endorsed the view that U-M has made progress over the DEI 1.0 period and that U-M is comparable or better than other institutions nationwide.
- In 2021, unlike in 2016, respondents identifying as Asian American and respondents indicating a disability were more likely to report encountering discrimination experiences relative to White and non-disabled individuals, respectively. This pattern change is likely due—at least in part—to the current events and social context of the time (e.g., the increase in xenophobic and anti-Asian hate language and acts, including violence, that was occurring nationally following the onset of the COVID-19 pandemic). In addition, there was increased attention and activism around dismantling ableism and engaging disability culture during the DEI 1.0 plan period (on campus and nationally), which could have raised awareness and consciousness regarding the ways that ableism and disability discrimination may be embedded in individuals’ daily environments.
- Significant proportions of U-M students, faculty and staff self-report significant mental health challenges, with 42% of students, 20% faculty and 20% staff rating their mental health as “fair” or “poor” in 2021. These data highlight an important area of focus that centers the overall wellbeing of the campus community. In response to this issue, several campus units, such as University Human Resources, Student Life and Michigan Medicine, have launched newly developed programs and resources to aid the campus community. Mental and physical well-being data were collected in 2021 that was not part of the 2016 survey. This unique aspect of the 2021 survey grew out of the COVID-19 pandemic and related, concurrent societal challenges.

For more detailed information and extended analysis of the campus climate survey data, please see the [DEI 1.0 Campus Climate Experiences Appendix Report](#).

Conclusions and Recommendations

Taken together, the findings suggest that the DEI 1.0 plan efforts raised awareness around DEI issues in ways that raised the community standard for what constitutes a satisfactory, positive climate. The DEI strategic plan was designed to encourage and support all individuals, including those from historically marginalized groups in raising their voices and sharing their experiences, which could have contributed to disabled community members raising more concerns around bias and discrimination through their survey reporting. Thus, some community members’ may have elevated expectations to live, learn and work in a place free of bias, harassment and discrimination, while also reflecting an evolving environment where members of less-privileged groups feel more empowered to name and report instances of bias, harassment and discrimination, a reality made possible by DEI 1.0 efforts.



The findings also continue to highlight within-community variation in climate experiences across social identity groups that point to the need for continued and more intensive efforts to create and support environments where all have equitable opportunities to feel a sense of community and thrive.

Considerations. When examining the survey results, it is important to consider the ways the broader societal context may also have contributed to community responses and why some climate experiences may have been reported less positively in 2021. Factors could include unprecedented elements of COVID-19, the racial reckoning in the United States that was sparked in 2020, and local and national political divisiveness and unrest.

From a methods perspective, comparisons between the 2021 and 2016 survey results provide only one important indicator of the university’s progress. Coupled with other forms of observable data and community feedback, the survey results will inform the university’s efforts to create an environment where everyone feels welcome, supported and valued, and where all have equitable opportunities to thrive.

Even with these considerations, these important data provide insight into the diversity of experiences of our campus community and identify key climate issues that warrant further, or a deeper level of, assessment as U-M continues DEI efforts to develop specific initiatives and programs that foster an inclusive living, learning and work environment in the next stages of DEI strategic planning.

3. Assessment of Curricular Engagement with DEI

This report focuses on *DEI curricular engagement* as a distal measure of change with regard to the “Products” objective of U-M’s DEI strategic plan. This objective reflects efforts to ensure that diversity, equity and inclusion are foundational aspects of U-M’s educational programs, teaching methodologies, service and research and scholarship.

Drawing on institutional data and unit-level annual and evaluation reports for their respective DEI plans, the evaluation and assessment team considered multiple indicators of campus-wide DEI curricular engagement, organized in three focus areas:

- *DEI in Courses* (undergraduate course description content)
- *Unit-reported DEI Curricular Engagement* (curricular changes, policies and practices, example spotlight on Race & Ethnicity course requirements)
- *Campus-wide Inclusive Teaching and Professional Development programs* (centrally supported programming for faculty and graduate instructors)

Primary goals were to examine (a) the extent that DEI goals of promoting innovative and inclusive education and teaching are reflected through the infusion of DEI-related concepts across academic units’ course description content; and (b) whether campus academic units’ curricular engagement with DEI was enhanced during the university’s five-year DEI 1.0 strategic plan period.



DEI in Undergraduate Courses

The Office of Diversity, Equity and Inclusion (ODEI) examined undergraduate course descriptions for the eight schools and colleges that admit undergraduates directly.⁵ The analysis included course descriptions from 3163 unique courses offered during the time period of the DEI 1.0 strategic plan, 2016-2021. A majority of these courses, 1949, were offered in the College of Literature, Science, and the Arts (LSA). Using a process based on the Diversity Mapping Model developed by Halualani and colleagues (2010)⁶, the evaluation team developed a DEI Dictionary and searched course descriptions for terms that had been identified as referring to DEI.

The example table below summarizes the DEI content areas identified in undergraduate course descriptions across all course descriptions.

Example Table: Count (Percent) of Undergrad Courses with DEI-related Content in Course Descriptions (Out of 3163 Unique Courses)⁷		
	Percent of unique courses	Count of unique courses
IDENTITY CHARACTERISTICS	46.89%	1483
CITIZENSHIP, IMMIGRATION STATUS, NATIONAL ORIGIN	31.77%	1005
RACE AND ETHNICITY	24.22%	766
CULTURE	25.10%	794
GENDER, GENDER IDENTITY, SEX & SEXUAL ORIENTATION	9.04%	286
RELIGION AND SPIRITUALITY	8.22%	260
POLITICAL PERSPECTIVE	7.94%	251
AGE	3.35%	106
GENERAL IDENTITY	2.94%	93
SOCIAL CLASS AND SOCIOECONOMIC DIVERSITY	2.28%	72
ABILITY OR DISABILITY STATUS	1.11%	35

⁵ College of Engineering, College of Literature, Science and the Arts, Ross School of Business, School of Kinesiology, School of Music, Theatre, and Dance, Stamps School of Art and Design, Taubman School of Architecture and Urban Planning.

⁶ Halualani, R. T., Haiker, H., & Lancaster, C. (2010). Mapping diversity efforts as inquiry. *Journal of Higher Education Policy and Management*, 32,2, 127-136, DOI: <https://doi.org/10.1080/13600800903575439>

⁷ There were no courses flagged with items from the Veteran category.



Below a few key findings are highlighted:

- Nearly half of the undergraduate course descriptions included in this analysis were tagged as having DEI content (46.89% of unique courses). Topics relevant to citizenship, immigration status, national origin, race and ethnicity and culture were most frequently mentioned in the course descriptions – each subcategory appeared in more than half of the unique courses flagged as engaging DEI-related content.
- Nearly one fifth of the DEI-related course descriptions mentioned topics related to gender, gender identity, sex and sexual orientation, religion and spirituality or political perspective. Topics related to age, social class and ability/disability status were mentioned less frequently in the course descriptions, with less than 8% of all course descriptions with DEI-related content engaging any of these individual subcategories.
- Additionally, many of the course descriptions that engaged DEI concepts often focused on more than one content area (e.g., race, gender and culture), given that the total number of subcategory flags (3668) is more than double the total number of unique courses flagged (1483).
- The vast majority of undergraduate course descriptions with DEI-related content were those for courses housed within the College of Literature, Science and the Arts (LSA). Over 60% of the unique LSA undergraduate course descriptions in this analysis included DEI-related content. Among the seven other schools or colleges included in this analysis, the percent of undergraduate course descriptions with DEI-related content ranged from 4% to 20%.

When examining changes in course description DEI content across academic years (AY) of the DEI 1.0 plan period (see also example table below), analyses indicated:

- Over the five years of the DEI 1.0 strategic plan period, small increases were observed in the number of course descriptions with DEI-related content, and specifically in LSA, the School of Kinesiology and the Stamps School of Art and Design.
- Overall, the number and percentage of undergraduate course descriptions with DEI-related content remained fairly stable across the five-year period of DEI 1.0 strategic plan implementation.



Example Table: Count (Percent) of Undergrad Courses with DEI-related Content in Course Descriptions Over Time										
School/College	16-17 AY		17-18 AY		18-19 AY		19-20 AY		20-21 AY	
College of Engineering	18	4.70%	17	4.31%	19	4.80%	17	4.24%	18	4.40%
Literature, Science, and the Arts	1058	61.55%	1073	61.53%	1073	61.28%	1077	60.61%	1115	61.33%
Ross School of Business	25	20.00%	24	18.75%	22	16.06%	25	17.12%	24	17.52%
School of Kinesiology	10	10.00%	11	10.89%	10	9.35%	12	11.32%	15	13.39%
School of Music, Theatre & Dance	63	19.69%	59	17.35%	60	17.70%	62	18.13%	57	16.76%
School of Nursing	38	14.73%	33	14.22%	33	13.87%	35	16.28%	39	16.88%
Stamps School of Art and Design	7	7.61%	5	4.76%	6	5.83%	10	9.52%	10	9.52%
Taubman College of Architecture and Urban Planning	4	11.43%	4	12.12%	3	9.09%	4	11.76%	4	11.11%
Grand Total	1223		1226		1226		1242		1282	



For detailed analyses and additional data tables, see the [DEI 1.0 Curricular Engagement Appendix Report](#).

Unit-Reported Curricular Engagement

Beyond course descriptions, units’ own DEI plan annual and evaluation reports indicate changes in engagement related to DEI in course curriculum and teaching and learning related efforts. For instance, as part of unit self-evaluations of their DEI strategic plans, units described their DEI efforts to promote innovative and inclusive education, scholarship, research and teaching. Across the DEI 1.0 strategic plan period, each of the academic units⁸ described efforts to integrate DEI concepts into course content and curriculum, and in various ways.

Some of these unit-reported efforts reflected the initial goals they outlined at the outset of the DEI plan period (2016), while in other cases, units reported new efforts responsive to critical emergent societal events, such as the renewed racial justice movement sparked by the 2020 murder of Mr. George Floyd and other publicized incidents of police violence against Black and Indigenous communities and communities of color, increased xenophobic and anti-Asian hate acts, and increased acts of anti-semitism. The COVID-19 pandemic impacts (locally, nationally, and globally)--including social inequalities illuminated and exacerbated by the pandemic--also related to units’ subsequent efforts related to curriculum, teaching and learning. Examples include taking steps to provide additional academic and social support to students and other unit members disproportionately impacted by societal events; new community conversations and curricular engagement in their unit communities around topics related to racial justice and social inequality, among other examples.

[Note: Given the gravity of the noted societal events and conditions, for the 2020 reporting year, the DEI strategic plan evaluation team added questions to units’ DEI annual report protocols asking about ways that units were impacted by and responded to these events. This allowed units to share ways that they may have had to adjust, pivot, and/or revise their DEI efforts to be responsive to these events and the subsequent needs and concerns of their unit communities.]

Curriculum Changes. As reported in units’ DEI 1.0 strategic plan self-evaluations completed in 2021-2022 (the academic year following the five-year plan period), ninety percent (90%) of academic units engaged in some form of curriculum change or made progress regarding the infusion of DEI into their unit courses. Moreover, 100% of the units that teach courses directly highlighted work related to these efforts. How units specifically engaged with changes in curriculum and/or inclusive teaching varied.

Some units highlighted initiatives and related work focusing on anti-racism and decolonizing the curriculum (with decolonizing defined in multiple ways related to addressing concerns of anti-Blackness, Indigenous invisibility, among other approaches). Moreover, in order to further realize their unit efforts, community teams were created to identify proposed new recommendations for curriculum, continued education or professional development with a focus on DEI and anti-racism.

⁸ Academic units include the following 21 schools and colleges: 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 and Taubman College of Architecture and Urban Planning.



Units also noted the importance of engaging multiple constituencies, including faculty, staff and students, to participate and inform the working groups and discussions.

In addition to engaging their existing curricula, units also reported discussing, for example, developing new required courses to examine historical contexts and societal impacts related to DEI issues. Similarly, a few units engaged reviews of their curricula, including course syllabi, among other metrics. Additionally, units reported efforts in updating course materials, such as the inclusion of DEI statements in unit course syllabi. Collaborating with other units across campus, both academic and non-academic, was also discussed in some unit reports as a need and a way to encourage inclusive teaching, training and development for relevant constituencies in their units.

Unit-Level Policies, Practices, and Reflections. The DEI 1.0 strategic plan 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 (fall 2021- summer 2022). As part of Phase 1, units were asked to review their checklist of institutionalized DEI policies, practices and standard operating procedures. Several policy and practice categories were related to courses, including Critical Lens or Decolonizing Framework, Curricular Change and Inclusive Teaching/Pedagogy. Academic units reported high engagement with these practices. Specifically:

- 90% of academic units engaged inclusive teaching and pedagogy practices
- 76% of academic units institutionalized policies/practices related to curricular change
- 43% of academic units engaged a critical lens or decolonizing framework in their education, teaching, research and scholarship

Another phase of the unit self-evaluation process also highlighted efforts to infuse DEI into courses. In Phase 3, the final phase of the DEI 1.0 evaluation process, units were asked to reflect on what they reported in Phases 1 and 2 and to think holistically about their DEI 1.0 plan efforts and progress toward each distal objective (i.e, People, Process, Products). For each distal objective, units were asked to identify any 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 steps in U-M’s DEI efforts (the next strategic plan period, or DEI 2.0) for each distal objective. Both academic and non-academic units discussed aspects of curricular change, critical lens or decolonizing framework and inclusive teaching and pedagogy in their Phase 3 reflections. For instance:

- 67% of academic units called for concrete curricular change in order to promote inclusive and equitable pedagogy
- 86% of academic units discussed inclusive teaching and pedagogy within their reflections

The introduction of inclusive pedagogy training and changes to curricula have often aimed to incorporate anti-racism into teaching practices and acknowledge racist structures both in American society and potentially within the University of Michigan itself. Establishing inclusive teaching practices and training faculty in them has been a critical objective during the DEI 1.0 strategic plan period. Critical lens or decolonizing frameworks were discussed as part of initiatives taken up by units when reviewing curriculum, as well as having involvement and feedback from relevant constituencies (i.e., faculty, students, staff).



[To learn more about the Phase 1 and Phase 3 findings relevant to the infusion of DEI in courses and other policies, practices and reflections, please see also the [Unit-level Evaluation and Reflections Report Appendix of the DEI 1.0 Evaluation Report.](#)]

Inclusive Teaching and Professional Development Programs

The establishment of the Inclusive Teaching Professional Development Programs (now referred to as Equity-focused Teaching) is a centrally supported action within U-M’s DEI 1.0 strategic plan. The programs are offered through the Center for Research on Learning and Teaching (CRLT). CRLT will both (1) continue to offer campus-wide programs about inclusive and equity-focused teaching for instructors in multiple disciplines and (2) work with schools and colleges to create faculty professional development programs that reflect their particular pedagogical needs and make learning more inclusive and equitable across a diverse student body. In addition, CRLT will continue to offer equity-focused teaching workshops for new and experienced graduate student instructors. During the five years of the DEI 1.0 strategic plan period, CRLT worked in various ways to meet the goals set forth in this action item. Among key accomplishments, the unit:

- Offered 135+ DEI-focused seminars in its fall and winter seminar series, and through its Inclusive Teaching @ Michigan Series
- Delivered 240+ customized workshops to departments across campus
- Arranged for the CRLT Players to present—or provide follow-up for—185+ performances on topics that included promoting a climate resistant to sexual harassment
- Facilitated programs for 210+ instructors teaching LSA Race & Ethnicity courses
- Presented modules on inclusive teaching to 6,200+ GSIs and undergraduate instructional aides
- Provided 40 programs on anti-racist pedagogy for 12 schools/colleges during Year Five
- Developed and arranged for the CRLT Players to perform new sketches on departmental climate issues faced by minoritized students and a new sketch on the history of racial inequality at U-M
- Created a video with the CRLT Players, titled “Act for Equity,” which was shown at instructor orientations and workshops

For more detailed information on the data and analyses conducted to examine curricular engagement, see the [DEI 1.0 Curricular Engagement Appendix Report.](#)

Conclusions and Recommendations

These multiple data sources suggest significant effort and progress to infuse and engage DEI in curricular and pedagogical areas at U-M over the DEI 1.0 strategic plan period. Nearly half of undergraduate course descriptions included in the data analysis engaged with DEI content of some kind. Analyses also suggest relative stability of course descriptions with DEI content over the five years of the DEI 1.0 plan period. However, several units showed small increases in course descriptions with DEI content; showing stability in available courses with DEI-related course descriptions in the context of the last 2.5 years of the DEI plan period (with the noted pandemic impacts and concurrent racial and social inequality challenges) can be viewed as noteworthy and a signal of U-M units’ sustained DEI commitment.

That said, the course description findings are not necessarily reflective of the full scope of work being done within different units and courses offered. Additional course information data (syllabi,



undergraduate and graduate courses) and analysis are needed to more fully understand U-M's DEI curricular engagement and progress over time. Course descriptions were appropriate to use as one important source of course information that was systemically available across all units (for undergraduate courses). Still, it is strongly recommended that future DEI strategic planning efforts engage units more collaboratively in the beginning of the planning process to address vast unit variation in archiving and storage of course and curricular information and records, and at both the undergraduate and graduate levels. The support of and collaboration with the schools and colleges, including respective unit leadership and departments, will be critical to advancing these important efforts effectively.

Unit-level evaluation reports provide additional indicators of U-M units' active and enhanced engagement around curriculum and pedagogy during the DEI plan period. All academic units were able to describe and reflect on their efforts to infuse DEI into curriculum and learning contexts. This included efforts that were responsive to the COVID-19 pandemic and subsequent justice/equity movements occurring in the latter years of the DEI plan period. In a number of instances, these societal events prompted units to engage in new actions within their DEI plans – including conversations, programs, and other action planning with their unit community, e.g., around addressing anti-Blackness, anti-Asian hate, decolonizing curricula, addressing health disparities, among other areas. As such, some important and impactful areas of DEI curricular engagement and accomplishment are likely still yet to come, beyond the DEI 1.0 strategic plan period.

In addition, the centrally supported work of the Inclusive Teaching Professional Development Programs has yielded high campus-wide participation of faculty and graduate instructors. The uptake of this programming suggests that this set of professional education products has supported capacity building in the U-M campus community for creating inclusive classrooms and teaching and learning environments. As a number of these programming efforts provided introductory foundations, it is recommended that U-M's future DEI efforts build on these educational and training offerings by supporting continued education and skill building for U-M community members. It will also be critical to begin to develop ways to evaluate the impacts of this type of education/training and capacity building on student outcomes as well as classroom-level, unit-level and campus-level climates.

Finally, it will be essential that units continue their DEI curricular engagement efforts beyond the current 1.0 DEI plan period in order to yield the positive impacts of their planning and community engagement work and to create culture change. Just as critical is providing campus units with continued and ongoing support for DEI education and professional development around teaching, learning and pedagogy to support high quality preparation in DEI curricular planning and implementation.

4. Analysis of Budget Documents

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 (a) if the DEI goals established by each unit were reflected in their resource requests, (b) whether units prioritized additional resources to support their DEI activities, and (c) the extent that units incorporated DEI in budget narratives for the purpose of discussions internally (or with university administration).

Method

As part of the central evaluation of DEI 1.0, the Office of Diversity, Equity and Inclusion (ODEI) analyzed annual budget narratives submitted to the Office of the Provost to understand the extent to which DEI has been infused into U-M budgetary considerations and priorities. The analysis included 311 budget narratives covering six fiscal years, FY17 - FY22. Using a process based on the Diversity Mapping Model developed by Halualani and colleagues (2010)⁹, the evaluation team developed a DEI Dictionary and searched budget narratives for terms that had been identified as referring to DEI.

Results

This analysis demonstrates a sustained infusion of DEI language in units' budget submissions, suggesting a strong financial commitment to DEI goals and an alignment between units' budgets and the university's DEI 1.0 strategic plan.

(See the example table below summarizing across all budget narrative sections. The extended [DEI 1.0 Budgets Appendix Report](#) details more information about the methodology and analysis approach, as well as provides analysis breakdowns for each budget section.)

Example Table: 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)

Words related to the four strategic domains of DEI 1.0 saw the largest increase during DEI 1.0. Words and phrases related to fostering an inclusive and equitable climate (Process) and recruiting, retaining, and developing a diverse campus community (People) saw the largest increases, followed by words related to promoting innovative and inclusive education, scholarship and research and service provision (Products).

⁹ Halualani, R. T., Haiker, H., & Lancaster, C. (2010). Mapping diversity efforts as inquiry. *Journal of Higher Education Policy and Management*, 32,2, 127-136, DOI: <https://doi.org/10.1080/13600800903575439>



The most common identity-related words in units’ budget request documents were: race and ethnicity, citizenship, immigration status, national origin, gender, gender identity, sex and sexual orientation. The least common identity-related words were: religion and spirituality, political perspective and veteran. The prevalence of words naming specific identity groups were highest in the mid-years of the DEI 1.0 plan period, which overlapped with the most intensive years of units’ plan launch and implementation.

Among mechanisms that support the implementation of DEI 1.0, words that referred to infrastructure (e.g., DEI Committee, strategic plan, workgroups) were more common than words that referred to programming or activities (e.g., DEI events, programming and workshop).

The full analysis of budget document engagement with DEI concepts is available in the [DEI 1.0 Budgets Appendix Report](#).

Conclusions and Recommendations

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.

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. The Office of Diversity, Equity and Inclusion (and Chief Diversity Officer) is also involved in unit budget discussions. Consistent with the DEI Institutional Change Model guiding U-M’s strategic plan, 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 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 in units across the institution—that can serve to create, reinforce and sustain new cultural norms.

5. Unit-Level Evaluation and Reflections

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.

The DEI 1.0 evaluation process allowed U-M units to analyze and assess from their own perspectives the most important impactful, successful and challenging outcomes of their efforts and actions. In preparing their reports, units were asked to identify lessons learned, including best practices that emerged, and possible future pitfalls, and to describe DEI 2.0 priorities, as identified through their



review. The combination campus-wide and unit-level evaluations was intended to enable the university to:

- Observe the extent to which the institutionalization of DEI goals has progressed
- Identify actions that could be expanded or phased out
- Determine areas for improvement
- Identify priorities for next steps of DEI work (i.e., the next DEI 2.0 strategic plan)

The evaluation and assessment team’s review across unit plans presents information about successes and challenges in two ways, looking at outcomes related to the strategic objectives of changes in People, Process and Products, and by type of unit—academic, administrative and service.

People

Over the DEI plan period, unit efforts increased, and by Year 5 a greater proportion of unit efforts demonstrated sustained action and established practices to support DEI. Across units and central administration, the most frequent actions in support of the People objective included:

- Implementation of fair/unbiased hiring practices, occurring in 84% of units and focused on faculty and staff
- Unconscious bias training, including incorporating it into professional development, in 68% of units
- Prioritization of recruitment and retention, in legally permissible ways, of Black, Indigenous and People of Color (BIPOC) individuals in 58% of units
- Establishment of key programs to support broad diversity in recruitment and retention. These include:
 - [Wolverine Pathways](#), which supports student success in high school and readiness for college at U-M or elsewhere.
 - (For an extended evaluation analysis of this program, see the [Spotlight Report: Wolverine Pathways](#) within the DEI 1.0 report supplemental appendices).
 - [Go Blue Guarantee](#), which provides financial support for in-state undergraduates based on family income.
 - [SuccessConnects](#), which provides enrolled students with mentoring and other supports for academic success and peer connections.
 - (For an extended evaluation analysis of this program, see the [Spotlight Report: SuccessConnects](#) within the DEI 1.0 report supplemental appendices).
 - [LSA Collegiate Fellows Program](#), which focuses on recruiting, supporting and retaining faculty who are committed to building a diverse intellectual community.

Process

In the process domain, units focused on work to create an equitable and inclusive environment. Actions in this area centered on creating a sense of belonging that enables all individuals to thrive. A key element to doing this was incorporating DEI actions into the overall work of the unit, making it part of ongoing work rather than a separate or stand-alone activity. Examples include:

- The annual budget narratives and requests that units submit to the Office of the Provost provide important information about how DEI work is infused into and supported by unit activities. Among the process changes units have made are:



- Implementing unbiased hiring practices
- Expansion of financial support for students
- Recruitment of staff with skills and experience in serving broadly diverse populations
- Incorporating DEI-related information in new staff orientation
- Inclusion of diversity statements in faculty recruitment
- In the period 2016 to 2021, units saw the following as important to their successful DEI initiatives:
 - Consistent and transparent communication and opportunities to provide feedback was noted by 82% of units
 - 70% provided DEI skill training
 - 60% worked on changes in assessment practices
 - 56% recognized a need for involvement and support of unit leadership
- Recognizing the importance of communication and feedback, units instituted a variety of actions including:
 - Development of DEI specific newsletters
 - Structured community dialogues about DEI topics
 - Climate surveys
 - Creation of new communications positions

Products

Academic units were more engaged with policies and practices relevant to the Products distal objective than were the 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 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 plan period (40-79% of both unit types).
- All academic units enacted inclusive teaching practices for faculty and incorporated DEI into the faculty annual review process (FAR).
- Most academic units (80-100%) reported engagement in pipeline programs to support student outreach and recruitment.
- 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.

Unit Type

The evaluation analysis considered division of units by type – academic, administrative and service – to allow for appropriate comparison of actions by units that have broadly similar roles within the university. In their DEI work, units recognized the importance of collaboration with other U-M units and the value of external partnerships in furthering these efforts. They also recognized the importance of investing resources – money, time and people – in this work. Across all unit types, the reported challenges to DEI work included the COVID-19 pandemic, time constraints, lack of access to data and duplicative or siloed activities.



Academic. Close to half (45.5%) of the mentions of DEI skills training come from academic units, possibly reflecting the work on inclusive teaching done by these units. Academic units also made frequent use of scaffolding/mentorship and advancement opportunities for employees, accounting for 70% and 51.1% of the mentions of these actions. These units also emphasized the importance of curricular change through their actions. Academic units also reported greater challenges with constituent buy-in than did other units, with 67.1% of the mentions of this concern came from this group.

Administrative. These units had the strongest emphasis on actions that contribute to developing a positive climate, accounting for 64.3% of the mentions of this focus. These units included outreach efforts to recruit new employees and exit interviews to gain knowledge about climate concerns. This group more frequently cited remote/hybrid work environments and time constraints as impacting DEI efforts.

Service. These units, which often include areas with publicly facing components, had a strong focus on abilities, accessibility and accommodations in their DEI work. Outreach to a range of constituencies was an important part of their work, accounting for 68.1% of the mentions of work in this area.

Unit Reflections

Below, the report summarizes aggregate analysis of reporting from Phase 3 of the DEI 1.0 unit self-evaluation process, the final phase of the DEI 1.0 unit self-evaluation process. Units were prompted to share their broad and specific reflections on their DEI 1.0 efforts along with their initial planning priorities for their future DEI efforts. 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.

Fifty (50) unit responses were included in the analysis. Trained Office of Diversity, Equity & Inclusion (ODEI) Evaluation and Assessment staff and student employees coded the data. The analyses followed a grounded approach in which themes were identified based on topics present 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 successes and challenges experienced by units during the DEI 1.0 period. A thematic analysis approach was used, and the same set of codes 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.

Initial codes were taken from the Inclusive and Equitable Climate Checklist provided to units by the DEI evaluation and assessment team; Recruitment, Retention & Success Checklist; Innovative and Inclusive Education, Scholarship & Research Checklist; and Service Provision Checklist. 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 evolution of codes to themes occurred 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”).



(For more detail on methodology and data findings, please see the DEI 1.0 [Unit Evaluation and Reflection Appendix Report](#).)

(Each unit's full response to the unit reflection questions can be found on [this page of the DEI 1.0 Evaluation Report website](#).¹⁰)

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%)¹¹). 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 the recruitment, retention and development of BIPOC individuals [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.

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 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) through targeted outreach activities, DEI skills training and implementation of unbiased hiring practices as well.

¹⁰ [URL to Unit Reflections webpage on DEI 1.0 Evaluation Report website: <https://report.dei.umich.edu/unit-reflections/>]

¹¹ 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.



Example Unit Quotes

“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

“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



“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

Conclusions and Recommendations

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 units 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 the DEI 1.0 period focused on recruitment and retention (People distal objective) and promoting an inclusive and equitable climate (Process distal objective). 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.

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.

6. Assessment of Progression Toward Institutionalization

This section summarizes University of Michigan Ann Arbor campus units' progress toward institutionalizing the strategic objectives and actions put forth and implemented in their respective unit-level DEI strategic plans during the campus' DEI 1.0 strategic plan period (2016-2021). The central goal of the DEI 1.0 strategic plan was to create sustained culture change at the University of Michigan, in order to support principles critical to creating and maintaining an accessible, diverse, equitable and inclusive campus community. As such, assessing the extent to which U-M has progressed with regard to institutionalizing its DEI efforts is a critical goal of the DEI 1.0 strategic plan evaluation.

As part of the DEI 1.0 strategic plan process, units created annual plans in which they identified strategic objectives and action items to enact DEI efforts related to the distal objectives of "People," "Process" and "Products." Every year, units reviewed and updated their DEI plans to reflect both progress toward goals and to incorporate newly identified opportunities and challenges. For example, units assessed and reported on the degree of progress related to their plan-related action items, such as participation rates in programs, utilization of services, increased awareness of diversity, equity and inclusion (e.g., learning outcomes from training) and other measures of inclusionary progress. At the end of the DEI 1.0 period, to provide a picture of campus-wide impact and University-level progress toward DEI culture change, the evaluation and assessment team leveraged the wealth of actions and progress data reported by units and analyzed data patterns across U-M units. The team analyzed unit-specified actions and also identified the level of progression toward institutional change for these actions from Year 1 to Year 5 of the DEI plan period.

In assessing units' DEI progress on their identified strategic objectives and actions, the evaluation and assessment team utilized the change order framework established by Halualani et al. (2015)¹² that delineates the degree of evolution and development of a DEI effort/action towards culture change, i.e., institutionalization. According to this framework, there are four stages of development of any given DEI action or effort, reflecting the degree of evolution and development of the action. The levels proceed as follows:

- **Level 1:** initially declaring a commitment to an action, setting tone for positive climate
- **Level 2:** taking specific action steps

¹² Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015). *Diversity mapping data portrait: California State University Monterey Bay (CSUMB)*. Halualani & Associates. <https://edit.csumb.edu/sites/default/files/images/st-block-19-1435260309719-raw-csumbdiversitymappingdataportrait.pdf>



- **Level 3:** sustained practice, including assessment metrics for the practice
- **Level 4:** institutionalizing an action as part of unit standard operations

Method

Data from 50 U-M campus unit annual plans and reports, submitted via Form Assembly, were analyzed. The data were managed in Salesforce and Microsoft Excel. In their unit-level DEI strategic plans and annual reports, all units indicated constituencies and the aforementioned domains related to their Strategic Objectives and Action Items. Additional constituency and domain coding was done by members of the evaluation team as needed for subsequent analyses.

Data analyzed for this report were units’ Strategic Objectives and Action Item statements from plan Year 1 (2016) and Year 5 (2021), representing the beginning and the end of the DEI strategic plan implementation period. Two units joined the DEI strategic planning process after the first plan year. In these cases, data from Year 2 and 3 were used in place of Year 1 data, corresponding with those units’ first year engaging in the strategic plan implementation process.

In determining DEI Progression Levels for units’ strategic objectives and actions, the evaluation and assessment team used purposive sampling of the Strategic Objective/Action Item data for initial coding, codebook generation and establishment of interrater reliability. The team utilized codes for DEI Progression Level based on the change order stages created and defined by Halualani et al. (2015)¹³. Codes represented taxonomic themes as defined by the authors. (For more detail on methodology and coding approach, please refer to the [DEI 1.0 DEI Progression Appendix Report](#).)

Results

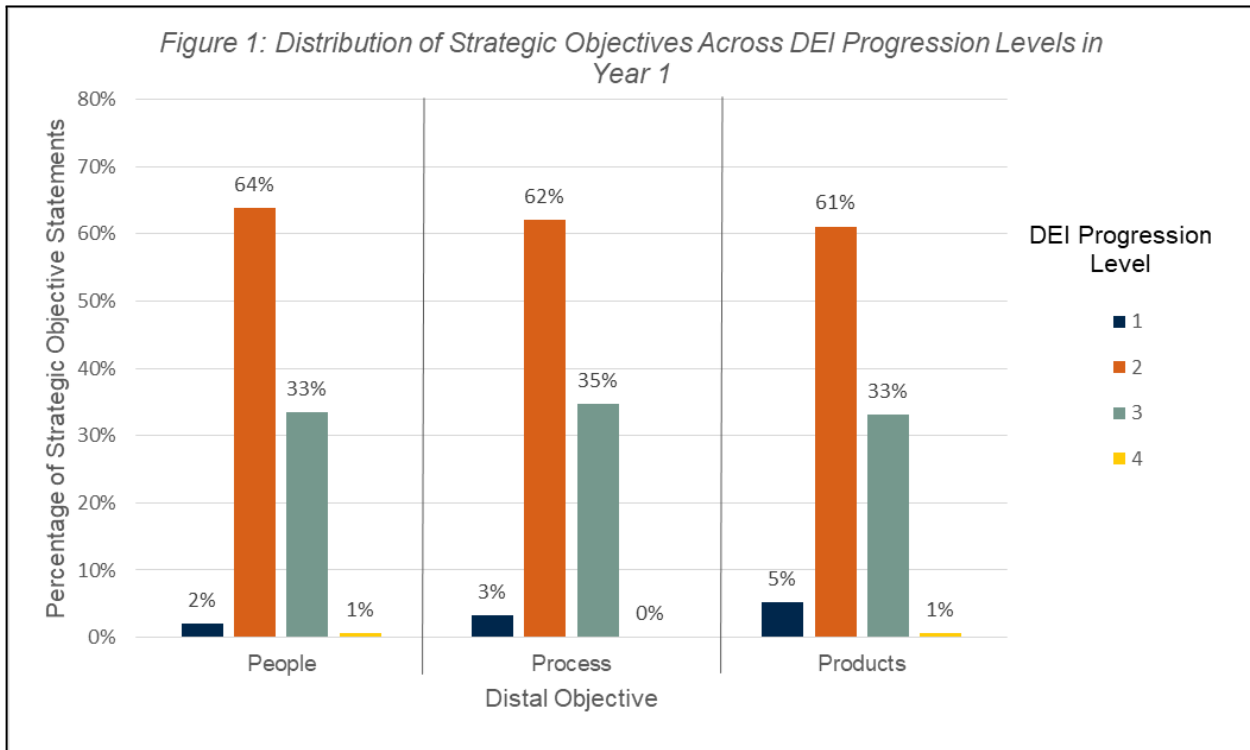
Noteworthy findings include:

- Per Figure 1 below, in the first year of the DEI 1.0 plan period, the majority of units’ DEI efforts were at progression level 2, indicating that more than 60% of units’ Year 1 DEI objectives had already moved beyond a simple declaration of commitment to DEI, and had engaged concrete actions to support DEI goals at U-M. Another one third of the Year 1 DEI efforts reflected progression level 3, established sustained action in pursuit of creating a more diverse, equitable and inclusive campus community. Both of these patterns held across all three distal objectives of People, Process and Products. There were relatively few unit-level objectives that were still in their earliest stages of progression (progression level 1), or a stated commitment to advance DEI goals without yet taking concrete action toward those goals, across distal objective areas.

¹³ Halualani, R. T., Haiker, H. L., Lancaster, C., & Morrison, J. H. T. A. (2015). *Diversity mapping data portrait: California State University Monterey Bay (CSUMB)*. Halualani & Associates.
<https://edit.csumb.edu/sites/default/files/images/st-block-19-1435260309719-raw-csumbdiversitymappingdataportrait.pdf>



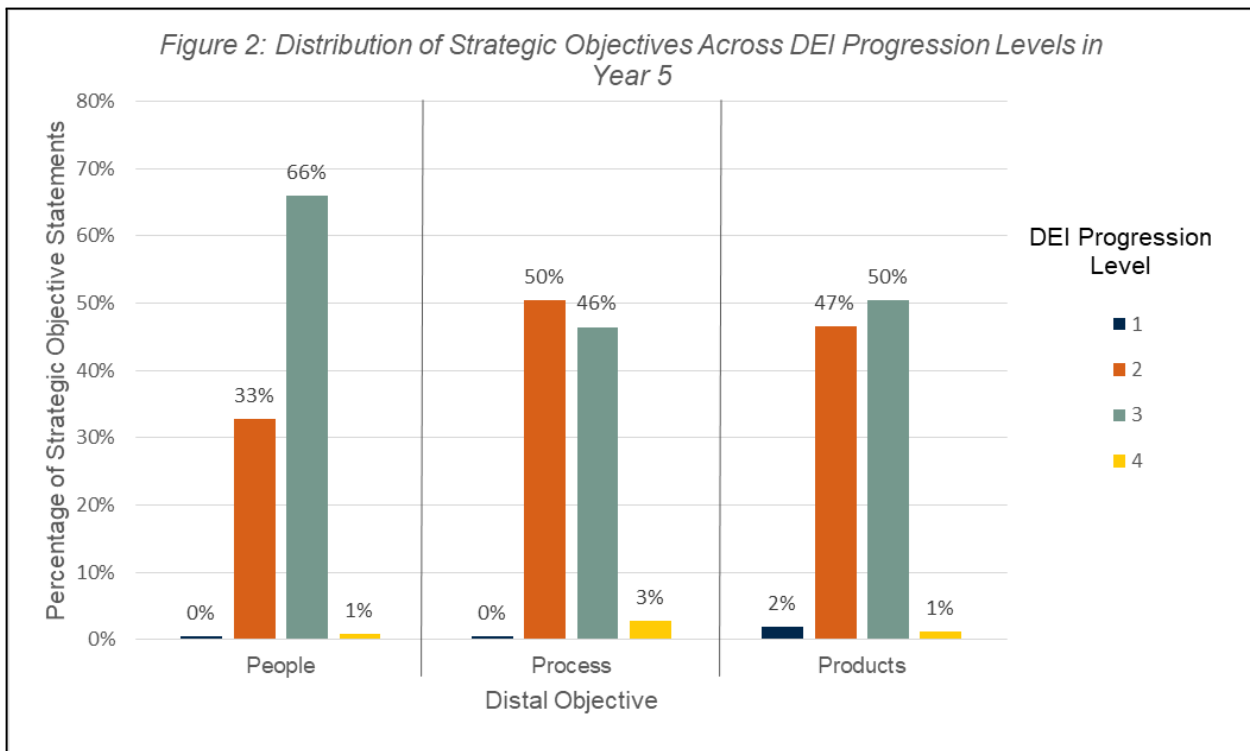
Figure 1: Distribution of Strategic Objectives Across DEI Progression Levels in Year 1



- Per Figure 2 below, across campus units, for strategic objectives and actions related to “People” (recruiting, retaining and developing a diverse campus community), by Year 5 over two thirds of objectives were in progression level 3, sustained action.
- For “Process” objectives (creating an inclusive and equitable climate), 46% were in progression level 3 (sustained action) and 3% had been institutionalized (level 4) by Year 5.
- For “Products” objectives (promoting innovative and inclusive education, scholarship and service), 47% were in initial levels of action, with 50% having advanced to sustained action (level 3).



Figure 2: Distribution of Strategic Objectives Across DEI Progression Levels in Year 5



[The full analysis of DEI Progress is available in the [DEI 1.0 DEI Progression Appendix Report](#).]

Conclusion and Recommendations

The central goal of the DEI 1.0 Strategic Plan was to create sustained institutional and culture change at the University of Michigan, necessary to foster a more diverse, equitable and inclusive campus community. The overall patterns from this analysis reflect significant progress in implementing DEI actions of policy, practice and programming over the DEI 1.0 plan period. Report analyses demonstrate that the evolution of units' DEI efforts and actions reflected positive progress toward institutionalization from Year 1 and Year 5. In Year 1, many unit efforts demonstrated a commitment to DEI through stated commitment and action; and by Year 5, a greater proportion of unit efforts demonstrated sustained action and established practices to support DEI. The movement from commitment to action, to sustained action is a positive and necessary shift in the process of creating transformative cultural change. Further, the findings suggest significant progress toward institutional change over a fairly short period of time. At the same time, the findings also highlight the need to build on this progress to achieve the institutional mission of excellence through advancing diversity, equity and inclusion as infused and institutionalized across all units' core mission areas.



Overall Report Conclusions

The evaluation analyses of multiple forms of institutional and unit-level data provide important insights and indicate significant progress in movement toward culture change and enhancing DEI at U-M. Examples of important areas of progress are:

- Overall increases in demographic diversity across students, faculty and staff with regard to underrepresented and minoritized groups (People)
- Perceived progress in U-M’s DEI climate by U-M community members, generally and compared to other institutions (Process)
- Incorporation of DEI-related objectives into the annual budget process (Process)
- Inclusion of DEI-related principles in staff orientation and training (Products)
- Active curricular engagement related to DEI (Products)

The findings also point to areas of continued challenge and needed areas of increased attention, focus, and intervention. The evaluation also makes it clear that there is more work to do as the university strives to become a community that welcomes, supports and values people of all backgrounds. Challenge areas include:

- Unevenness in demographic diversity progress, in particular continued enrollment gaps for Black/African American undergraduate students and Native American undergraduate and graduate students
- Variation in climate experiences across less privileged and more minoritized social identity groups compared to more privileged groups across staff, students and faculty; reported mental health challenges impacting staff, students and faculty

The thoughtful and dedicated work across 50 units has positioned U-M to continue its successful work on DEI. The university now has several key elements in place to support the next phase of this work. These include:

- The establishment of the Office of Diversity, Equity and Inclusion that provides partnership, support and guidance to the units and for campus-wide activities
- The DEI Leads, a robust community of practice with knowledge of what works locally
- An established DEI strategic planning process framework on which to build in future efforts
- Increased knowledge about what works and what does not
- Accountability through practices such as DEI annual reports and the budget process
- New leadership at all levels of the university, bringing vision, commitment and energy to this work, all with explicitly stated and demonstrated commitments to advancing DEI

Evaluation outcomes also suggest several recommendation areas for U-M’s next steps of DEI strategic planning going forward. The next phase of U-M’s strategic planning work provides several opportunities to build on the strengths of the existing structure and process. For example:

- Plans at the unit and the university level should be more strategic. This suggests that plans should include fewer action items, focusing on those that are bold, impactful and can be measurably tied to success. It will be important to build on the successes of DEI 1.0 and phase out actions that have not been successful.
- Plans should be more collaborative across units. Analysis of DEI 1.0 unit and central data, along with other forms of community feedback, suggests some synergies across units that could take



advantage of strengthened infrastructure and leverage limited resources for wider benefit. Create incentives that encourage unit leaders to work together more closely.

- Invest in more development of infrastructure such as data support resources to support and inform decision-making at all levels. This includes streamlining reporting processes in ways that promote transparency but relieve unit burdens.
- Focus on greater engagement with the full campus community, including off-campus constituents. As part of this engagement, provide more regular and more effective feedback about DEI progress at unit and university levels; ensure plans are living documents, driving and directing actions that move work forward and respond effectively to changing circumstances and needs.

The next phase of U-M DEI strategic planning also provides numerous opportunities to enhance the content of units' DEI plans. Here are a few examples of possibilities:

- Provide greater professional development and training support for managers, directors and chairs on how to effectively manage DEI. They represent an important point of intervention. Consider supporting collaborations across central and unit-level offices to provide these offerings.
- Invest in the promotion of diversity scholarship. Although there is active work in this area by U-M scholars (U-M is a research leader in many DEI topic areas), this area was engaged less systematically and strategically in units' plans and reports. This investment would provide the resources necessary to support research and other scholarly activities at the university that address issues of diversity, equity and inclusion, which are important areas of knowledge and innovation. This investment could be also used to leverage external funding from federal funding agencies (e.g., NIH and NSF) and foundations that are focused on increasing underrepresented faculty and researchers within institutions of higher education.
- Further integrate the Sexual Misconduct Prevention efforts within the structure of the next DEI strategic plan. The current DEI Leads have been helping to support unit leaders in promoting the required on-line training and adding topics related to Sexual Misconduct Prevention into their regular programming. There is an opportunity to collaborate across units and offices to make certain programming related to Sexual Misconduct Prevention standard across units.

The above areas represent only a small number of continued and improved and potential new foci that could be incorporated into the next DEI strategic plan process. Input across campus unit communities as they develop their new plans—supported by central administration—will help shape the ultimate content and direction of the next set of planning and action efforts.





**DIVERSITY,
EQUITY &
INCLUSION**