

## **College of Engineering**

### **Diversity, Equity and Inclusion Strategic Plan**

### **Five-Year Strategic Objectives, Measures and FY21 (Year 5) Actions**

September 1, 2020

To: Office of the Provost – Diversity, Equity & Inclusion

This submits our updated five-year DEI strategic plan for the College of Engineering.

While our DEI plan at the College of Engineering (CoE) remains fundamentally the same, we have introduced two major plan design concepts aimed at a) clarifying our strategic intent and b) focusing our efforts to achieve breakthrough results. The first construct is to organize our strategic objectives into three categories (called “pillars”): People, Capability and Culture. This approach brings clarity of intent with the outcomes we seek via our plan. The second construct is to identify a set of four focus areas that enable us to prioritize our efforts to ensure that we have visible and meaningful results in a short list of core areas. Both of these structural interventions to our plan have significantly increased the understanding of our strategic intent with key stakeholders: students, staff, faculty and external sponsors.

Beyond this we have not made any changes to our core strategic objectives. Instead, we have continued to ramp up our engagement activities, leveraging the University climate surveys, our departmental DEI leads and advisory councils (students, staff, and external stakeholder groups) and continuing our successful DEI lecture series. Under the leadership of our appointed faculty DEI director (Sara Pozzi), we have significantly increased the faculty engagement to our DEI plan. We now have a DEI community of practice, consisting of faculty DEI leads within each department. These leads have established department-level DEI plans that are reported and tracked by Dr. Pozzi and the community of practice. In this way, we are enabling sharing of best practices across the College at the department level.

We continued to offer DEI training/learning experiences to faculty and staff including offering several cultural intelligence workshops, bystander intervention training and special targeted learning experiences with student groups. In particular we have launched a staff committee focused on staff professional and personal development while encouraging staff members to engage in the College’s cultural thrust of “Creativity, Innovation and Daring”.

We continued our proactive DEI communication plan; key initiatives included actively updating the college diversity website, regular posts via our DEI blog and leveraging social media and email to communicate priorities and success, share learnings and challenges and publicize upcoming events.

The disruption of the school year by the pandemic provided unique challenges in continuing our plans. Our College Implementation Committee continued to meet regularly, overseeing a number of key initiatives and events. The social upheaval caused by racial tragedies around the county prompted a powerful town hall session led by our student DEI advisory council in conjunction with the Implementation Committee. We have also supported faculty, staff and students in the June 10 #shutdownstem activities. The College had a leadership retreat that day, which was largely devoted to the topic of anti-racism. At

the leadership request of our Dean, we are exploring programs to build an expectation of formal DEI training experiences for faculty, staff and students that emphasize race and ethnicity.

The key focus areas we want to emphasize for Year 5 are:

- **New Modes of Education/Teaching** – as we reopen our campus for a health-informed fall semester, we will teach classes that will be entirely remotely, or in a hybrid (in person/remote) format. We will focus on inclusive teaching principles as they apply to this new campus experience.
- **Metrics** – we will develop the framework to track the metrics listed in our DEI metric scorecard (developed in Year 4). The format will be such that we will have updates on key DEI metrics at the end of every academic year. These metrics will be shared with college leadership and other stakeholders. The metrics will be used to evaluate programs/initiatives
- **Addressing Bias** – we will focus on engagement and action to identify and address systemic racism within society and unconscious or unlawful biases. This will include offering and tracking training for all of our constituents, and inviting DEI lecturers to speak on the topic.
- **Strategic Plan Renewal** – As we wind down the fifth year of the strategic plan, we will evaluate overall progress with the intent of renewing the DEI strategic plan for the next phase of implementation.

While our focus areas fall within our strategic objectives, there is an urgency to make specific progress against these specific areas in the coming year. Each focus area has been assigned to a member of our Implementation Committee and activities/progress will be reviewed in each Committee meeting.

With the strong support of Dean Gallimore and the administration of the College, we expect to continue to provide leadership for the College, North Campus and the University.

Sara Pozzi  
Professor, NERS / Director, DEI  
CoE DEI Implementation Lead

Robert Scott  
Director, CEDO  
CoE DEI Implementation Lead

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## I. Year 4 Implementation Highlights / Planning Process Used

### Implementation Highlights

The College has continued its commitment to a mission and vision that strives to anticipate the global, technological and educational changes ahead, and position our institution to lead the evolution of 21st-century engineering research and education for the benefit of the common good. The College is focused on three pillars of excellence – research, education and culture – pushing ourselves to be innovative, daring and forward-thinking in our service to society. Providing the foundation for these pillars will be our core values, and the people and spaces that enable our work. Creating an innovative and inclusive community is at the core of our mission. Our five-year strategic plan in Diversity, Equity and Inclusion (DEI) is a priority as we strive for excellence, led by an implementation committee charged to oversee the DEI strategy and specific supporting initiatives and projects.

During Year 4, we continued our proactive engagement with the DEI strategy by students, faculty, staff and external stakeholders. We leveraged our various DEI advisory councils to build strategy awareness and to get feedback on plans/activities. This built on the work of Year 3, where we focused on the faculty and student climate surveys as a platform for engagement. The Student Advisory Board (SAB), made up of graduate and undergraduate students, took the lead in driving discussions of the student climate survey results. The SAB leveraged their “ENGIN Talks” series as a forum to discuss climate survey results. Similar discussions were held with faculty regarding the faculty climate survey. These discussions were led by the Dean and the DEI Director and highlighted important gender-related issues that require further examination and action. In Year 4, we performed follow-up information gathering via focus groups with groups of students. Similarly we did focus groups and one-on-one interviews with College faculty members. This led to a number of actions aimed at understanding underlying climate issues within the College, including safety concerns.

An external DEI advisory council continued to meet regularly with the Dean and senior College administration with the purpose of providing external advice on the College efforts to implement the strategic diversity plan and other matters related to creating and maintaining a diverse and inclusive climate for faculty, staff, and students. Members include senior corporate leaders, national student board leaders, educators, and alumni. This council challenged us to bring even more focus on top priorities. Through this discussion, we realized that our strategic plan, though comprehensive, was hard to understand. During Year 4, we worked to bring clarity and focus to the implementation of our strategic plan. Learning from the College’s overarching strategy, we redefined our strategic objectives into three pillars that clearly defined our strategic intent:

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- **People** – building a diverse pool of students, faculty and staff; increasing their knowledge and skill for working in a multicultural environment.
- **Capabilities** – increasing the College capability to build DEI knowledge and experience; building the DEI leadership and measurement capacity of the College.
- **Culture** – building an inclusive climate that allows all members of our community to contribute while feeling safe and included in the College family.

Our strategic objectives did not change; however, connecting the objectives to the three DEI pillars brought immediate understanding and clarity to our intent.

**DEI Strategic Plan Overview**  
How the Strategic Objectives Fit

Pillar	Objective 1	Objective 2	Objective 3
<b>People</b>	<b>OB15:</b> Develop talented and diverse college leadership, departmental leadership, and instructional and research faculty capable of providing a world-class academic and research learning environment for a global, diverse student body. Our five-year objective is to develop a diverse instructional faculty with year-over-year increases in the percentage gender and URM representation.	<b>OB16:</b> Recruit, develop, and graduate a talented and diverse body of students and postdoctoral researchers with the academic and multicultural skills to engineer solutions to tomorrow's global challenges. Our five-year objective is to achieve year-over-year increases in percentage of female and URM enrollment while reading and maintaining parity on academic performance (GPA) and retention-to-graduation.	<b>OB17:</b> Recruit, retain, and develop a talented and diverse staff capable of supporting a world class academic and research learning environment for a global, diverse student and faculty population.
<b>Capabilities</b>	<b>OB11:</b> Increase the understanding and application of diversity, equity, and inclusion concepts to build skills and provide learning experiences to effectively and constructively engage in dialogue on DEI-related topics across our community.	<b>OB12:</b> Build a robust and complete set of metrics with an established standardized methodology for the continuous collection and monitoring of information (data) relevant to the reporting and evaluation of DEI-related issues within the College of Engineering.	<b>OB13:</b> Build mechanisms, including leadership accountability and reward systems, to bring a "constancy of purpose" in focusing on DEI-related issues and opportunities within the college.
<b>Culture</b>	<b>OB14:</b> Build communities and creative learning spaces by leveraging and transforming the use of space within the College to create an inclusive environment that welcomes and supports students, postdoctoral fellows, instructional and research faculty, and staff.	<b>OB18:</b> Design and develop resources and opportunities for engagement and interaction that facilitate a more equitable and inclusive learning environment for students.	

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The staff DEI committee formed in Year 2 has continued to work effectively in implementing a professional development plan for College staff members. The committee meets on a regular

basis and oversees initiatives to encourage staff engagement and address staff issues and opportunities. In particular, the staff committee has continued a project to encourage staff participation in the College creativity/innovation/daring cultural initiative. Finally, the staff DEI committee has provided regular DEI-related blog entries for the College DEI website.

The program of DEI leads within departments has evolved into an effective “community of practice” that has enabled the sharing and reapplication of good ideas. The group meets monthly to highlight and review department DEI activities. Activities are being tracked and reported at the end of the year.

We continued to run an expanded cohort for the M-ENGIN Academy. We also continued our experiential learning fund which enabled us to again support an M-ENGIN alternative summer trip to Florence (Italy); however the trip was cancelled due to the pandemic outbreak. The fund was able to provide funding for student professional development and several multidisciplinary program projects.

We continued to produce innovative engagement events, designed to redefine the concepts of diversity into positive interactions that build the climate. Our main initiative in this space has been the DEI Lecture Series. We followed up lecture sessions by James Felton Keith (data privacy issues) and Scott Page (diversity driving creativity/innovation) with sessions by Brandi Jones (culture of institutional equity) and Tim McKay (rethinking foundational STEM courses).

We also continued implementation of our strategic DEI communication plan during Year 4 to raise awareness and visibility among all College of Engineering students, faculty and staff around the DEI strategic plan goals and progress, and tools or resources available to the CoE community. Specific actions include a) driving heightened awareness of DEI initiatives and projects leveraging the College DEI website, email and other digital marketing tools, b) increasing engagement through proactive marketing and c) implementing a graduate recruiting digital marketing campaign. The communication plan was key in promoting College DEI events.

**Implementation Leads:** Sara Pozzi, Professor, Nuclear Engineering and Radiological Sciences and Director of Diversity, Equity, and Inclusion; and Robert Scott, Director, Center for Engineering Diversity and Outreach (CEDO).

**Planning Team/Structure:** The purpose of the CoE DEI Implementation Committee is to plan and oversee the implementation of programs and activities of the strategic plan. The committee comprises senior leaders responsible for all areas of CoE operations. Current members are Michael Wellman (Academic Affairs), Joanna Millunchick (Undergraduate Education), Mary-Ann Mycek (Graduate Education), Steve Ceccio (Research), Jeanne Murabito (Office of Student Affairs), Lyonel Milton (Center for Engineering Diversity & Outreach), Deborah Mero (Resource Planning & Management), Jennifer Judge Hensel (Communication & Marketing), Tershia Pinder-Grover (Center for Research on Learning & Teaching – Engineering), Heidi Sherick (Academic Affairs) and Robert Scott (Center for Engineering Diversity & Outreach).

Sara Pozzi was appointed Director, Diversity, Equity & Inclusion at the beginning of Year 3 and serves as the chair of the Implementation Committee. She has brought both capacity and passion to the effort; as a faculty member, she has personally increased College administration and faculty understanding and ownership for DEI efforts.

RoseMarie Moya continues to serve as formal project manager for the implementation committee. Key responsibilities of the project manager are:

- Coordinate resources for the flawless execution of projects
- Ensure that all projects are delivered on-time, within scope and budget
- Developing project scopes and objectives, involving all relevant stakeholders
- Ensure resource availability and allocation
- Develop a detailed project plan to track progress
- Measure project performance using appropriate systems, tools and techniques
- Report and escalate to management as needed
- Create and maintain comprehensive project documentation

**Implementation Committee Charge:** The Dean's charge directed the Committee is to:

- Engage the CoE community, especially students, in evaluating and further shaping the plan.
- Review, refine and prioritize the initiatives and projects defined in the DEI Strategic Plan.
- Provide project oversight and management for DEI initiatives and projects. Ensure that roles and accountabilities for implementation are defined. Provide recommendations to senior administrative leaderships (Dean, Cabinet, Executive Committee) for actions, rewards/recognition and interventions (if needed).
- Lead necessary marketing and communication efforts to ensure broad understanding and engagement with key constituency groups both inside and outside the College.
- Establish the initial set of DEI measures, ensure that these metrics are collected and reviewed on a regular basis.

**Planning Process:** During Year 1, the Implementation Committee developed a prioritized action plan using formal project management methodology. This action plan continues to be the basis for regular implementation progress reviews. The Implementation Committee meets biweekly to refine and update the action plan and to review progress at both the College and department levels. The Committee also proactively manages a College communication plan, including a DEI website, blog and other social media platforms.

Through the work of the Committee, progress was made on several key initiatives, including building awareness for DEI concepts through the sponsorship of engagement forums and

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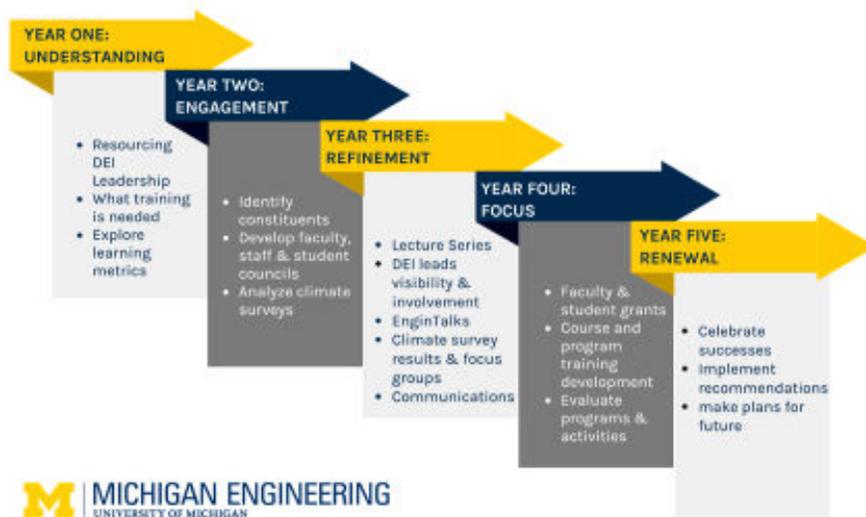
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workshops, improved diversity recruiting for students and faculty and strengthening DEI engagement at the department level.

With the formal creation of a team of departmental DEI Leads, we can share best practices, deploy DEI initiatives more consistently across the College and provide robust communication to departments. A composite initiative inventory has been created from this work and is list in the Appendix.

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## DEI Progress



**II. Data Analysis and Key Findings**

Using our new “pillars” of the strategic plan, this summarizes our assessment of Year 4 results (areas of effectiveness, the challenges faced and future opportunities).

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Areas of Effectiveness	Challenges	Opportunities
<ul style="list-style-type: none"> <li>College leadership</li> <li>Dean support</li> <li>More active student, faculty, and staff engagement around DEI</li> <li>Some success in student recruiting</li> <li>Expanded MEngin program</li> <li>Staff programs</li> <li>Master to PhD program</li> </ul>	<ul style="list-style-type: none"> <li>AA student numbers remain low</li> <li>Diversifying faculty recruiting is slow</li> <li>Individuals feeling marginalized</li> <li>Individuals not feeling safe</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Leveraging the junior vs. senior hires</li> <li>Hiring our values presentation at search committees</li> <li>Evaluation and focusing of student recruiting efforts</li> <li>Metrics</li> </ul>

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Areas of Effectiveness	Challenges	Opportunities
<ul style="list-style-type: none"> <li>Student, staff advisory boards</li> <li>Staff CID initiative</li> <li>DEI Implementation team</li> <li>DEI Department leads as community of practice</li> <li>Expertise in house, more training available</li> <li>National Academies Sexual harassment prevention</li> </ul>	<ul style="list-style-type: none"> <li>Creating metrics for evaluation of wide range of programs and initiatives</li> <li>Involving more of the faculty around inclusive teaching</li> <li>Involving more of the faculty around mental health</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and reward DEI contributions for faculty and staff</li> <li>CARE center creation</li> <li>CRLT teaching and learning programs</li> </ul>

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Areas of Effectiveness	Challenges	Opportunities
<ul style="list-style-type: none"> <li>• Understanding and responding to perception of climate within the college for students, faculty, and staff</li> <li>• Lactation room, meditation room</li> <li>• CRLT inclusive teaching</li> <li>• DEI lecture series</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing participation of students/faculty/staff at engagement opportunities</li> <li>• Moving beyond “usual suspects”</li> <li>• Gender-neutral restrooms</li> </ul>	<ul style="list-style-type: none"> <li>• DEI Communications effort (documenting successes)</li> <li>• Leveraging our external advisory board and internal groups</li> </ul>

### **III. Strategic Objectives: Year 5 Update**

*Our first three objectives could be termed “foundational”, as they are necessary to create the processes, tools, structures and capabilities to effectively deliver on our vision and strategy for diversity, equity and inclusion.*

- 1. Increase the understanding and application of diversity, equity, and inclusion concepts to build skills and provide learning experiences to effectively and constructively engage in dialogue on DEI-related topics across our community.***

#### **Year 5 Update:**

Plans are to continue DEI training for students, faculty and staff. **At the directive of the Dean, plans are being developed for new CoE Race/Equity Education and Training Initiatives. The objective of these initiatives is the systematic education of all CoE constituencies (faculty, students and staff) to promote informed and conscious engagement on DEI for the College, the University and Society.**

Meanwhile we will continue our general training efforts. We now have certified trainers for the “Change It Up” bystander intervention training, the Cultural Intelligence workshop, the Unconscious Bias workshop and the Intercultural Development Inventory assessment. We plan to offer multiple Cultural Intelligence workshop to CoE faculty and staff in the fall. Orientation and Pre-Orientation for masters and doctoral students will include DEI educational components. **Efforts will also continue to review the undergraduate curriculum, modifying existing courses and creating new curriculum to replicate best practices identified through our Inclusive Teaching initiative.**

- 2. Build a robust and complete set of metrics with an established standardized methodology for the continuous collection and monitoring of information (data) relevant to the reporting and evaluation of DEI-related issues within the College of Engineering.***

#### **Year 5 Update:**

Metrics will again be a prime focus area for the coming year. We are in the final stages of implementing a new DEI scorecard that will drive discussions within the College and with our External Advisory Council. Additionally, we will be emphasizing metrics in our project management tools.

- 3. Build mechanisms, including leadership accountability and reward systems, to bring a “constancy of purpose” in focusing on DEI-related issues and opportunities within the college. Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive. Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention (“umbrella policy”).**

**Year 5 Update:**

The College DEI initiative continues to be led by a faculty DEI director (Dr. Sara Pozzi) and the College DEI Implementation Committee. Dean Alec Gallimore has been an active leader and supporter for the DEI strategic plan. This, coupled with a strong departmental DEI program facilitated by formal department DEI Leads, has brought capacity and passion to the DEI efforts of the College. This capacity has been further augmented by the hiring of a program manager for the College NextProf future faculty program that has provided additional resource and research capability. Plans are in place to hire a full-time DEI manager within the Center for Engineering Diversity & Outreach to replace Robert Scott, who is retiring at the end of August.

During the coming year, we will continue to leverage the advisory councils formed to build strategy awareness and to get feedback on plans/activities. The Student Advisory Board (SAB) is made up of both graduate and undergraduate students and has become a strong voice for input and action. The Dean’s External DEI advisory council (consisting of senior corporate leaders, national student board leaders, educators and alumni) has been very proactive in engaging College leadership on actions to improve implementation of the strategic diversity plan and other matters related to creating and maintaining a diverse and inclusive climate for faculty, staff, and students.

*The next five objectives are essential to creating our future state. They leverage the foundational objectives to deliver key outcomes.*

- 1. Build communities and creative learning spaces by leveraging and transforming the use of space within the College to create an inclusive environment that welcomes and supports students, postdoctoral fellows, instructional and research faculty, and staff.**

**Year 5 Update:**

The renovations to the Duderstadt Center is still underway which will have some impact on this objective. Additionally spaces are being built into the design of the expanded Beyster building.

2. *Develop talented and diverse college leadership, departmental leadership, and instructional and research faculty capable of providing a world class academic and research learning environment for a global, diverse student body. Our five-year objective is to develop a diverse instructional faculty with year-over-year increases in the percentage gender and URM representation.*

**Year 5 Update:**

Our initial focus for this objective is to facilitate the return to campus in the face of the COVID-19 pandemic. Every Engineering department and program will be working to fine tune their course schedule, ensure classrooms maintain a balance of physical distancing and social experiences and that curriculum and experiences are inclusive for all.

Despite some improvement, our instructional faculty is still not as diverse as we would like, particularly for underrepresented minorities. In Year 5, we will continue several key initiatives to increase the pipeline of diverse faculty candidates, improve our recruiting and hiring practices and provide coaching and mentoring for existing faculty members (tenured-track, research scientists and lecturers. These include our various NextProf future faculty workshops, leveraging our faculty development/leadership expert to coordinate mentoring efforts and participation in the learning event for faculty leaders (co-sponsored by ADVANCE). We plan to continue the Transparency - Equity Project with the objective of bringing transparency on equity issues (reward measures, salary raises, awards, leadership opportunities, teaching/service assignments, resource allocation, etc.). We will also continue the College Lecturer Advisory Committee which conducted focus groups and follow-up surveys for lecturers to assess needs. **During the year, we will continue work to validate and disseminate a Michigan Engineering Mentor model to improve mentoring within the College.**

We also plan to continue to recognize and reward specific faculty DEI efforts, increasing consideration of DEI in promotions and tenure reviews.

3. *Recruit, develop, and graduate a talented and diverse body of students and postdoctoral researchers with the academic and multicultural skills to engineer solutions to tomorrow's global challenges. Our five-year objective is to achieve year-over-year increases in percentage of female and URM enrollment while reaching and maintaining parity on academic performance (GPA) and retention-to-graduation.*

**Year 5 Update:**

Our initial focus for this objective is to facilitate the return to campus in the face of the COVID-19 pandemic. Every Engineering department and program will be working to fine

tune their course schedule, ensure classrooms maintain a balance of physical distancing and social experiences and that curriculum and experiences are inclusive for all. During the past three recruiting years, we have seen improvements in the diversity of incoming classes. This is the direct result of proactive recruiting: leveraging outreach programs and school partnerships, the Michigan Engineering Zone (MEZ) and Qualcomm Thinkabit (serving 3,000 Detroit middle school students) at Detroit Center; and utilizing digital marketing strategies.. We will continue these programs during Year 5 if possible given the current pandemic. The College has chosen to continue funding for an expanded Michigan STEM Academy (M-STEM M-ENGIN); there will be a development push to obtain permanent funding for this successful program. During the past year, we began implementation of a revised strategy for CEDO outreach, with revamped approaches for our K-12 summer camps. However these plans were curtailed due to the campus shutdown. In Year 4, we also launched College participation in the SMASH program and launched a new summer camp for artificial intelligence as part of a national AI4All initiative. However, both SMASH and AI4All were curtailed due to the pandemic. Scholarship funding will continue as a key strategy; the College has funded scholarships for underrepresented master's students and the Master's Bridge to the Doctorate.

- 4. Recruit, retain, and develop a talented and diverse staff capable of supporting a world class academic and research learning environment for a global, diverse student and faculty population.***

**Year 5 Update:**

**Our initial focus for this objective is to facilitate the return to campus in the face of the COVID-19 pandemic. It is highly likely most staff will continue to do the majority of their job duties remotely through the remainder of the calendar year. Our goal is to be flexible around issues such as childcare, personal health, safety and comfort, while balancing our ability to successfully conduct our jobs. These factors are being heavily considered in all stages of the planning process, and a top priority will be fairness and equity.**

During Year 4, we continued the leadership of an active staff DEI committee that identified initiatives and provided personal insights to the College DEI effort through active blogging on DEI topics. In Year 5, the staff community will continue to provide professional and personal development in the College core values of "Creativity", "Innovation" and "Daring". The College will provide needed support for ongoing participation by staff in workshops offered by the University and the College.

**5. Design and develop resources and opportunities for engagement and interaction that facilitate a more equitable and inclusive learning environment for students.**

**Year 5 Update:**

The key initiative for this objective is our work on inclusive teaching. During Year 4, we implemented a plan for inclusive teaching, coordinating college activities with university-wide efforts. This included:

- Teaching orientations for new faculty, GSIs, and IAs,
- A CRLT-Engin Seminar Series offering a variety of workshops for GSIs and all interested individuals,
- Customized Programs for Departments: a menu of 10 thirty minute workshops to be held during faculty meetings.

We plan to continue these initiatives during the coming year as the campus restarts.

**Year 5 Focus Areas**

We will continue to manage our DEI strategy addressing the full set of eight strategic objectives defined in our original DEI strategic plan. These objectives focus on creating and building DEI capability and capacity which we see as essential to creating an innovative and inclusive community. This is at the core of our mission, and our complete five-year strategic plan in Diversity, Equity and Inclusion (DEI) is a priority as we strive for excellence.

Based on our progress and experience to date, we have prioritized a subset of our DEI strategic plan as focus areas for the coming year. **Our plan is to aggressively manage initiatives in these three focus areas to ensure that we achieve “breakthrough” progress in the next twelve months:**

**A. Focus Area – The “New Normal” for academia: new modes of education/teaching**

As we reopen our campus for a health-informed fall semester, we will teach classes that will be entirely remotely, or in a hybrid (in person/remote) format. We will focus on inclusive teaching principles as they apply to this new campus experience.

**B. Focus Area – Metrics**

We will develop the framework to track the metrics listed in our DEI metric scorecard (developed in Year 4). The format will be such that we will have updates on key DEI metrics at the end of every academic year. These metrics will be shared with college leadership and other stakeholders. The metrics will be used to evaluate programs/initiatives

**C. Focus Area – Addressing unlawful bias (racism, sexism, classism, socioeconomic, etc.)**

We will focus on engagement and action to identify and address any unlawful biases. This will include offering and tracking training for all of our constituents and inviting DEI lecturers to speak on the topic.

**D. Focus Area – Strategic Plan Renewal**

As we wind down the fifth year of the strategic plan, we will evaluate overall progress with the intent of renewing the DEI strategic plan for the next phase of implementation.

**IV. Goal-related Metrics – School, college or unit measures tracked over time**

**Year 5 UPDATE:** Our focus for the year will be the completion and deployment of a new DEI scorecard.

 <b>Capabilities - DEI Metrics Scorecard</b>		
People	Capabilities	Culture
<ul style="list-style-type: none"> <li>• <b>Undergraduate students</b></li> <li>✓ Incoming demographics</li> <li>✓ Graduation rates and GPA by gender/race and ethnicity</li> <li>• <b>Graduate students</b></li> <li>✓ Incoming demographics</li> <li>✓ Graduation rates and GPA by gender/race and ethnicity</li> <li>• <b>Faculty</b></li> <li>✓ Demographics</li> <li>✓ Tenure/promotion rates by gender/race and ethnicity</li> <li>✓ Salary equity</li> <li>• <b>Staff</b></li> <li>✓ Demographics</li> <li>✓ Promotion and retention rates by gender/race and ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusive teaching</b></li> <li>✓ Number of instructors trained (new and total)</li> <li>• <b>DEI training</b></li> <li>○ Bystander intervention training</li> <li>○ Cultural intelligence</li> <li>○ Sexual misconduct prevention</li> <li>○ CRLT players workshops</li> <li>✓ Number of faculty, students and staff trained (total over total number of individuals)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Climate surveys for faculty, students and staff</b></li> <li>✓ Response rates</li> <li>✓ Response to representative questions by gender/race and ethnicity, nationality</li> <li>• <b>DEI communications</b></li> <li>✓ Webpage views</li> <li>✓ Blog posts</li> <li>• <b>EnginTalks</b></li> <li>✓ Number of lectures</li> <li>✓ Number of registrants</li> <li>• <b>DEI Lecture series</b></li> <li>✓ Number of lectures</li> <li>✓ Number of registrants</li> </ul>

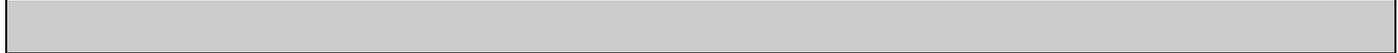
Work is underway to implement the scorecard in a DEI Metrics Tableau Dashboard. The dashboard will contain information about graduate student admissions, student enrollment, degrees conferred, degree completion, personnel, and faculty promotion and tenure, inclusive teaching, DEI training, climate survey data, DEI communications, EnginTalks and the DEI lecture series.

**IV. Action Planning Tables with Details and Accountabilities**

<b>Strategic Objective 1 (Capabilities)</b>			
<p><b>Increase the understanding and application of diversity, equity, and inclusion concepts to build skills and provide learning experiences to effectively and constructively engage in dialogue on DEI-related topics across our community.</b></p> <p><b>Key Constituency: Instructional Faculty, Research Faculty, Graduate Students, Undergraduate Students, Postdoctoral Fellows, and Staff</b></p> <p><b>Education and Scholarship; Promoting an Equitable &amp; Inclusive Community</b></p>			
Year 5 Action Plan			
Projects/Initiatives	Metrics for Success	Resources	Accountability
<p><b>Race/Equity Education and Training Initiatives</b>  <b>(FOCUS AREA - BIAS)</b></p>	<ul style="list-style-type: none"> <li>- Increased capability to learn together and independently</li> <li>- Systematic data management process for participation</li> </ul>	<ul style="list-style-type: none"> <li>- Student Affairs</li> <li>- Undergrad Ed</li> <li>- Graduate Ed</li> <li>- CEDO</li> <li>- RPM</li> <li>- CRLT-Engin</li> <li>- RCRS</li> </ul>	<ul style="list-style-type: none"> <li>- Michael Wellman (ADAA)</li> <li>- Joanna Millunchick (ADUG)</li> <li>- Mary Ann Mycek (ADGE)</li> <li>- Jeanne Murabito (OSA)</li> <li>- Deborah Mero (RPM)</li> <li>- Lyonel Milton (CEDO)</li> </ul>
<p>Undergraduate Curriculum Development – specific DEI learning activities and modules  <b>(FOCUS AREA – TEACHING)</b></p>		<ul style="list-style-type: none"> <li>- CRLT-Engin</li> <li>- Sevenr (DEI)</li> </ul>	<ul style="list-style-type: none"> <li>- Joanna Millunchick (ADUG)</li> </ul>

DEI Training - PhD Students	Round 3 pilot of Orientation and Pre-Orientation for Doctoral students with DEI educational components.	- Office of Student Affairs - Graduate Ed - RCRS - CRLT-Engin	- Mary Ann Mycek (ADGE) - Jeanne Murabito (OSA)
DEI Training - Postdocs	Develop approaches for postdoctoral fellows to learn critical DEI concepts and increase their skill level in communicating across cultures.	- Office of Student Affairs - Graduate Ed - RCRS - CRLT-Engin	- Steve Ceccio (ADR) - Jeanne Murabito (OSA)
DEI Training – Masters Students	Round 3 pilot of Orientation and Pre-Orientation for Master's students with DEI educational components.	- Office of Student Affairs - Graduate Ed - RCRS - CRLT-Engin	- Mary Ann Mycek (ADGE) - Jeanne Murabito (OSA)
DEI Training – Undergraduate Students	DEI module for groups of UG students, IDI workshop; CQ and Cultural Values training	- Office of Student Affairs - Undergraduate Ed - CEDO	- Joanna Millunchick (ADUG) - Jeanne Murabito (OSA) - Lyonel Milton (CEDO)
DEI training (CQ) for Grad Chairs, Master's Chairs, Graduate Coordinators, ADGE staff, and selected OSA staff.	follow up assessment surveys measuring value to participants	- Graduate Ed - Department Chairs	- Mary Ann Mycek (ADGE) - Jeanne Murabito (OSA)
DEI Training - Faculty & Staff	Bystander training (Change it Up) training program for faculty and staff. CoE facilitators trained to lead at least three sessions.	- ADVANCE Program (STRIDE workshops) - CRLT-Engin - Rackham - IGR - CEDO - faculty meetings, graduate and master's chairs meetings, chair meetings	- Sara Pozzi (ADAA) - Heidi Sherick (ADAA) - Tershia Pinder-Grover (CRLT)
Faculty Training Development	Increase the number of opportunities and incentives for TT faculty, lecturers, and research scientists to be exposed to DEI concepts.	- ADAA - CRLT - CEDO	- Michael Wellman (ADAA) - Sara Pozzi (ADAA) - Heidi Sherick (ADAA)

			- Tershia Pinder-Grover (CRLT)
Faculty Coaching	Individual faculty Coaching - Concepts of Inclusivity and equity are integral in leadership.	- ADAA - CRLT - CEDO	- Michael Wellman (ADAA) - Sara Pozzi (ADAA) - Heidi Sherick (ADAA) - Tershia Pinder-Grover (CRLT)



**Strategic Objective 2  
 (Capabilities)**

**Build a robust and complete set of metrics with an established standardized methodology for the continuous collection and monitoring of information (data) relevant to the reporting and evaluation of DEI-related issues within the College of Engineering.**

**Key Constituency: College Administration, Faculty, Staff, Students**

**Foundational Objective**

**Year 5 Action Plan**

<b>Projects/Initiatives</b>	<b>Metrics for Success</b>	<b>Resources</b>	<b>Accountability</b>
Annual assessment of DEI program and policy changes within CoE departments and college-wide. <b>(FOCUS AREA – RENEWAL)</b>	-Annual communication from the Dean to the College. -Benchmarking done every three years with other UM academic units	- CoE DEI Implementation Committee - Department DEI contacts - RPM - OSA	- Mike Wellman (ADAA) - Sara Pozzi (ADAA)

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<b>College DEI Metrics</b> <b>(FOCUS AREA – METRICS)</b>	College DEI metric scorecard: Review: a) updated quarterly, b) annually with the Dean.	- Associate Deans - RPM	- Mike Wellman (ADAA) - Sara Pozzi (ADAA)
Faculty career progression metrics	Metrics for hiring, promotion, tenure in various faculty categories, by demographic group and other diversity indicators	- Associate Deans - RPM - Rackham - ADVANCE Program	- Mike Wellman (ADAA)
Faculty DEI training metrics	-Develop metrics for faculty participation in DEI development activities, and faculty-oriented DEI training	- Associate Deans - RPM - CRLT-E - Rackham - ADVANCE Program	- Mike Wellman (ADAA) - Joanna Millunchick (ADUE) -Tershia Pinder-Grover - Hiedi Sherick (ADAA)
Climate Assessment	Leverage climate assessments for CoE faculty, staff, & students. Focus groups (faculty, students)	- University climate surveys	- Sara Pozzi (ADAA) - Mike Wellman (ADAA)
Course Climate Evaluation	The Faculty Senate has added new standard questions to course evaluations. Leverage “new course evaluation questions” for classroom climate (aggregated).	- Faculty Senate	- Joanna Millunchick (ADUE)
Curricular Development -- Undergraduate -- Assessment	Tracking and assessment of DEI delivery in undergraduate courses. Develop metrics for student exposure to DEI curriculum and its efficacy.	- ADAA - ADUG - CRLT	- Michael Wellman (ADAA) - Joanna Millunchick (ADUE) - Kathleen Sevener

<p>Alumni and Senior Survey: DUE will review Alumni and Senior Surveys to understand what the most significant experiences are. Will look for DEI related comments, and craft new questions to capture how those experiences as well</p>	<p>Updated all surveys to include key topics of concern including DEI.</p>	<p>- ADUE - OSA</p>	<p>- Joanna Millunchick (ADUE) - Jeanne Murabito (OSA)</p>

**Strategic Objective 3**  
*(Capabilities)*

**Build mechanisms, including leadership accountability and reward systems, to bring a “constancy of purpose” in focusing on DEI-related issues and opportunities within the college.**

**Key Constituency: College Administration, Faculty, Staff, External Stakeholders (alumni, corporate, education systems)**

**Foundational Objective**

**Year 5 Action Plan**

<b>Projects/Initiatives</b>	<b>Metrics for Success</b>	<b>Resources</b>	<b>Accountability</b>
<p>Continue DEI implementation through the CoE Implementation Committee. Implementation of DEI strategic plan, allocation of resources, tracking and evaluating progress.</p>	<p>Committee meeting biweekly to set priorities, review progress and lead communication and engagement.</p>	<p>- Committee members</p>	<p>- Sara Pozzi</p>

<p><b>College Formal DEI/CEDO Review</b>  <b>(FOCUS AREA – RENEWAL)</b></p>	<p>Internal/external review to look at objectives, structure and roles for DEI efforts.</p>	<ul style="list-style-type: none"> <li>- Dean's office</li> <li>- Chief of staff</li> <li>- CEDO</li> <li>- DEI Implementation Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Lyonel Milton (CEDO)</li> </ul>
<p>Continue DEI external advisory council to advise the Dean on efforts to implement the DEI strategic plan and other matters related to creating and maintaining a diverse and inclusive climate for faculty, staff, and students</p>	<p>Council meets at least twice during the 2020-21 academic year.</p>	<ul style="list-style-type: none"> <li>- Dean's office</li> <li>- Chief of staff</li> <li>- CEDO</li> </ul>	<ul style="list-style-type: none"> <li>- Dean Alec Gallimore</li> <li>- Lyonel Milton (CEDO)</li> </ul>
<p>Continue DEI student advisory council to advise the Implementation Committee, OSA and CEDO on the implementation of the DEI strategic plan.</p>	<p>Council meets regularly during the 2020-21 academic year.</p>	<ul style="list-style-type: none"> <li>- OSA</li> <li>- CEDO</li> </ul>	<ul style="list-style-type: none"> <li>- Jeanne Murabito (OSA)</li> <li>- Lyonel Milton (CEDO)</li> </ul>
<p>Department DEI Leads</p>	<p>DEI Department Leads meet monthly for cross-fertilization of DEI initiatives. Incorporation of DEI departmental activities into reviews. Incorporate in yearly plans for departments.</p>	<ul style="list-style-type: none"> <li>- ADAA</li> <li>- CEDO</li> <li>- CRLT</li> </ul>	<ul style="list-style-type: none"> <li>- Sara Pozzi (ADAA)</li> <li>- T. Pinder-Grove (CRLT)</li> </ul>
<p>Communication strategy to share DEI-related programs, initiatives and events to engage students, faculty and staff on an ongoing basis.</p>	<p>Communication outlets (website, etc.) to enable faculty, students, and staff to contribute to the plan, increasing transparency regarding diversity, equity, and inclusion.</p> <ul style="list-style-type: none"> <li>- biannual email update</li> <li>- DEI blog</li> <li>- updated web content</li> </ul>	<ul style="list-style-type: none"> <li>- CoE Implementation committee</li> <li>- CoE Communication &amp; Marketing</li> <li>- Provost office for DEI</li> </ul>	<ul style="list-style-type: none"> <li>- Jennifer Judge Hensel (C&amp;M)</li> </ul>
<p>DEI Lecture Series</p>	<p>Planning and executing lectures that integrate technology/engineering and DEI</p>	<ul style="list-style-type: none"> <li>- Impl. Committee</li> <li>- OSA</li> <li>- CEDO</li> <li>- Comm. &amp; Marketing</li> </ul>	<ul style="list-style-type: none"> <li>- Sara Pozzi (ADAA)</li> <li>- Jennifer Judge Hensel (C&amp;M)</li> </ul>

Community DEI Events	Community engagement exchanges	<ul style="list-style-type: none"> <li>- Impl. Committee</li> <li>- OSA</li> <li>- CEDO</li> <li>- Comm. &amp; Marketing</li> </ul>	<ul style="list-style-type: none"> <li>- Jeanne Murabito (OSA)</li> <li>- Lyonel Milton (CEDO)</li> <li>- Sara Pozzi (ADAA)</li> <li>- Robert Scott (CEDO)</li> <li>- Jennifer Judge Hensel (C&amp;M)</li> </ul>
<p><b>Sexual/Gender-based Misconduct Prevention</b></p> <ul style="list-style-type: none"> <li>- Educate our community on sexual/gender-based misconduct</li> <li>- Support central efforts to educate faculty, staff, and students</li> <li>- Include in CoE value statements to align and reinforce university values</li> </ul>	<ul style="list-style-type: none"> <li>- Education statistics for faculty, staff and students.</li> <li>- CoE value statements reviewed and updated.</li> </ul>	<ul style="list-style-type: none"> <li>-Associate Deans</li> <li>-faculty and department chairs</li> </ul>	<ul style="list-style-type: none"> <li>- Sara Pozzi (ADAA)</li> </ul>
<p>Incent student organizations to think about how they choose leaders, how they run meetings, etc. Consider some training opportunities.</p>	<p>Incent SSOs (Sponsored Student Organizations) to develop 2-year DEI plans to define how diversity, equity and inclusion is addressed within their organization.</p>	<ul style="list-style-type: none"> <li>- OSA</li> <li>- CEDO</li> </ul>	<ul style="list-style-type: none"> <li>- Jeanne Murabito (OSA)</li> </ul>

**Strategic Objective 4**  
**(Culture)**

**Build communities and creative learning spaces by leveraging and transforming the use of space within the College to create an inclusive environment that welcomes and supports students, postdocs, instructional and research faculty, and staff.**

**Key Constituency: Instructional Faculty, Research Faculty, Graduate Students, Undergraduate Students, Postdoctoral Researchers, and Staff**

**Promoting Equitable and Inclusive Community**

**Year 5 Action Plan**

<b>Projects/Initiatives</b>	<b>Metrics for Success</b>	<b>Resources</b>	<b>Accountability</b>
OSA, CEDO, Rackham, Student Life, and additional campus partners are working together to offer a variety of CoE DE&I community building activities	Successful delivery of a calendar of community DEI events.	- OSA - CEDO - Advancement - faculty, staff, students - other North Campus Schools	- Jeanne Murabito (OSA) - Lyonel Milton (CEDO)
Make available and improve study areas for student communities.	- Identify potential spaces for master's students. - Determine a process to continually identify needs and potential solutions - Accessibility survey of CoE classroom spaces	-RPM -department chairs	- Joanna Millunchick (ADUE) - Deborah Mero (RPM)
Accessibility of CoE classroom spaces	Survey classrooms/labs from an accessibility perspective. Make recommendations to central ADAA office with prioritization.	- RPM - ADUE	- Joanna Millunchick (ADUE) - Deborah Mero (RPM)

**Strategic Objective 5  
 (People)**

Develop talented and diverse college leadership, departmental leadership, and instructional and research faculty capable of providing a world class academic and research learning environment for a global, diverse student body. Our five-year objective is to develop a diverse instructional faculty with year-over-year increases in gender and URM representation.

**Key Constituency: Instructional and Research Faculty**

**Recruitment, Retention, and Development**

**Year 5 Action Plan**

<b>Projects/Initiatives</b>	<b>Metrics for Success</b>	<b>Resources</b>	<b>Accountability</b>
Development and retention of diverse faculty,	Collect and analyze data on post-tenure career trajectory by demographic group	- Department chairs - Associate Deans	- Mike Wellman (ADAA)
NextProf Future Faculty Workshop: Encourage URM and women doctoral/post-docs from around the country to consider a career in academia.	Continue the internal workshop for Michigan students and the external workshop focused on gender and under-represented diversity (2020-21) in partnership with Berkeley and Georgia Tech. We will host a NextProf junior workshop for 1 <sup>st</sup> /2 <sup>nd</sup> year doctoral students (fall 2020). Additional plans are to develop an undergraduate NextProf program (open to all students) to encourage students (especially women and URMs) to consider graduate school.	-Grad Ed -CEDO -department chairs -faculty	- Mary Ann Mycek (ADGE) - Joanna Millunchick (ADUE) - Lyonel Milton (CEDO)
Faculty development and mentoring	On-going data collection for mentoring program scaffolding to inform College mentoring program. Study includes engineering faculty leaders. Individual faculty coaching.	-ADVANCE Program - CRLT-Engin	- Heidi Sherick (ADAA)

Hiring our Values: Aligning hiring policies with CoE values	Presentations to and discussions with faculty search committees (depts and programs, TT and lecturers)	-department chairs	Mike Wellman (ADAA)
DEI lecturers devoted to College DEI efforts	Two lecturers in place focused on a) metrics and b) inclusive teaching	-department chairs	- Mike Wellman (ADAA)
Faculty climate survey	Focus groups and one-on-one interviews in progress	-Department chairs, DEI leads -Diane Wong (consultant)	- Sara Pozzi (ADAA)
Non-Tenure track Inclusion initiative (Lecturers)	report on topics, ideas, feedback and event participation	-department chairs	- Mike Wellman (ADAA) - Heidi Sherick (ADAA)
Non-Tenure track Inclusion initiative (Research Faculty)	report on event participation. Event held each semester.	-department chairs	- Mike Wellman (ADAA) - Heidi Sherick (ADAA)
Transparency - Equity Project	Improve transparency on equity issues.: Review and present data on key reward measures, salary raises, awards, leadership opportunities, teaching/service assignments, resource allocation, etc.	-Associate Deans -faculty and department chairs -ADVANCE Program	- Mike Wellman (ADAA) - Sara Pozzi (ADAA)

**Strategic Objective 6  
(People)**

**Recruit, develop, and graduate a talented and diverse body of students and postdoctoral researchers with the academic and multicultural skills to engineer solutions to tomorrow’s global challenges. Our five year objective is to achieve year-over-year increases in female and URM enrollment while reaching and maintaining parity on academic performance and retention-to-graduation.**

**Key Constituency: Undergraduate Students, Graduate Students, and Postdoctoral Researchers**

**Recruitment, Retention, and Development**

**Year 5 Action Plan**

<b>Projects/Initiatives</b>	<b>Metrics for Success</b>	<b>Resources</b>	<b>Accountability</b>
Expand successful models that provide student support, boost academic achievement, and enhance student climate. - Expanded MSTEM Engineering Academy	- Fund an expanded MSTEM- ENGIN cohort.	-CEDO -OSA - ADUE	- Lyonel Milton (CEDO) - Jeanne Murabito (OSA) - Joanna Millunchick (ADUE)
Student climate survey	Focus groups and one-on-one interviews in progress	- Student DEI Advisory Council - OSA - CEDO	- Sara Pozzi (ADAA) - Laura Hirschfield (ADAA)
<b>Student DEI Grant Program</b>	Call for proposals for all COE students at the graduate and undergraduate level for DEI student grants.	- OSA - ADUE - ADGE	- Jeanne Murabito (OSA) - Mary Ann Mycek (ADGE) - Joanna Millunchick (ADUE) - Sara Pozzi (ADAA)

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Undergraduate and master's scholarships.	Increased scholarship funds	- OSA - ADUE - ADGE	- Jeanne Murabito (OSA) - Mary Ann Mycek (ADGE) - Joanna Millunchick (ADUE)
CEDO K-12 pipeline/outreach strategy.	- University-wide steering committee established - Pilots with Wolverine Pathways, AI4All (CSE), Marygrove - Developing partnerships with CBO's and partner schools with OSA and OUE (SMASH) - Transforming the outreach efforts to comprehensive year-long programming that is intentional about recruitment to Michigan Engineering.	- CEDO - OSA	- Lyonel Milton (CEDO) - Jeanne Murabito (OSA) - Joanna Millunchick (ADUE)
Office of Student Affairs Outreach	- Michigan Engineering Zone - Qualcomm Thinkabit - Alternative Spring Break"	- OSA	- Jeanne Murabito (OSA)
Expand and enhance high school partnership schools	Identify additional high schools, partners specifically in the South (Georgia, Florida and Texas). Enhance relationships with existing partners through campus visits, Alternative Spring Break expansion and increased communication with teachers and administrators.	- OSA - CEDO - ADUE	- Lyonel Milton (CEDO) - Jeanne Murabito (OSA)
First Generation Students	- First Gen Experiential Participation Fund for students - First Gen CRLT workshop	- ADUE - OSA - CRLT	- Joanna Millunchick (ADUE) - Jeanne Murabito (OSA)

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Undergraduate recruiting - Target recruiting/conversion messaging to those who don't view themselves "as engineers.	Tech Day, Campus Day, Admitted student visit materials, and partner high school visits	- ADUE - OSA	- Joanna Millunchick (ADUE)
Graduate Recruiting	- Minority Serving Institutions & Women Serving Institutions - partner school model - Digital Marketing campaign pilots	- ADGE - OSA	- Jeanne Murabito (OSA) - Mary Ann Mycek (ADGE) - Jennifer Judge Hensel (C&M)
Undergraduate Student Support - Work with Advancement to make the case for co- and extra-curricular involvement for all students.	Raise funds to enable students to participate in co- and extra-curricular activities.	- ADUE - OSA - Advancement	- Jeanne Murabito (OSA) - Joanna Millunchick (ADUE)
Undergraduate Student Support - Teaching and advising techniques for increasing student sense of belonging and mitigation of stereotype threat and related issues to student performance.	Seminars/training classes for faculty and GSIs	- CRLT-E - School of Ed	- Joanna Millunchick (ADUE)
Michigan Difference bootcamp experience for transfer students.	AUC students in year 1, expand to CC students in year 2, and all students in year 3	- ADUE - OSA	- Jeanne Murabito (OSA) - Joanna Millunchick (ADUE)

**Strategic Objective 7  
 (People)**

**Recruit, retain, and develop a talented and diverse staff capable of supporting a world class academic and research learning environment for a global, diverse student and faculty population.**

**Key Constituency: Staff**

**Recruitment, Retention, and Development**

**Year 5 Action Plan**

<b>Projects/Initiatives</b>	<b>Metrics for Success</b>	<b>Resources</b>	<b>Accountability</b>
Staff DEI Committee	Staff DEIC Committee that meets on a regular basis.	- Dept staff contacts - HR	- Deborah Mero (RPM)
Staff Committee on Creativity, Innovation & Daring (CID)	- Establish team and schedule meetings - Provide up to \$40,000 in CID staff grants	- Dept staff contacts - HR	- Deborah Mero (RPM) - Heidi Sherick (ADAA) - Ruthie Freeman (ADAA)
Staff Training: Ensure DEI training for all non-student facing staff (approx. 500 staff)	- Courses scheduled; attendance tracked	- HR -Marketing and communications -department chairs	- Deborah Mero (RPM)
Ensure training for all student-facing staff.	Ongoing participation by staff in workshops offered by University and College	- HR - ADUE	- Joanna Millunchick (ADUE)

**Strategic Objective 8  
 (Culture)**

Design and develop resources and opportunities for engagement and interaction that facilitate a more equitable and inclusive learning environment for students.

**Key Constituency: Instructional Faculty, Research Faculty, Graduate Students, Undergraduate Students, Postdoctoral Researchers, and Staff**

**Promoting Equitable and Inclusive Community**

**Year 5 Action Plan**

Projects/Initiatives	Metrics for Success	Resources	Accountability
Inclusive teaching: A meta-project review and plan for inclusive teaching <b>(FOCUS AREA – TEACHING)</b>	Review all DEI activities for inclusive teaching and pull together into a comprehensive approach. Develop a mechanism to coordinate college activities with university-wide efforts around inclusive teaching	- CRLT-Engin - CRLT - ADAA - ADUE - ADGE	-Mike Wellman (ADAA) - Joanna Millunchick (ADUE) Tershia Grover-Pinder (CRLT-E)
Develop a mechanism to coordinate college activities with university-wide efforts around inclusive teaching <b>(FOCUS AREA – TEACHING)</b>	1. Workshops on classroom climate 2. SPOC (DEI lecturer) on Inclusive Teaching 3. Self-reported improvement.	- CRLT-Engin - CRLT - ADAA - ADUE - ADGE	-Mike Wellman (ADAA) - Joanna Millunchick (ADUE) Tershia Grover-Pinder (CRLT-E)
improve the climate in the Wilson Center and other shared student spaces to make them more inclusive and inviting.	- student advisory group to examine issues; - teams to develop DEI plans - affinity groups to discuss issues facing URM students in the Wilson Center - staff attend DEI training	- ADUE - OSA - CEDO	- Joanna Millunchick (ADUE)
<b>Leverage advancement to reach out to interested alumni with a menu of DEI-related funding opportunities</b>	Create a funding wish list; solicit interested donors	- OSA - CEDO - Advancement - ADAA - ADUE - ADGE	- Joanna Millunchick (ADUE)

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Provide DEI consulting and recommended approach for DEI components of major grant proposals, including ERCs.	Determine/recommend DEI strategy, action plans and operational support.	-CEDO - ADAA	- Lyonel Milton (CEDO) - Mike Wellman (ADAA)

**VI. Plans for Supporting, Tracking and Updating the Strategic Plan**

**YEAR 5 UPDATE:**

The DEI Implementation Committee, led by Sara Pozzi, will continue to oversee the DEI strategy for the coming year. This committee will continue to guide and review progress as well as recommend course-corrections as needed. We will continue to look for new ideas and initiatives that may well supersede planned action items. Additional input and support comes from the Staff DEI Committee, the Student DEI Advisory Committee and the Dean's External DEI Advisory Committees. We will leverage the Department DEI Leads to deploy initiatives and to share best practices across the departments. Yearly reviews and the Dean's "state of the college" message will provide the stage for a broader conversation each year. We plan to continue the DEI lecture series and to hold periodic cultural engagement events during the academic year. We will continue to proactively share information about our initiatives with other units across campus, as well as learning from them. As we wind down the fifth year of the strategic plan, we will evaluate overall progress with the intent of renewing the DEI strategic plan for the next phase of implementation. This will be informed by a review of DEI programs by the Center for Engineering Diversity & Outreach requested by the Dean.

## List of Abbreviations

ADAA	Associate Dean for Academic Affairs
ADGE	Associate Dean for Graduate Education
ADR	Associate Dean for Research
ADUE	Associate Dean for Undergraduate Education
AUCC-DDEP	Atlanta University Complex Consortium-Dual Degree Engineering Program
CAEN	Computer Aided Engineering Network
CEDO	Center for Engineering Diversity & Outreach
CoE	College of Engineering
CRLT	Center for Research on Learning and Teaching
DEI	Diversity, Equity, and Inclusion
grad-SWE	Society of Women Engineers-graduate students
GSAC	Graduate Student Advisory Committee
GSI	Graduate Student Instructor
HR	Human Resources
IGR	Program on Intergroup Relations
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning
METS	Michigan Engineering Transfer Support Program
MORE	Mentoring Others Results in Excellence*
	*Rackham's Faculty Committee on Mentoring
M-PACE	Michigan Postdoctoral Association of the College of Engineering
M-STEM M-ENGIN	Michigan STEM Academy, Engineering
OIE	Office for Institutional Equity
OSA	Office of Student Affairs
PPF	Presidential Postdoc Fellow
PPFP	Presidential Postdoc Fellowship Program
RCRS	Responsible Conduct of Research and Scholarship
RPM	Resource Planning and Management
SDEIC	Staff DEI Committee
SHPE-grad	Society of Hispanic Professional Engineers-graduate students
SMES-grad	Society of Minority Students-graduate students
SSD	Services for Students with Disabilities
STEM	Science, Technology, Engineering, and Mathematics

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STRIDE                      Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence

URM                            Under-represented Minorities\*  
                                      \*as defined by National Science Foundation. This group includes persons identified as African-American/Black, Hispanic, and Native American

## Pathway for Conflict Resolution - CoE Students, Faculty, and Staff

The College of Engineering (CoE) is committed to act responsibly when it learns of incidents or conflicts; this includes situations that appear to be motivated by hate or bias. There are existing pathways within the College for conflict resolution for faculty, students, and staff. When the conflict is of a nature that appears to have a DEI component, the College will leverage University processes and resources including the Office of Institutional Equity (OIE). For acts of intolerance or that may violate University policies or community standards, we will pursue a range of remedies that may include community education and dialogue as well as disciplinary action. Should the conflict escalate to a level that constitutes a criminal act such as assault or property damage, the situation will be reported to law enforcement for full investigation.

### Faculty

Incidents involving faculty brought to the College by OIE or other channels are addressed by the Associate Dean for Academic Affairs, working with the relevant parties in CoE and the University. For issues raised by faculty that cannot be normally resolved, the College of Engineering has a formal grievance process documented in the [College Faculty Rules](#). The College Ombuds, formally elected by the faculty, assists in the resolution of disputes and provides information about grievance procedures as needed to affected parties. In addition, the Dean may direct the department or the College Executive Committee to reconsider a dispute if the Dean thinks a mistake in evaluation judgment may have occurred. No action by the Dean or other party, however, will deny a grievant continuing access to the prescribed appeal procedures.

### Students

The Office of Student Support (OSS), within the CoE Office of Student Affairs (OSA), provides a safe and confidential environment to discuss concerns, and advises faculty, staff, and students on matters related to emergencies, crisis situations, grievances, and disputes. OSS also provides information about College and University policies and procedures, makes referrals, and offers resources when appropriate. These resources include: hate/bias incidents and response, sexual misconduct policies/procedures, resolution services both within OSS and Office of Student Conflict Resolution (OSCR), Ombuds, and Rackham, as well as other DEI and

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climate-related resources and support. Particularly difficult or systemic issues are addressed by the Associate Dean for Undergraduate Education or Associate Dean for Graduate Education.

## **Staff**

For conflict issues arising with staff members, appropriate College staff (typically the immediate supervisor) will determine the possible next steps, explain the relevant processes, and offer counseling and support or referral to other offices that may provide support. Initial issues are addressed by the immediate supervisor working in conjunction with the Office of CoE Human Resources. For matters related to DEI, issues are referred to the Office of Institutional Equity.