

TAUBMAN COLLEGE STRATEGIC DIVERSITY PLAN

DIVERSITY, EQUITY AND INCLUSION INITIATIVES 2016-2021
APPROVED BY THE UNIVERSITY OF MICHIGAN
OCTOBER 5, 2016

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I. OVERVIEW

I. OVERVIEW

UNIVERSITY OF MICHIGAN COMMITMENTS

“The most democratic atmosphere in the world is that of the college. There all meet on absolutely equal terms. Nowhere else do accidents of birth or condition count for so little.”

— James B. Angell, LL. D., President, University of Michigan: Commencement Address, June 26, 1879

“At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.”

— Mark Schlissel, President, University of Michigan: 2015

University of Michigan DEI Strategic Planning Guidelines

The following are guidelines issued by the university to all units on campus. These guidelines define terms and categories of work that was undertaken by college-level and unit-level committees over the course of the 2015-2016 academic year, and are excerpted verbatim from university documents.

Provide a comprehensive evaluation of where we are as an institution with respect to: (a) how diverse we are as a community; (b) the degree to which individuals experience the university as inclusive; and (c) whether individuals have equitable opportunities to be successful.

Within the constraints of the law, propose specific, explicit, and achievable short- medium- and long term plans to enhance diversity and inclusion with specific time-lines for completion.

Identify resources and points of accountability for achieving the goals

Develop and engage a process that generates a sense of ownership and buy-in from all constituents of the University.

Make a public statement regarding the University of Michigan’s commitment to achieving a diverse, equitable, and inclusive campus environment in order to achieve academic excellence.

Identify steps to ensure that the initial plan is regularly reviewed and updated to reflect both progress towards its goals and newly identified opportunities and challenges.

President Schlissel outlined four domain areas, connected to diversity, equity and inclusion (DEI) that the university leadership would like to see represented in the various unit-based strategic plans:

1. Diversity: Education and Scholarship

We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective. This domain involves the consideration of whether diversity, equity, and inclusion are foundational aspects of the curricula and scholarship within our schools and colleges. In addition, for schools, colleges, and units, this also may pertain to the types and quality of educational events that are taking place for members of our own communities. Questions to consider might include: Are diversity, equity, and inclusion issues sufficiently integrated into our curricula and scholarship? How do these ideals influence the delivery of our curricula? How is our scholarship judged in relation to diversity, equity, and inclusion? Are educational events around diversity, equity, and inclusion developed and supported in our areas?

2. Diversity: Recruitment, Retention, and Development

This domain is centered on the questions of who is in our schools, colleges, and units, as well as who is successful in these spaces. We should be exploring these issues at the student, staff, and faculty levels. Questions to consider might include: Is access to our schools, colleges and units equitable? Are opportunities for development and advancement equitable? In what ways do progress indicators (e.g., rates of completion, promotion, turnover, exit interview data, lateral job movement, and other related measures) differ across various groups.

3. Inclusion: Promoting an Equitable and Inclusive Community

We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities. We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

This domain speaks to our efforts in the creation and nurturance of a multicultural and inclusive campus community. This means more than just mitigating overt acts of discrimination and bias, but rather increasing our collective awareness of the influence of implicit bias on decision-making, communication, and conflict within the community, and our commitment to creating and promoting welcome and inclusive spaces. We must also be mindful that differences do not only arise from visible identities, but a variety of experiences that contribute to inclusion. Questions to consider might include: Are our schools, colleges, and units places where all feel welcomed? Do people feel free to express their opinions? Do faculty, staff, and students perceive their ideas are given serious consideration? Do individuals in our school/college/unit feel a sense of belonging?

4. Service

This domain involves exploring whether diversity, equity and inclusion issues are seamless and fundamental underpinnings of our service delivery models. We should be mindful to examine whether our service is equitable, tailored to the unique needs of the populations we serve, and inclusive. Questions to consider might include: Are we serving the right people? Are there gaps in our service delivery scope? How can we better align our services to fit the needs of a diverse campus community? Are there any aspects of our service offerings that are more difficult to access for various sub-groups of our communities? (e.g., Are our websites accessible by those of different abilities? Are our services, offices and locations easily accessed by all sub-populations?) Do our patient care models address the influence of social determinants on disparate health care access and outcomes.

TAUBMAN COLLEGE COMMITMENTS



A. Alfred Taubman Wing Rendering, Preston Scott Cohen

The A. Alfred Taubman College of Architecture and Urban Planning is comprised of highly-ranked academic degrees in architecture, urban design, urban and regional planning. Throughout the degree-granting programs, Taubman College values skilled craft and critical thinking. The college is committed to thoughtful research on the built environment, design, and urbanism and consistently generates new knowledge across these fields. As part of this commitment to thoughtful research and creative work, critical engagement, and the highest standards of craft and methods, the College has evolved in the 21st century to embrace the values of diversity and social justice; expansive rights to well-planned and well-designed spaces, and the rights to equitable institutions, systems and policies. We affirm the principles of diversity, equity, and inclusion as we organize resources and priorities that align with our values. We seek to have a diverse group of persons at all levels of the college – students, faculty, staff and administrators – including persons of different race and ethnicity, national origin, gender and gender expression, socioeconomic status, sexual orientation, religious commitment, age, and disability status. We strive to create a community of mutual respect and trust, a community in which all persons and their respective backgrounds, identities, and views are allowed to be made visible – providing an inclusive environment that without the threat of bias, harassment, discrimination, or intimidation.

The Taubman College Strategic Diversity Plan (“Plan”) is not a comprehensive college strategic plan, and therefore does not address all of the critical areas of the college’s operations that may impact DEI efforts. The Plan is designed to shine a light on areas in need of development, gaps in understanding and acting on opportunities to improve the community, and areas in need of re-thinking in order to achieve sustainable DEI-related goals. The college is engaged in many foundational efforts – ranging from student recruitment to faculty development – that are effective. Therefore, the strategies and actions outlined in this Plan are complimentary to efforts that are already underway and are deemed to be effective.

The Plan provides the college community (academic leadership, faculty, students, staff and alumni) and constituencies (public communities, strategic partners, funding agencies, etc.) with a set of specific strategies and actions that will be implemented and evaluated over a 5-year timeframe. The Plan articulates 1) a critical assessment of current diversity, equity and inclusion (DEI) activities in the college over the past 5 years; 2) strategies and actions for achieving and sustaining a “critical mass” of diverse students, staff and faculty – particularly racial, ethnic and gender diversity; 3) strategies and actions for achieving equity and diminishing bias, harassment, discrimination and intimidation in the college environment; and 4) strategies and actions for creating the appropriate infrastructure and oversight to execute the Plan.

While the fields of architecture and planning have changed over the past 100 years, the college recognizes that the design and planning professions remain defined by a history of actual and perceived exclusion and elitism, reflected in the startlingly low rates of participation of underrepresented minorities and the continued male domination in both academic and professional contexts. When architecture coursework was first introduced into the University of Michigan engineering curriculum in the late 19th century, the field of architecture was very different than it is today. The profession, like many professions in the United States at the time, was heavily coded by race and gender and limited to white males. Much of the research and methods in American architecture schools copied the curriculum of the Ecole des Beaux Arts in Paris, even into the 20th century, and elite building expos in large American or European cities defined the state of the discipline.

Like architecture, urban and regional planning has a legacy of exclusion. Though planning once was the domain of white men who often imposed their vision of the city, the discipline has undergone a transformation in recent decades and has broadly embraced social justice not only as an object of study but as a defining professional exigency. Urban and regional planning as a profession necessarily addresses issues of diversity, equity, inclusion, and social justice given the kinds of issues and questions that planning addresses and the settings where those issues arise. Because of that close connection professionally, the URP Program regularly undertakes a variety of initiatives to ensure that these issues are regularly and thoroughly addressed through the classroom and through a variety of extracurricular events, some required of students and others provided for voluntary participation.

Leadership on issues of diversity, equity and inclusion will require open and frank conversations, risk-taking, financial investment, and flexibility to change course when a particular strategy is not working. Particular challenges involve a recognition of innate privilege and advantage, the cumulative effects of disadvantage, the intersectionality of socioeconomic status and racial or ethnic marginalization due to a national history of institutionalized racism, the role of whiteness and heterosexuality as prevailing and dominant, and the invisible effects of stereotype threat and implicit bias on the victims of such attitudes. When members of underrepresented groups are included, they are often subjected to environments, systems and institutions that require forms of integration and assimilation that negate individual and group identities – thus presenting an “inclusive” aura yet unequal demands and expectations for changes in behavior and communication. Over time the aura of inclusivity fades to reveal unspoken codes of exclusion. An inclusive environment requires institutional practices that insist upon a diverse curriculum and pedagogy, diverse participants in extracurricular activities and lectures/workshops; as well as an environment where persons can safely and bravely speak truth to power, debate power and privilege, and utilize speech (words, symbols, images, installations, etc.) to convey their unique points of view without infringing on others’ ability to do so, and without an intention to demean another person’s identity or to intimidate others to passive silence.

The net effect of a “diversity deficit” (chronically low participation from underrepresented groups) results in persuasive normative claims on talent and excellence, legitimacy, and other judgements that have the effect of rationalizing the homogeneity of the majority group. In addition, attaining a “critical mass” of diverse persons is consistent with social science research in making sure that groups that have faced historical legacies of exclusion attain a sense of collective belonging instead of isolation, marginalization, and assimilation. Diversity unchecked and unspecified can lead to an uncritical “festivalizing celebration” of any kind of difference. Diversity – when particularized and specified – can be a productive mechanism from which to identify patterns of exclusion, marginalization, systematic and institutional biases, and ways to rectify them.

II. PLANNING AND IMPLEMENTATION

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PLANNING

The Taubman College DEI Committee developed the Plan according to university guidelines, which required the committee to 1) collect, attain and organize new data, 2) educate itself on best practices, scholarship and reference material on DEI, 3) attain feedback and ideas from students, faculty and staff through open forums and focus groups, and 4) gain consensus in the production of a 5-year Plan for achieving transformational DEI goals. The committee realizes that not all voices have been heard, and has built into the Plan opportunities for robust engagement with all of the college’s constituencies on a regularized basis over all five years of implementation.

TAUBMAN DEI COMMITTEE

Milton S.F. Curry, Taubman DEI Implementation Lead / Associate Dean & Associate Professor of Architecture
Kate Grandfield, Administrative Specialist
Robert Adams, Associate Professor of Architecture
Scott Campbell, Associate Professor of Urban and Regional Planning / Coordinator of Doctoral Studies in URP
Margo Jones, Master of Architecture Student / NOMAS Chapter
Meghan Lee, Academic Adviser
Malcolm McCullough, Professor of Architecture
Mitch McEwen, Assistant Professor
Thomas Moran, Assistant Professor of Architecture
Russell Pildes, Master of Urban Planning Student
Ana Paula Pimentel Walker, Assistant Professor in Urban and Regional Planning
Anca Trandafirescu, Assistant Professor of Architecture
Jeanette Turner, Instructional Technology Lead

TAUBMAN DEI COMMITTEE MEETING SCHEDULE / U-M CENTRAL REVIEW SCHEDULE

UNIVERSITY OF MICHIGAN DEI PLANNING TIMELINE

Phase I: Data Collection and Analysis	September – December 2015
Phase II: Action Planning in the all Units	January – March 2016
Phase III: Review and Refine Plans	March – April 2016
Phase IV: Final Plans Submitted and Reviewed	May – June 2016
Phase V: Plans Roll Up into U-M Plan	July – October 2016
Strategic Plan Implementation	January 2017

TAUBMAN DEI PLANNING TIMELINE

Taubman DEI Committee Appointed	October 1, 2015
Taubman DEI Committee Meeting	October 26, 2015
Taubman DEI Committee Meeting	November 10, 2016
Taubman DEI Committee Meeting	November 30, 2016
Taubman DEI Committee Meeting	December 16, 2016
Taubman DEI Committee Meeting	January 6, 2016
Taubman DEI Committee Meeting	January 20, 2016
Architecture Program Faculty Meeting	February 8, 2016
Taubman DEI Committee All-Day Retreat	February 13, 2016
Taubman DEI Committee Meeting	February 17, 2016
Graduate Student Town Hall (Charisma Hoskins)	February 17, 2016
Faculty Town Hall (Timothy Corvidae)	February 22, 2016
Staff Town Hall (Anita Bohn)	February 23, 2016
Student Climate Survey	February 9 – 23, 2016
Faculty Climate Survey	February 17 – March 3, 2016

Staff Climate Survey	February 17 – March 3, 2016
Taubman DEI Committee Meeting	March 9, 2016
Taubman DEI Committee Meeting	March 16, 2016
Taubman DEI Academic Leadership Meeting	March 21, 2016
Taubman DEI Meeting	April 6, 2016
Taubman DEI Draft 1 Submission (DELTA)	March 31, 2016
Taubman DEI Draft 1 DELTA Endorsement	May 2, 2016
Taubman DEI Draft 2 Submission (DELTA)	June 14, 2016
Taubman DEI Draft 2 General Counsel (OGC) Review	July 7, 2016
Taubman DEI Draft 3 OGC Review	August 8, 2016
Taubman DEI Draft 3 OGC Endorsement	August 12, 2016
Taubman DEI Final Submission (DELTA)	August 15, 2016
Taubman DEI Final DELTA Endorsement	August 15, 2016
Taubman DEI Final Internal Distribution	September 20, 2016
Taubman DEI Final Plan Public Launch	October 5, 2016

IMPLEMENTATION

Taubman DEI Final Plan Public Launch	October 5, 2016
Taubman DEI Plan Implementation Year 1	January 2017-June 2017
Taubman DEI Plan Implementation Year 2	July 2017- June 2018
Taubman DEI Plan Implementation Year 3	July 2018- June 2019
Taubman DEI Plan Implementation Year 4	July 2019- June 2020
Taubman DEI Plan Implementation Year 5	July 2020- June 2021

III. CLIMATE SURVEY AND TOWN HALL SUMMARIES

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The Center of Educational Design, Evaluation, and Research (CEDER) in partnership with the Taubman College of Architecture and Urban Planning developed a survey for the students, staff, and faculty, respectively. Town Halls were facilitated by external facilitators. Going forward, these climate surveys, data collection, and engagement sessions will be regularized so that the college can attain maximum involvement from everyone in the college – this will allow for the most accurate and authentic assessment of the perceived and real perceptions about all DEI initiatives.

CLIMATE SURVEYS

The Center of Educational Design, Evaluation, and Research (CEDER) in partnership with the Taubman College of Architecture and Urban Planning developed a survey for the students, staff, and faculty, respectively. The survey of the students included questions related to the College’s social climate and their personal experiences. The survey of the staff included questions related to the College’s social climate and work environment including job satisfaction. The survey of the faculty included questions related to the College’s social climate and experiences of exclusion. A total of 183 Taubman College of Architecture and Urban Planning community members participated in the climate survey out of the 817 reported students, staff and faculty (2015 numbers), which is a response rate of 22.4%. Out of the 644 students in the college 17.5% (n=113) responded. Out of the 117 faculty members 41% (n=48) responded. Out of the 56 staff members 39% (n=22) responded. The majority of respondents also identified as U.S. Citizens. Given Taubman College’s composition with a majority White students, staff and faculty and a high level of international students, reviewers of the climate survey should take into account the low response rate from students, including international students, and the high level of White participants when assessing the data in this survey.

STUDENT CLIMATE SURVEY: OVERVIEW AND KEY FINDINGS

60% of students surveyed reported the climate as good excellent. Most students were unaware of Taubman’s Studio Culture Policy. Similar numbers of students reported believing racial conflict and tensions in the classroom are present at both Taubman and U-M. Most students did not agree that they felt their identities were represented in the lectures and seminars. Half of the respondents felt they had to assimilate into the dominant culture at Taubman and 38% of students felt others assumed things about them due to their appearance, name, and first language. Recommendations for the future include educating students about the Taubman’s Studio Culture Policy, include more information in the classroom that displays a diverse group of individuals, and educate and train faculty to create more inclusive environments for students in the classroom.

Key issues raised by students:

- Some international students report feeling that they do not receive the same resources or respect as students who were U.S. citizens
- Some minority students report feeling isolated and underrepresented in the classroom
- Students largely agree that the climate in lectures, seminars, workshops, and design studio is one that welcomes, values, and respects participants of diverse backgrounds and identities, is equitable, and inclusive
- There is a noticeable lack in awareness of Studio Culture Policy among students
- Some students report feeling that professors do not respect a diversity of ideas and opinions

FACULTY CLIMATE SURVEY: OVERVIEW AND KEY FINDINGS

Faculty recognized that the administration has a plan for diversity, equity, and inclusion, but felt they do not understand the plan. Faculty valued diversity and recognized the educational benefits it has for all (Table 5). Most faculty are made aware of the Studio Culture Policy since. Most faculty have not reported experiencing being threatened, stereotyped or sexually harassed, but some faculty have experienced these incidents. Faculty reported observing exclusionary behaviors due to nationality, followed by sex, age, ethnic background, race, and first language. Overall, 46% of faculty reported viewed the climate as good or excellent. Faculty were dissatisfied with the level of acceptance and representation of people from diverse backgrounds, but were satisfied with their roles in the classroom. Most faculty were unaware how to report offensive behaviors. Faculty were largely neither satisfied nor dissatisfied with the diversity of the faculty, staff, and students. Recommendations include faculty are to be educated about the Studio Culture Policy, official policy to report

offensive behaviors and events, and about the objectives related to increasing the diversity of the faculty, students, and staff.

Key issues raised by faculty:

- Some faculty report incidents of disrespect from students and college leadership
- Overall, faculty seem most concerned about a broad lack of diversity, citing specifically diversity of ideas, diversity of race/ethnicity, diversity of nationality, and diversity of political views
- Several faculty report extreme incidents of racism (including discriminatory speech and action) against Taubman students

STAFF CLIMATE SURVEY: OVERVIEW AND KEY FINDINGS

Most of the respondents reported observing biases due to background including first language, but despite having observing these occurrences, 81% respondents viewed the social climate as average, good, or excellent. Staff were also asked about their views of their work environment, work, and overall work climate at Taubman and most staff reported favorable views of each. No staff members reported being discriminated against due to their background. These results should not be taken to mean that discrimination due to background does not occur. In the future, it will be important to promote survey participation more broadly, particularly with respect to Non-White staff members, to be inclusive of all views of the climate at the College.

Key issues raised by staff:

- Some staff are concerned about an attitude of disrespect that they feel directed towards them from faculty and supervisors
- Supervision and training (or lack thereof) appear several times and are problematic issues or barriers to improved diversity, equity, and inclusion within the college

KEY FINDINGS – AREAS OF STRENGTH

1. All Constituents – Open to engaging around DEI
 - 83% of faculty reported a medium to high level of likelihood to have conversations with other faculty colleagues about diversity issues in the field
 - Staff reported a medium to high level of frequency to learning about people who are different from them
 - Students frequently work on projects or in teams with people that have different backgrounds from them
2. Faculty and Staff members – Positive perception of work environment
 - Staff members reported knowing that their ideas are valued and have the adequate resources to complete work
 - 59% of staff members indicated that they believe Taubman is committed to hiring a diverse workforce
 - Faculty indicated that their contributions are valued by the administration at Taubman and that staff, administration, other faculty members and students treat them with respect
3. Students – Positive perception of classroom environment
 - Students indicated that the studio culture at Taubman is more encouraging and nurturing than judgmental
 - 65% reported feeling affirmed and included in their classrooms

KEY FINDINGS – OPPORTUNITIES FOR IMPROVEMENT

1. Staff members – Power imbalance
 - 52% of respondents believe that they are unable to voice their opinions due to their identity
 - One respondent shares that, “faculty are condescending and disrespectful to staff.”
 - While 88% of respondents felt that co-workers were respectful of each other only 47% of respondents reported that faculty were respectful of staff

2. International students, staff and faculty – Feelings or perception of exclusion at Taubman
 - Faculty, staff and students all noticed that non-native speakers of English were excluded at a higher frequency than other members of the community
 - Some international students reported feeling that they did not receive that same resources or respect as students who are U.S. citizens

3. All Constituents – Lack of reporting around negative behavior
 - While several instances of negative behavior have been observed or experienced only 5 out of 63 instances were reported by staff, only 11 out of 167 were reported by faculty and only 7 out of 237 reported by students
 - Constituents do not appear knowledgeable about what to report and how to report
 - Faculty seem uncertain about any actions the administration takes around acts of discrimination, or instances of exclusion and marginalization

4. All Constituents – Overall climate for diversity, equity and inclusion is not positive
 - Less than 50% of respondents in each group (staff, faculty and students) feel that Taubman is doing an “excellent” or “good” job at creating a positive DEI climate
 - Faculty are concerned about the diversity of faculty, staff and student population
 - Though the majority of surveyed students find that they are learning about others through social interactions they did not report the same for their courses and programs
 - Students feel a pressure to assimilate to Taubman’s dominant culture defined by White men in the field
 - When interacting with faculty some students reported that faculty do not respect a diversity of ideals or opinions
 - Some of the minority students feel isolated and underrepresented in the classroom

TOWN HALLS

1. Unwelcoming Campus Climate
 - Challenges:
 - o Students – Lack of concern around cost of materials and resources for assignments, particularly for students who face significant financial challenges
 - o Students – Faculty do not show commitment to diversity in classrooms
 - o Students – Building is not accessible for students with disabilities

 - Opportunities:
 - o Students – More awareness around social identity is needed when creating syllabi
 - o Students – Develop protocol for negative incidents
 - o Students – Diversify faculty
 - o Students – Creation of more public lectures and events related to DEI in architecture
 - o Students, Staff and Faculty – Professional development seminars around DEI for everyone
 - o Students – Develop ways for people to engage with each other outside of the university and more intentionally
 - o Staff – Develop a diversity recruiting budget and strategic recruiting efforts around DEI

2. Work Environment for Staff and Faculty
 - Challenges:
 - o Faculty – Some faculty were unaware of the challenges minority students were facing
 - o Staff – Some felt uncomfortable sharing due to concerns that their ideas would be judged or dismissed
 - o Staff – Work is done in isolation

 - Opportunities:
 - o Faculty – More chances to have an active role in decision making
 - o Staff – Alter the power balance and structure at Taubman through open communication and partnerships
 - o Staff – Creation of different types of teams to develop relationships across offices

IV. STRATEGIES AND ACTIONS

IV. STRATEGIES AND ACTIONS

General Note: All strategic objectives and action items referred to in this Plan will be carried out in accordance with law and University policy.

IV. A INFRASTRUCTURE AND OVERSIGHT: YEAR 1

Achieving and sustaining the goals outlined in the Plan will require vision, leadership, risk-taking, and courage – from all of the college’s constituencies but especially on the part of the dean and academic leadership who command the human and financial capital needed to implement the Plan. Standing affirmatively for diversity, equity and inclusion also demands stances against racism, sexism, homophobia, and other forms of expression that go against the college’s values and the values of a public university and a democratic system. To execute the Plan, the overall organization and accountability chart of the college will need to change. The following imperatives are first steps in transitioning from planning to implementing, and require a series of consultations and votes from various bodies within the college consistent with the College Rules.

1. DEAN APPOINTMENT OF IMPLEMENTATION LEAD

Year 1: August 15, 2016

The dean appointed Milton S. F. Curry, associate dean and DEI planning lead, as implementation lead for the 2016-2017 academic year. The Implementation Lead (IL) will lead DEI efforts in Fall 2016: Plan launch, community engagement forums, DEI budget planning, strengthening DEI infrastructure; and Winter 2017: Year 1 implementation as outlined in the Plan. The Implementation Lead will report to the dean.

2. DEAN / IMPLEMENTATION LEAD PUBLIC LAUNCH OF TAUBMAN DIVERSITY PLAN

Year 1: October 5, 2016

The Implementation Lead (IL) will officially launch the DEI Plan with an announcement to the college community via email and by making the Plan available on a dedicated web portal. The Fall 2016 semester will be utilized to engage in community forums with academic leadership, staff, faculty, students and alumni. The committee recommends that the dean integrate language from the Plan in the college’s mission statement.

3. DEAN / IMPLEMENTATION LEAD CONSTITUTE A COLLEGE DEI COMMITTEE

Duties of the College DEI Committee, chaired by the Implementation Lead (IL) and/or Chief Diversity Officer (CDO):

- 1) Providing advice, advocacy and oversight to the dean, Implementation Lead, and Chief Diversity Officer in defining, implementing and evaluating the college’s DEI activities.
- 2) Reviewing relevant research and best practices for the college’s DEI-related activities.
- 3) Reviewing staff and faculty searches to ensure best efforts in diversifying faculty and staff cohorts, by:
 - 3.1.) Ensuring that search committee membership is broadly diverse;
 - 3.2.) Ensuring that position announcements contain content that is likely to attract diverse applicants;
 - 3.3.) Ensuring that candidates are informed about the college’s DEI policies and activities;
 - 3.4.) Ensuring that candidates’ statements on diversity are part of their overall evaluation.
 - 3.5.) Recommending measures to enhance the diversity of the applicant pool at the beginning of a search, or at the end of a search when the committee may also recommend an extension of a search.

4. DEAN APPOINTMENT OF CHIEF DIVERSITY OFFICER

Year 1 / Year 2: by September 1, 2017

The dean shall appoint a Chief Diversity Officer for the college. The Chief Diversity Officer may be the same individual as the Implementation Lead, may be a senior-level staff person without an academic position, or some combination thereof. The dean shall consult and decide on how the organizational chart of the college should shift to accommodate the IL and/or the CDO. The CDO will report to the dean, and will be responsible for leading, coordinating, and evaluating all of the college’s DEI-related activities.

He/she will be the primary liaison between the college, other CDOs, and other central university officials charged with collaborating with college-level CDOs. The CDO will chair the College DEI Committee. The CDO – in order to be effective – must have a dedicated budget and direct reports.

The CDO should possess the following qualities:

- 1) technical understanding of DEI-related issues in architecture and urban planning;
- 2) evidence of executive-level expertise and vision in leading organizational change;
- 3) possess and understanding of higher education, and broad issues related to the college's programs

IV.B RECRUITMENT, RETENTION, ACADEMIC AND PROFESSIONAL DEVELOPMENT

1. STRATEGIES / ACTIONS: STUDENTS

Attracting diverse students, retaining them and supporting their academic success and professional development is challenging in architecture and urban planning for several reasons: 1) Unique residential segregation by class and race in the U.S. which leads to sizable gaps in academic achievement by twelfth grade, 2) lack of sufficient cultivation of “successful mindsets” amongst underrepresented minorities and marginalized populations and groups, 3) lack of “critical mass” of underrepresented minorities and other marginalized groups – making it more difficult to develop a sense of well-being and belonging, and 4) the focus on “identifying talent” versus “cultivating potential” in trying to incentivize minorities and marginalized populations to enter into design-related disciplines.

A new research report, by Sean F. Reardon, Demetra Kalogrides and Kenneth Shores of Stanford – “The Geography of Racial/Ethnic Test Score Gaps,” (CEPA Working Paper No. 16-10), outlines the following context for U.S. – based educational outcomes for Black and Hispanic students from wealthy and poor neighborhoods:

- 1) A higher proportion of black and Hispanic children come from poor families. Children in the school districts with the highest concentrations of poverty score an average of more than four grade levels below children in the richest districts;
- 2) The analysis shows that the largest gaps between white children and their minority classmates emerge in some of the wealthiest communities, such as Berkeley, Calif.; Chapel Hill, N.C.; and Evanston, Ill.

The study also reveals large academic gaps in places like Atlanta and Menlo Park, Calif., which have high levels of segregation in the public schools. Why racial achievement gaps were so pronounced in affluent school districts is a puzzling question raised by the data. Part of the answer might be that in such communities, students and parents from wealthier families are constantly competing for ever more academic success. As parents hire tutors, enroll their children in robotics classes and push them to solve obscure math theorems, those children keep pulling away from those who can't afford the enrichment.

According to authors Aneeta Rattan, Krishna Savani, Dolly Chugh, and Carol S. Dweck (Leveraging Mindsets to Promote Academic Achievement: Policy Recommendations, Perspectives on Psychological Science 2015, Vol. 10(6) 721–726.), “Scientific research shows that students’ psychology—their ‘academic mindsets’—have a critical role in educational achievement. Yet policymakers have not taken full advantage of cost-effective and well-validated mindset interventions...we present two key academic mindsets. The first, a growth mindset, refers to the belief that intelligence can be developed over time. The second, a belonging mindset, refers to the belief that people like you belong in your school or in a given academic field. Extensive research shows that fostering these mindsets can improve students’ motivation; raise grades; and reduce racial,

gender, and social class gaps. Of course, mindsets are not a panacea, but with proper implementation they can be an excellent point of entry.”

Diversity scholars and policymakers have wrestled with the argument, promoted by the University of Michigan and many other academic institutions and businesses, that having a “critical mass” of members of certain identity groups allows for a greater sense of well-being and belonging and leads to a diminution of animus directed at these specific groups. While we do not propose designating a particular percentage to constitute a “critical mass,” in an article in the *The Chronicle of Higher Education* entitled “Diversity’s Elusive Number: Campuses Strive to Achieve ‘Critical Mass’” (December 9, 2015), Dan Berrett states that, “Campuses whose share of underrepresented students fails to crack 20 percent include some of the highest-profile sites of conflict in recent months: Yale and Princeton Universities, the Universities of Missouri and Oklahoma, and Claremont McKenna College. Among the approximately 70 campuses with student demands cataloged on the website thedemands.org, all but five fall below the 35-percent threshold. The number of Title IV-compliant, four-year, degree-granting public and nonprofit private colleges where at least 35 percent of first-time, full-time, degree seeking undergraduates are black, Hispanic, or Native American is just 374, about 19 percent of the total number of such institutions. More than a third of those diverse institutions are designated as historically black or tribal, or have Hispanic enrollments of 80 percent or more, according to federal data.”

Dan Berrett notes that Rosabeth M. Kanter, a professor of business administration at the Harvard Business School “studied the experiences of women in corporations in the 1970s, finding that when their ranks reached a certain threshold — about 35 percent — their presence started to change their organizations’ culture, norms, and values. UCLA’s researchers ran their numbers and observed a threshold similar to the one Ms. Kanter found. Black, Hispanic, and Native American students were less likely to say they had personally been the object of discriminatory verbal comments, had seen offensive images, and had felt excluded from events and activities when their combined numbers on a campus were higher than 35 percent. As the rates of hostile interactions dropped, their sense of belonging on a campus rose, the researchers found. And a sense of belonging tends to predict retention and persistence.”

SUMMARY

The key DEI issues facing our college are similar to most other colleges and other universities. The key question is how can we maintain a dynamic analysis of ongoing forms of inequity while simultaneously designing and evaluating interventions unique to our disciplines – architecture and urban planning. The four key areas of focus are: 1) overcoming academic achievement gaps due to insidious de facto class and race segregation by neighborhoods, 2) cultivating growth mindsets particularly amongst students of color, women, and other minorities, 3) attaining a critical mass of students of color, women and other minorities, and 4) focusing on cultivating and developing potential in lieu of identifying talent as a core shift in the discourses of recruitment.

The diversity of students by race and ethnicity in all academic programs is low – particularly among African-Americans and Latino/Hispanic students and among lower socioeconomic status students. Female students in most degree programs are either on parity with male students or slightly lower. The college needs to develop more aggressive recruitment strategies to make sustainable gains in the recruitment of low income students, first generation college students, African-American and Latino/Hispanic students. Students with disabilities, students who identify as transgender, and students who identify as LGBTQ are more difficult to quantify and recruiting them depends more on the perception of an inclusive climate than with overt appeals based solely on their identity. Taubman College desires transformational changes in the student landscape. We want to recruit high-quality students who are capacious thinkers, and who possess a social consciousness that exceeds presumed political correctness associated with “tolerating” diverse constituencies.

1.1 TARGETED RECRUITMENT STRATEGIES

Accountability: IL / CDO / Administrative Director

The college leadership needs to be engaged in student recruitment on all levels – strategy development / oversight, implementation and evaluation. It is imperative to refresh the college’s many recruitment strategies based on available data on student diversity and student success, develop attractive components for recruitment that can be highlighted in web and collateral materials with consistency. The college should identify opportunities for every level of academic leadership, alumni, faculty and students to participate in specific recruitment activities – showcasing the college’s diversity. The IL / CDO and Administrative Director shall develop: 1) critical assessment of existing recruitment strategies based on 5-year goals and metrics; 2) targeted DEI initiatives and budget needs for each initiative, with legally compliant 5-year goals and metrics; and 3) specific coordination strategies for leveraging pre-degree outreach programs on campus, in Detroit, in the Midwest region, and nationally. The IL / CDO and Administrative Director should develop improved information sharing and collaboration in the development, implementation and evaluation of these activities.

1.2 INVESTMENT IN I.T. SYSTEMS TO ATTAIN APPLICANT POOL INFORMATION

Accountability: Administrative Director

Implement Student Explorer (an early warning system that leverages the Learning Management System for identifying at risk students) through each student’s academic advisor – the program is offered through the Digital Education & Innovation. Taubman College will benefit from Interfolio’s technology in improving the college’s access to critical information regarding faculty and student applicant pools. ByCommittee is enterprise software that helps institutions control costs and make informed, strategic choices about recruitment, tenure, and professional service. The platform improves decision-making by simplifying the logistics of committee review, providing transparency into data about faculty milestones, and reducing inefficiencies in administrative workflows.

1.3. TAUBMAN ARCHITECTURE ENRICHMENT / URBAN OUTREACH K-12 PROGRAMS

Accountability: Associate Dean, Architecture and Planning Program Chairs

The college’s academic enrichment programs – Michigan Architecture Prep and Michigan ArcStart are exceptionally well-designed programs that are fulfilling a need and positively impacting applicant pools for both undergraduate and graduate degrees in architecture. The committee has the following recommendations on how to best fund, sustain, market and leverage these programs to the college’s full benefit:

1.3-i Architecture Enrichment Programs: Michigan ArcStart

Michigan ArcStart, based in the college’s own building in Ann Arbor- serves about 30 students per year in a 3-week format – comprised of high school-age and college-age students interested in careers in architecture. This program, in operation for over 7 years, is currently funded by the college. The program serves students from all grade/education levels from high school to college graduates. The college currently financially supports this program, which also receives student tuition. Students from the program often apply to Taubman College and are admitted to the BS Architecture program. The committee recommends Taubman raising/contributing funds to sustain this program so that more scholarships are available to students. The committee recommends a program evaluation to determine if the program is attracting targeted underrepresented students – if not, the program should be redesigned to be more attractive to these students.

1.3-ii Urban Outreach K-12 Programs: Michigan Architecture Prep

Michigan Architecture Prep, based in the Michigan Research Studio in Detroit – serves up to 90 high school juniors in the Detroit metro area per year in a 3-hour per day / 5-day per week / 20-week semester. In operation since 2015, the program exposes students to architecture design through freshman-level studio-based instruction, field trips to architecture offices, and college preparatory workshops on portfolio development, critical thinking and essay writing. Exceptional students from this program receive paid Summer internships in Rossetti Architects’ Detroit office; and free rides to Cornell Summer Architecture

program through a joint agreement. This program is governed by legal memoranda with the Detroit Public Schools and the Education Achievement Authority. The program is currently funded by grants from 3 foundations – A. W. Mellon, The Kresge Foundation, and the Community Foundation for Southeast Michigan. The committee recommends Taubman raising/contributing funds to sustain this program following 4 years of external grant support. The committee recommends a program evaluation to determine if the program is increasing students’ chances of attaining admissions to architecture programs – if not, the program should be redesigned to produce better results in improving student outcomes.

1.3-iii Urban Outreach K-12 Programs: U-M North Campus Summer Program for High School Students / Taubman Architecture Magnet School

The committee and Planning Lead recommend studying the feasibility of the following new programs:

1) U-M North Campus Summer Program for High School Students – a program such as this emulates programs at ivy-league and top-tier institutions. Such a program could realize synergies between the 4 North Campus units and allow for individual existing Summer programs to have a sharper focus, while plugging into an overall interdisciplinary structure that would allow students to take courses outside of their unit-based programs.

- 3) Effective recruiting requires a predictable and consistent presence. Taubman College could adopt a magnet high school to develop a pipeline of freshmen, similar to the Design and Architecture Senior High in Miami, Florida. This partnership would include faculty participating in the annual Portfolio Day, being part of reviews, a small architecture studio or planning workshop, admissions office visits to discuss the college application process, and recruiting for ArcStart. It could potentially include flying admitted students to Taubman College in order for them to see the campus prior to applying. An example of this type of adoption model was in 2000 between Georgia Tech College of Engineering and Rockdale County Public Schools. The Office of Undergraduate Admissions at U-M has found that Chicago is a successful recruiting ground for potential students.

1.4 TAUBMAN HBCU/HSI CONSORTIUM

Accountability: IL/CDO, Associate Deans, Architecture and Planning Program Chairs

HBCUs AND HSIs – while geared towards the needs of African-American and Hispanic/Latino students – are open to all students regardless of race or ethnicity. These institutions educate over 70% of licensed African-American architects who graduated from professional degree programs. In addition, these institutions educate a large number of students who matriculate to top-tier institutions to pursue masters-level and PhD-level graduate degrees, often with more success than their peers from other institutions. Taubman College has conducted outreach to 1-3 HBCUs (historically black colleges and universities) and HSIs (Hispanic-serving institutions) – through a program initiated by the Urban Planning program with Morehouse College, and through efforts in architecture aimed at partnering with Florida A&M University.

The committee recommends developing a consortium of three to five institutions whereby the college executes three-year agreements that allow for architecture and urban planning to engage in workshops, faculty-student exchanges, application fee waivers, and other joint programs aimed at attracting students to the college and deepening teaching and research connections between Taubman and consortium partners. Other units at U-M have joint degree agreements that are Prop 2 compliant. Taubman would seek to execute Prop 2 compliant MOUs as appropriate.

1.5. INSTITUTIONALIZE DIVERSITY COMPONENT INTO APPLICATION EVALUATION / UTILIZE MERIT-BASED AID TO ATTRACT DIVERSE STUDENTS

Accountability: IL/CDO / Student Services Director

Institutionalize Diversity Component into Application Evaluation

Develop an admissions process to capture applicants’ commitment to and proclivity for advancing diversity, equity, and inclusion as part of their academic careers at the college. Revised procedures should include

application questions and evaluation criteria that assess applicants' propensity for engaging in professional practices that contribute to social justice and the affirmation that diverse economic class and diverse demographics of people have a right to a beautiful built and natural environment. Application questions and evaluation should also tease out applicants' demonstrated work in achieving diversity, equity and /or inclusion. Develop admissions protocols and guidance (in concert with university and external consultants) to thwart unconscious bias on the part of faculty reviewers and the inadvertent privileging of measures that do not predict student academic success or professional achievement.

Utilize Merit-Based Aid to Attract Diverse Students

Develop merit-based and targeted scholarship funding to facilitate, in legally compliant ways, the recruitment, admission, and retention of students who have backgrounds, experiences, and inclinations consistent with the college's admissions criteria and DEI. Continue to disburse, using legally compliant means, scholarship funds in alumni-donated accounts aimed at supporting targeted underrepresented student populations. The College will alert students to opportunities offered by alumni and alumni organizations who have flexibility in targeted funding.

1.6. CREATE COHESIVE TAUBMAN FRESHMAN ADMISSION, ORIENTATION, MENTORING SYSTEM

Accountability: IL/CDO / Dean

1.6-i Increase BS in Architecture Freshman Admission

Taubman College and other units at U-M desire increases in an individual units' ability to admit freshman. Unlike many peer institutions, Taubman's BS in Architecture program did not admit freshman until 3 years ago. The college began admitting freshman students directly 3 years ago and currently admits about 24 students per year. The college is restricted by U-M central administration, from admitting more students as freshman. The impact is clear: as the percentage of internal U-M transfers (primarily from LS&A) has dropped precipitously, the college has had to achieve its enrollment targets through more aggressive internal U-M recruiting, as well as increased attention towards transfers from community colleges and other 4-year institutions. The ability to admit freshman allows the college to more actively recruit freshman from the high school environment. Yet, the constraints on the number of freshman admits means that sought-after students are pushed into the larger U-M applicant pool and are applying to other colleges and schools without the benefit of a holistic review that includes a visual portfolio. The college's recruitment has been met with skepticism from prospective minority students who see the two-stage application process for entry into the BS in Architecture degree as risky, cumbersome, and difficult to understand. Minority students often select to apply to competing institutions that seek them out and offer a direct freshman admission and mentorship pathway, in contrast to Taubman's current system. The freshman admission of more students across the board would likely benefit the college's recruitment efforts among low-income and minority prospective applicants because they would not be intimidated by the application process and more open to applying.

1.6-ii Improve Freshman Orientation and Mentoring

Taubman College new student orientation should offer a robust set of activities with more varied goals. Goals of orientation should be aligned with DEI goals, whereby students receive different kinds of core competency training alongside their orientation. Specifically, the college should immediately investigate executing the following during the first month of a student's orientation to the college:

- Comprehensive Studies Program (CSP) for select Taubman-admitted freshman
- Targeted mentoring/advising for freshman students from urban, low-income backgrounds
- Cultural competency training for each student within first 3 weeks of the term

Comprehensive Studies Program (CSP) for select Taubman-admitted freshman

Taubman College began admitting freshman in Fall of 2013. In order for students to have a smooth transition from high school to college, it would be beneficial to have select freshman architecture students participate in the Comprehensive Studies Program (CSP) and attend the Summer Bridge program. The

Office of Undergraduate Admissions would identify students that would benefit from the Summer Bridge Program. Students take a course in writing, mathematics, and a first year seminar.

Cultural competency training for each student within first 3 weeks of the term

The architecture orientation doesn't have any interactive competency training. Urban Planning participated in the new training during the 2015 orientation, for the first time. In order to engage architecture and urban planning students, a cultural competency workshop could be integrated into the first three weeks of class. It would act as an "icebreaker" while learning about cultural competency at the same time. Students have described that there are cliques established before students arrive at the College and that these groups tend to be made up of students from the same country, ethnicity, previous institution, or programs. This program would be an opportunity for students to move outside of a clique and establish relationships with other students. The workshop could be set up to blend students from architecture and urban planning programs. Students mentioned how they tend to only meet students in their own programs. This would help with retention since it would help to create an inclusive atmosphere. It would also be a professional development opportunity for students.

1.7. IMPROVED FACULTY ADVISING

Accountability: Student Services Director, Program Chairs

"Academic advising is the very core of successful institutional efforts to educate and retain students. For this reason, academic advising ... should be viewed as the 'hub of the wheel' and not just one of the various isolated services provided for students...academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success" (Nutt, 2003). Frequent faculty student contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. (Chickering and Gamson 1987. P 4). Based on these observations, there are ways that Taubman College can strengthen advising both academic and faculty advising.

Many students do not utilize their faculty advisor. A series of communications and interactions could be planned. The first communication could be an email about the faculty advisors' role, followed by a personal email from the advisor. During orientation, a faculty advisor could meet with small groups of students, no larger than three, or have individual meetings. Faculty advisors also need to understand the importance and responsibilities of the advising role. It would be beneficial to recognize and reward advisors as well as having accountability. As far as accountability, it may be good to have a question on the annual Faculty Activity Report (FAR). A meeting with faculty advisors about advising topics every term is a good first step.

1.8. TAUBMAN PEER ADVISING NETWORK

Accountability: Student Services Director

Develop an effective and highly tailored and individual academic advising and mentoring plan for all interested students (with the understanding that underrepresented minority students and first generation college students may find this of particular benefit). Develop a voluntary peer mentorship program involving undergraduate and graduate students in which incoming students partner with advanced students who provide guidance, identify strategies for successful navigation of the program and school, and address transition-related issues that may be unique to the student or the social groups of which she or he may be member. This program would be open to both undergraduate and graduate students and help them transition into the College. The program can act as an icebreaker for new students, spark connections which will become part of each student's support system. As part of the program, mentors could also be asked if they would be interested in being conversation partners for non-native English speakers.

2. STRATEGIES / ACTIONS: FACULTY

Attracting, retaining, and supporting diverse faculty is challenging in architecture and urban planning for several reasons: 1) The lack of sufficient numbers of underrepresented minority architecture and planning students in highly-ranked accredited degree programs in North America; 2) lack of targeted institutional

mechanisms that highly encourage and incentivize minorities to consider careers in academia; and 3) lack of inclusive academic environments.

In architecture and urban planning diverse faculty bring forth the following qualities that directly impact the teaching and research environment at the college: 1) racially and ethnically diverse faculty possess appreciation of institutional bias and the concomitant effects of this bias on persons in the built environment; 2) gender-diverse and sexual-orientation-diverse faculty better understand the complexity of the intersections of gender and sexual orientation on and in the built environment; 3) geographically and globally diverse faculty better understand the difference in political, cultural and economic contexts that impact the built environment. In attracting, recruiting and sustaining a critical mass of diverse faculty, the college must not assess potential faculty from marginalized identities differently from their non-marginalized competitors – all potential faculty must be put through equivalent scrutiny in terms of their consciousness of and personal actions with respect to complex diversity and equity issues.

Gender and Sexual Orientation Diversity

Taubman College has been successful in recruiting female faculty. Last year the college hired two female faculty members, which brought the percentage of women among tenure track faculty to 42%. Recruiting a female for the Chair of our Architecture Program (and having had a female as dean for 8 years) also enhanced the representation of women in leadership positions at the college. The ACSA (Association of Collegiate Schools of Architecture) reports that nationally 40% of architecture students, 25% employed architects and architectural designers, less than 18% of deans, and only 15% of licensed architects are women. Further they found that between 2010 and 2014 82% of the top awards in architecture went to men. Taubman College enrollment has held in the mid to high 40% range for a number of years and was nearly 50% female in 2014. The number of female architecture and planning students in highly-ranked degree programs has been at parity with their male counterparts for many years. Yet women, particularly women of color, lack ascension in the higher echelons of academia and practice – potentially due to lack of sufficient professional development while in collegiate programs. Gender and sexual orientation diversity is more difficult to measure, but the college should pursue more information through confidential surveys.

Racial and Ethnic Diversity

Hispanics and African Americans are underrepresented in Architecture and Planning at most degree levels in U.S. accredited schools according to the ACSA, which leads to a “diversity deficit” in tapping qualified minority students to become academics. In the past six years, the college has been successful in recruiting faculty from underrepresented groups to the college whose areas of expertise have broadened the diversity of our curricular offerings. Last year we were able to continue this trend with the hire of an assistant professor who is an African-American. This year, we completed an assistant professor of practice hire of African American descent. These hires – executed in accordance with law and University policy, indicate that continued efforts like these can yield tangible results.

Women, LGBT-identified persons, African-Americans and Hispanics continue to face challenges in academia and in the profession. Nationally, the college environment can be hostile, with a lack of available mentors who understand the institutionalized biases that they face. Their academic scholarship, creative work and teaching is often scrutinized in ways that may be vastly different from their peers – their topics of interest may be assumed to be outside of the normative issues addressed by their colleagues and valued by the profession at large.

2.1. TAUBMAN FACULTY PIPELINE INITIATIVES

2.1-i FUTUREPROF ARCHITECTURE / URBANISM BIENNIAL INSTITUTE

Accountability: IL/CDO

Develop a focused bi-annual workshop (similar to the University of Michigan School of Engineering’s NextProf program Cornell University Society for the Humanities Institute of Criticism and Theory Summer

Institute) for individuals who are in the graduate school, post-graduate school, and junior faculty phases to encourage their pursuit of careers in academia. The program – provisionally titled ‘FutureProf’ – would occur bi-annually and incorporate professional development activities and networking opportunities for those who might become prospective faculty members at higher education institutions. The program could also be used to build awareness about the college’s extensive fellowship programs. Through the development of this program the College would develop an ongoing database of potential applicants and share the information with faculty and fellowship search committees at the beginning of each search to attempt to diversify applicant pools.

2.1-ii COORDINATE TAUBMAN FELLOWSHIPS

Accountability: IL/CDO / Program Chairs

Taubman College currently has 8 post-graduate fellowships, five of which are exclusively for professional architecture degree holders. Fellowships are an important tool of faculty recruitment into the architecture school, and potentially urban planning programs. The three core fellowships at Taubman College – Sanders, Muschenheim and Oberdick Fellowships, the Sojourner Truth Fellowship and the Michigan-Mellon Design and Humanities Fellowships (4 per academic year thru 2018-19 and potentially renewable) — are considered nationally prestigious. Core fellowships are funded from annual funds, not endowed. The Michigan/Mellon fellowship program has achieved 11% African-American, 11% Latino, and 44% female representation. The Sojourner Truth Fellow in Urban Planning is offered to practitioners in the field. While none of the fellowships are earmarked for any particular group, the committee recommends exploring amending the Sanders Fellowship description to more explicitly frame the fellowship as emphasizing the value of social research in architectural design and theory.

The committee and Planning Lead recommend a coordinated effort to: 1) market the 8 fellowships towards the kind of faculty that the college may need to attract in the future, 2) coordinate timing of fellowship application and decision deadlines so as to take advantage of candidates across the applicant pool spectrum, 3) make the application procedures more consistent, highlighting differences but also requiring a diversity statement and protecting the integrity of the evaluation process.

2.2. REVISE FACULTY SEARCH PROTOCOL TO PRIORITIZE DEI GOALS

Accountability: IL/CDO College Diversity Committee

Identifying promising pools of potential faculty requires consistent commitments on the part of the college – commitments to expanding conventional applicant pools to include persons who do not necessarily emanate from the same educational or professional environments as the persons currently on faculty, and commitments to ensure that once potential candidates appear on recruitment lists and in interviews – that extra safeguards are in place to eliminate unconscious stereotype, bias and discrimination from the process. In addition, the search committees, the executive committee, the dean, and all of the constituencies interacting with the process need to be educated on the specific protocols and must be accountable to follow them. In addition, in accordance with federal law and in keeping with the University of Michigan commitment to a diverse faculty, the university complies with Federal Executive Order 11246, which supersedes Michigan’s Proposal 2.

The work of the assistant to the dean in Summer 2016 anticipates the adoption of a more robust policy guideline document for all faculty searches that utilizes information from the university’s internal assets (STRIDE, ADVANCE), as well as best practices.

The committee recommends the following elements of a search protocol that would be integrated with the college’s new policies expected to be adopted Fall 2016:

1. COLLEGE DEI COMMITTEE ROLE IN FACULTY SEARCH PROCESSES:
 - 1.1. Ensuring that search committee membership is broadly diverse;
 - 1.2. Ensuring that position announcements contain content that is likely to attract diverse applicants;

- 1.3. Ensuring that candidates are informed about the college's DEI policies and activities;
- 1.4. Ensuring that candidates' statements on diversity are part of their overall evaluation.
- 1.5. Recommending measures to enhance the diversity of the applicant pool at the beginning of a search, or at the end of a search when the committee may also recommend an extension of a search.

2. SEARCH COMMITTEE ROLE AND EXPECTATIONS

- 2.1. Faculty Search Committee members must abide by any new Faculty Search Guidelines; participate in STRIDE training (either via a specially tuned training provided to the committee as a whole or via members having participated in STRIDE workshops within three years of their service on the search committee).
- 2.2. Follow a position advertisement and active search and recruitment plan developed by the dean and executive committee. The plan must reflect best practices for reaching a broad and inclusive applicant pool (see Appendix A: Effective Strategies and Practices for Creating a Broad and Inclusive Pool of Applicants; and ADVANCE Handbook: "Defining the Position" and "Recruiting Activities During the Search").
- 2.4. In addition to pursuing the practices outlined in the aforementioned documents, the search committee will:
 - i. Reach out to colleagues throughout the college in the interest of leveraging in full the professional networks extant in the college;
 - ii. Determine the national pool for a search using benchmark availability data;
 - iii. Implement an online survey to facilitate the search committee's capacity to evaluate how the applicant pool compares with the national pool (both the Ross School of Business and the College of Literature, Science, and the Arts rely on these optional online surveys in conducting their searches).
 - iv. Regularly reference the benchmark availability data during the candidate application period to gauge progress in growing a diverse applicant pool and to redouble efforts as warranted;
 - v. Establish clear evaluation and selection criteria and ensure that the criteria are applied equitably in the selection process; candidates' capacity to contribute to the college's commitment to diversity and inclusion must be included among the selection criteria;
 - vi. Develop and implement a candidate evaluation sheet that is in accord with the selection criteria and will facilitate the search committee's reasoned evaluation of candidates as per this criteria (this same evaluation sheet should be implemented during the campus visits/ interview stage of search, as it would allow various parties and constituencies within the college to comment on short list candidates in accord with the evaluation criteria); and
 - vii. Comply with ADVANCE recommendations concerning best practices for whittling down the applicant pool to a short list of applicants (see ADVANCE Handbook for Faculty Searches: "Creating the Short List").
- 2.5. Obtain the dean's and the equity advisor's evaluation that the short list is satisfactory. In seeking this evaluation, the search committee must provide justification for the selection of finalists. Towards that end, the committee must discuss each finalist's qualifications, experience, and skills based on the evaluation criteria and describe in detail the committee's good faith efforts to achieve a diverse candidate pool.

4. TARGETED FACULTY MENTORSHIP

Accountability: CDO / Program Chairs

We recognize that minority faculty and women face different challenges regarding teaching evaluations and service demands. Some scholars find strong gender bias in teaching evaluations. Diverse faculty are also called at the university level for service. Sometimes faculty may focus on issues that are not considered central to architecture and planning. Intellectual diversity is a fundamental aspect of higher education and marginalizing topics may deter retention efforts. Therefore, program chairs should discuss service assignments and channel select faculty into more targeted mentoring programs – such as the NCFDD.

University of Michigan has become an Institutional Member with the National Center for Faculty Development & Diversity (NCFDD). The NCFDD is a nationally recognized organization that provides online career development and mentoring resources for faculty. They deliver a variety of web-based services focusing on increasing productivity, time management, maintaining work-life balance, resolving conflict, personal organization, and cultivating members, sponsors, and collaborators. As an Institutional Member, all U-M faculty, post-doctoral fellows, and graduate students can take part in the program benefits for one year by registering for a free sub-account membership. The college should encourage all faculty, including each woman and minority faculty, to enroll in The National Center for Faculty Development and Diversity (NCFDD) boot camp workshops.

3. STRATEGIES/ACTIONS: STAFF

The value of a diverse staff will differ in each sector of work. In addressing the needs of a diverse student body, alumni, and faculty, the staff in each business and service unit must be accountable to know the values that the college upholds and must have knowledge of the authentic challenges and biases that group members face in their daily lives in the college. It must be a priority to ensure that all staff be adequately trained to understand of the fundamental benefits of diversity, as well as the challenges of bias and discrimination (intentional and unintentional). Staff members should not only contribute to the school's commitment to advance diversity, equity, and inclusion but also personally experience this commitment in terms of their professional interactions, opportunities, and access. Executing a complex DEI agenda that cross-cuts multiple academic, management, and curricular units requires close integration with staff. Therefore the staff, often on the frontline of interface with students and faculty, must be considered critical to the successful inclusion of DEI principles in all of the college's activities. The staff, too, should generally reflect society's broad diversity within the backdrop of a respectful and creative environment.

The committee discovered systemic issues identified by a cross-section of staff that indicate that system-level changes may be needed prior to executing DEI-specific strategies and actions. The overall environment is not perceived by some staff members to be an inclusive one whereby every individual feels that they are valued. There is widespread concern about roles, responsibilities, and salary equity. The staff feel constrained in critiquing various aspects of the college's operations. Staff feel the need for a clearer organization chart and a more transparent informational landscape for identifying advancement and professional growth opportunities. Staff members also identified equity and inclusion concerns regarding their relative position within the college in regards to students and faculty. There is a perception among staff members that they suffer from internal stigma based on their role as administrators rather than academics. This stigma appears to draw on, but is not limited to, perceptions around socioeconomic status, the devaluation of non-academic work, and often incorrect assumptions about level of education and professional training.

The college's staff to faculty ratio is one of the lowest among the university's 19 schools and colleges. In the midst of the shared services initiative undertaken by the university over the past 5 years, there has been pressure to keep this ratio as low as possible without undercutting a unit's functionality. However, given the growth of the college activities – from managing three physical locations in two cities to building a new building to increasing aspirations and goals in external research funding – the college may need to revisit its approach to this method of measure. Professional schools manage more than the discreet teaching and research functions – they also interface with the private sectors, provide networking opportunities for students, and execute conferences and workshops in order to model professional milieus and modes of working. These all require a high-functioning professional staff. The college has experienced high turnover rates among its internal staff in recent years. The academic leadership needs to better understand why staff are leaving, the relative strengths and weaknesses of each staff member, and how future hiring can be ever more intentional in aspiring to retain high performers for longer periods of time.

The process for attracting diverse staff, retaining them and supporting their professional development and achievement is challenging in Taubman College for several reasons: 1) Overall lack of significant numbers of underrepresented minorities in University of Michigan professional staff – the talent pool from which internal

staff hires are drawn, 2) Taubman College is a small college by comparison to other university units and therefore enterprising staff who seek career advancement and salary progression perceive less possibilities for this type of professional growth in a small college unit, 3) the atmosphere and climate of the college is perceived to be not as inclusive as other environments at the university.

3.1. EVALUATION OF STAFF LEVELS, ENVIRONMENT, PROFESSIONAL DEVELOPMENT

Accountability: IL/CDO / Dean / Administrative Director

The administrative leadership, led by the dean, should collaborate on identifying key staff concerns, understanding the logic of staffing levels and advancement opportunities in light of DEI initiatives and other college aspirations and goals. Bringing in an external consultant to assist in this process may be helpful in attaining the desired outcomes. As it relates to administrative staff and units, the CDO and administrative director shall organize conversations around the topics of priority and outline specific 5-year plan for achieving improvements in each category deemed a priority:

- A. Salary Equity, Compensation and Work Load
 - Rationale for salary disparities by job description, analysis of equitability of merit pay;
 - Rationale for perceived or real high turnover rates;
 - Rationale for staffing levels for or 2017-2021.
- B. Participation and Engagement
 - Plan to include staff in college committees and solicitation of opinions on major decisions;
 - Plan to encourage high productivity and job satisfaction and improve work environments;
 - Plan for accountability measures that ensure consistent high professional performance.
- C. Professional Development and Adjudicating Conflict
 - Plan for professional development and advancement opportunities at the college;
 - Plan for investment in tools to provide seamless collaboration amongst project teams;
 - Plan for adjudication of employee and staff conflicts (staff ombudsman, university ombudsmen, etc.).

3.2. REVISE STAFF SEARCH PROTOCOL TO PRIORITIZE DEI GOALS

Accountability: IL/CDO / College Diversity Committee / Dean

Identifying promising pools of potential professional staff requires consistent commitments on the part of the college – commitments to expanding conventional applicant pools to include persons who do not necessarily emanate from the same educational or professional environments as the persons currently on the staff, and commitments to ensure that once potential candidates appear on recruitment lists and in interviews – that extra safeguards are in place to eliminate stereotype, bias and discrimination from the process. In addition, as required by federal law and in accordance with the University of Michigan commitment to a diverse faculty, the university complies with Federal Executive Order 11246, which supersedes Michigan’s Proposal 2. The Taubman Diversity Committee shall develop a detailed proposal for a new college Staff Search Protocol, including:

Checklist for Staff Searches

Diversity and Staff Searches: Principles and Practices for Campus Visits, Interview Guidelines

3.3. STAFF PARTICIPATION AND ENGAGEMENT

Accountability: IL/CDO / Administrative Director

The college should examine college-level committees and other opportunities for staff to participate in the overall intellectual life of the college. In turn, staff must be willing to learn, take courses, and partner with colleagues to be innovative in achieving new tasks for the college with the provision that time and money be allocated to this task such that it does not fall on individual employees to fund their own professional development. The academic leadership should make investments in staff productivity – such as updated technology, lighting, workstations and space – appropriate to a professional college of its stature and size.

The college should develop an institutionalized process for employees and staff to express themselves freely when they feel that they have observed wrongful behavior and or experienced wrongful behavior themselves. Develop a process by which staff can be critical of the college's operations. Develop ways to address various staff-related concerns about power hierarchies, criticism of operations, salary equity concerns and concerns about lack of advancement opportunities, in part by identifying a college ombudsmen or university ombudsmen.

3.4. STAFF PROFESSIONAL DEVELOPMENT AND ADJUDICATING CONFLICT

Accountability: IL/CDO / Administrative Director

Develop a systematic process of evaluating applications by staff for professional development seminars, educational training, etc. that will benefit the employee and the college. Be proactive in addressing individual growth by suggesting or requiring employees to attend focused and select training activities. Consider job rotations, mesh networks, and other innovations to keep staff nimble at doing their jobs effectively. Provide productive annual reviews for all staff. The college should develop professional advancement opportunities that are communicated transparently to all staff including information dissemination on career ladders within Taubman College and formal opportunities for staff to discuss their aspirations. The college should develop a set of activities to cultivate the overall commitment and capacity of the staff to contribute to the college's DEI efforts through supervisorial training, on-boarding for new staff, and managerial coaching to ensure staff know and meet expectations, and systems and procedures to guard against unconscious bias.

IV.C EDUCATION, RESEARCH AND CREATIVE WORK

There are ideologies of power and historical legacies of exclusion embedded within architecture and urban planning disciplines – in their canons, pedagogies and curricula. The expansion of learning methods and new environments for knowledge exchange allows for new ways of thinking about diversity and inclusion. Within the workspaces of the university, the unique quality of academic instruction that fuses creative thinking, making, and advanced visual perception is what makes Taubman College unique among the university's 19 schools and colleges. The committee underscores the need to harness the best practices embedded in the college's disciplines – studio-based and project-based learning, seminar and capstone offerings that blur lines between disciplines, service and community partnerships that leverage real-world problems – in order to construct a more diverse and inclusive culture.

Respecting the autonomy of each academic program, the committee recommends increased college-level coordination of academic programs and their relationship to external programs at the university and to domestic and global entities with whom partnerships may be developed. The network of relationships that a program has acts to define its reputation and signal its priorities. Specifically, education research and creative work are interconnected but the college needs to be more explicit as to when and how these different and distinct activities should overlap. The college should identify areas of strength and weakness with respect to DEI-related issues. Instrumentalizing DEI-related issues into core curricula will require the college leadership to address studio and classroom culture, protocols for bias and harassment cases, the articulation of support for "brave spaces" of open discussion, new or modified forms of student and faculty evaluation, and new or modified forms of promotion and tenure guidelines, etc.

I. STRATEGIES / ACTIONS: EDUCATION-PEDAGOGY AND CURRICULUM

1.1 TAUBMAN CLASSROOM AND STUDIO POLICY

Accountability: IL/CDO / Associate Dean for Academic Affairs

The associate dean of academic affairs is currently developing a college-wide policy covering student academic and professional conduct for all college students in all degree and pre-degree programs offered by the college, in all spaces owned or operated by the college. The policy aims to facilitate an inclusive, open environment free of bias and harassment, with clear protocols for a zero-tolerance policy for

egregious acts of bias and harassment. The policy is also pedagogical – with the goal of educating students on academic integrity, professional conduct, mutual respect and recognition. The policy will be completed in November, 2016.

1.2. INSTITUTIONALIZE INCLUSIVE TEACHING PARADIGM

Accountability: IL/CDO / Associate Dean for Academic Affairs / Program Chairs

Facilitating an equitable and inclusive environment goes beyond demographic measures and the subject matter of our work. Developing an inclusive environment requires creating a climate of belonging and addressing cultural norms of behavior. “Inclusive engagement” here means a conscientiousness toward the development of attitudes, interactions, and orientations necessary to bridge and engage difference in sensitive, mindful, and productive ways. Quite often such engagements arise in the unspoken customs, the casual interpersonal climate, and the many forms of tacit knowing that accompany the more structured proceedings of academic life. What educational strategists sometimes call the “hidden curriculum” occurs both inside and outside the classroom, both horizontally and vertically within inevitably hierarchical structures. Pursuing the many diversifications, extensions, and shifts implied in this plan will often require the community to engage difference in complex, unfamiliar, and often uncomfortable ways. This may be true for individual sensibilities as much as for institutional policies.

Faculty who engage above and beyond well-intended statements on course syllabi and who take up action through pedagogies of otherness, or who engage in activities that address issues affecting underrepresented groups should be recognized, supported, and rewarded. The mechanisms for reward include administrative support in applying for teaching awards, positive review and comments citing such effort by the FAR review committee backed up with merit pay increases, and any other opportunities to recognize these efforts publicly. At the University of Michigan, the initiation of an Inclusive Teaching initiative has already begun. This initiative, formed by CRLT, disseminates a body of reach and proven protocols to support colleges in educating faculty on all aspects of inclusive teaching. At CRLT, “inclusive teaching” is used as an umbrella term to name a complex network of pedagogical issues and strategies. Drawing from a large body of research, much of it foundational scholarship on teaching and learning, we can feel confident that learning outcomes are improved when teachers (1) attend to student differences and (2) take deliberate steps to ensure that all students, across differences in academic and social background as well as physical and cognitive abilities, feel welcome, valued, challenged, and supported in succeeding in the field of study. The committee recommends training all college faculty on this platform.

1.3. DIVERSITY FOUNDATIONAL TO TEACHING, RESEARCH AND CREATIVE WORK

Accountability: IL/CDO / Program Chairs

The college should create a “diversity / cultural competency” requirement in core courses – delivered via modules, full courses (studios, seminars, lectures), seminars attached to studios, etc.

The architecture program can quickly achieve a more diverse discourse by enacting the following procedures starting in year two: 1) Within the BS, MArch, MUD, and MS degrees charge the architecture program chair with defining the breadth and depth of diversity/inclusion topics incorporated and fully integrated into the core courses (design studios, seminars, lectures and thesis formats) on an annual basis; 2) charge the dean with identifying diverse lectures to incorporate into the college lecture series; 3) charge the architecture chair with the responsibility to invite intellectually diverse external jurors for all design studio and thesis courses. Encourage faculty to experiment with studio jury options that empower student voice – such as holding the review around a table instead of the conventional arena-style set-up, the enabling more collective conversation versus singular critical mini-lectures. The planning program has an explicit mandate to exemplify its values of social justice through course content and curricular arrangements. Student feedback is mixed – suggesting that the consistency, breadth and depth of commitment to diversity and inclusion is not touching each and every student; or that some portion of the students admitted are not seeking such consistency and focus. The committee suggests that the program continue to monitor student feedback and adjust course and curricular objectives accordingly.

1.4. DIVERSITY CONTENT INFUSED IN ARRAY OF CURRICULAR AREAS

Accountability: IL/CDO / Program Chairs

Accelerate Architecture Design Studio/Seminar Pairings

Seminar and studio pairing is a direct way to connect humanities- and theory-based courses to the design studio. The connection deepens the intellectual nexus between architecture-focused questions with larger social issues and could be an opportunity to thematize the pairings to highlight DEI topics.

Utilize the Architecture Wallenberg Studios to highlight DEI-Related Themes

The Wallenberg Architecture Design Studio (a penultimate undergraduate design studio focused on social/political issues) is a tremendous platform for overt discussions of politics and space. Reinstate the practice of scheduling three lectures in the winter term to coincide with the Wallenberg pedagogical agenda – which could include researchers outside of Taubman College who work on racial / social justice and human rights issues, designers whose work leverages current debates on inclusive architecture and urbanism, and senior faculty who have unique perspectives on the topics of focus. The Wallenberg Studio work also receives broader college exposure as competition finalists have their projects exhibited publicly.

Utilize the Master of Science Post-Professional Degrees to highlight DEI-Related Themes

The M.S. degree programs do not currently offer much of a conversation around DEI issues. It does raise the question around how more specialized areas of teaching can make space for DEI inclusion. Partnering curricular agendas with private sponsors could produce compelling forms of inquiry that necessitate action through a DEI perspective. This could be developing a relationship with various foundations or corporations with a stated set of values in DEI engagement. It might also mean leaning away from potential resources that are disinterested in DEI concerns.

Utilize Global Topics and Travel in Overlooked Regions (US, Africa, Latin and South America)

Taubman College continues to support opportunities for faculty and students to engage in out-of-the box domestic study and international study. Over the past several years urban planning has taken this a step further by focusing on specific cities and their geographies with an explicit position on locating DEI at the center of the curriculum. The Master of Urban Design One City Studios focus on Latin/South American cities, Detroit and India, has allowed for substantive cross-cultural connections. Likewise, Africa-based travel (such as the Ghana Studios) could perform a similar intellectual role. Travel to China and Europe should be topic-based, interrogating social and political issues beyond conventional frameworks and canon-based pedagogies.

1.5. ESTABLISH DIVERSITY AWARD FOR STUDENT WORK

Accountability: IL/CDO / Student Organizations

Establish an Inaugural “James Chaffers” Intellectual Diversity Award for Student Work

Award recipients may include students with work selected from design studio, history/theory courses, service-related projects, and other arenas where student involvement contributes to overall awareness of excellence and diversity. The MLK Spirit award is a good model, but this award could capture a broader width of DEI activity.

II. STRATEGIES / ACTIONS: RESEARCH AND CREATIVE WORK

Accountability: IL/CDO / Associate Dean for Research

2.1 TAUBMAN – HBCU, HSI INSTITUTIONS JOINT RESEARCH

Taubman College could use incentive money to create explicit research partnerships with HBCU and HSI institutions on topics of interest that affect persons of color, and students interested in the domestic populations of minorities and others.

2.2 TAUBMAN – SOUTH AMERICA, AFRICA JOINT RESEARCH

Taubman College could use incentive money to create explicit research partnerships with collegiate institutions in South and Latin America, and Africa on topics of interest that affect persons of color, and students interested in the global populations of the Latin diaspora and the African diaspora.

2.3 TAUBMAN – DETROIT RESEARCH PROJECTS

Taubman College could use many of its existing platforms to target research and creative work towards populations in metro Detroit where challenging urban design, planning and architecture problems persist.

2.4 MICHIGAN-MELLON FUNDS FOR TEACHING, ENGAGED RESEARCH

Taubman College's Michigan-Mellon project on Egalitarianism and the Metropolis, focused on Rio de Janeiro, Mexico City and Detroit – has provided funding for faculty courses co-taught with a design and humanities faculty on topics related to egalitarianism and the specific city context in which faculty choose to work. Additionally, funding is provided for participation in conferences and exhibitions that link Taubman faculty with faculty working in the locales of each city – thus opening up new networks for collaboration.

2.5 RESEARCH THROUGH MAKING / RESEARCH ON THE CITY FUNDS FOR RESEARCH

Taubman College could use monies associated with its internal research/creative work funding to more explicitly align competitive grants with a diversity consciousness.

IV.D CONSTRUCTING AN EQUITABLE AND INCLUSIVE COMMUNITY

"Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, where different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities."

— The President's Diversity, Equity & Inclusion Strategic Planning Initiative

Wherever possible, college-wide efforts toward diversity, equity, and inclusion must comprise a shift in attitudes and not another layer in the bureaucracy of compliance. Where etiquette exists, and shifts – not out of obligation, submission, or insecurity--are made, life for all is enhanced. Diversity IS excellence, inclusiveness makes everyday life fuller, and equity can more readily arise therein. To pursue the many diversifications, extensions, and shifts implied in this strategic plan will often require the community to engage difference in complex, unfamiliar, and often uncomfortable ways. This may be true for individual sensibilities as much as for institutional policies.

The cultivation of more conscientious cultural norms must be done with explicit attention to the extant status hierarchies (e.g., between staff and faculty, between faculty and students, between tenured and untenured faculty, and between supervisors and those who report to them) that inherently risk codifying inequities and that sometimes leave some members of our community feeling less included than others. Wherever members of the community feel that they are interacting with systems and institutions, it is important for leadership and management to demonstrate increased awareness, empathy, and sophistication about the social and cultural complexities of inclusion. College-wide efforts toward diversity, equity, and inclusion must seem like a shift in attitudes and not simply an additional layer in the bureaucracy of compliance. Shifts of culture will require buy-in from all college constituencies and communicating the importance and measurable benefits of new initiatives will be key. We must also be introspective in examining what aspects of the environment are telegraphing these messages, recalibrate new messages, and deliver a more inclusive climate for all constituencies.

Key findings from the climate surveys and town halls include: 1) minority and international students feeling welcome, but not seeing their backgrounds and identities taken seriously as an intellectual domain within

courses and the environment itself; 2) Faculty, staff and students feeling varying degrees of disrespect, either for their perceived lack of status relative to another category or because of the perceived inferiority of the group with which they are most closely identified; 3) Overall concern that diversity – broadly understood as both dealing with bodies and identities as well as ideas and histories – is not being addressed explicitly, and that by dealing with it implicitly is assumed to be sufficient for the academic enterprise.

1.1. TAUBMAN DIVERSITY GRANTS FOR STUDENTS, FACULTY, STAFF

Accountability: IL/CDO

Offer competitive financial grants to students, staff and faculty to singularly or collaboratively produce an event, creative work, printed matter, or other materials related to advancing DEI-related topics throughout the university community. New grants would extend the opportunity for students to self-initiate diversity-related conversations, dialogues, presentations, etc. on topics and areas that may not already be addressed through other organizational mechanisms.

1.2 ENGAGE STUDENTS AND FACULTY IN SELECTION OF LECTURERS AND EXHIBITORS

Accountability: Dean, Program Chairs

Explicit strategies to help foster a more diverse, equitable, and inclusive engagement between teaching, research, and learning are a necessary aspect of public outreach and educational programming. A standing committee or ad hoc taskforce would help insure that the college's commitment to diverse, DEI-aligned lectures and exhibitions remains a priority.

1.3. DIVERSITY AWARDS FOR STAFF, STUDENTS, FACULTY, AND ALUMNI

Accountability: Dean / IL/CDO

Recognize annually or biannually via honors, awards, and/or public receptions members of our community who have contributed substantively to the college's commitment to advancing our diversity, equity, and inclusion agenda. Each of the honors/awards should be named in a way that makes evident the nature of the contribution and should allow for the recognition of members from each constituent group (i.e., students, staff, and faculty).

1.4. DEVELOP CONCRETE PROTOCOLS FOR BIAS AND HARASSMENT CASES

Accountability: IL/CDO / Associate Dean for Academic Affairs / Administrative Director

The college should develop specific set of protocols – supported by clear articulation of its values and expectations of each and every student, faculty and staff – that detail the procedures and consequences for acts of explicit bias and harassment, and lesser acts of insensitivity and injustice. While the college has established procedures for particular instances of rule-breaking, wrongdoing, and procedural neglect, a less formal system for addressing everyday concerns surrounding equity and inclusion does not yet exist. Inclusiveness involves brave recognition that opening and altering the climate of engagement in the college will create occasional short-term increases of friction and miscommunication in pursuit of long-term improvements in the culture. Brave spaces require more willingness and toleration. A system for the prevention and adjudication of bias should be set in place to work to establish and define a sense of understandable limits and unacceptable conduct, in order to more to restrain poor conscientiousness.

- A. Develop a user-friendly studio and classroom policy for students;
- B. Develop a user-friendly professional conduct policy for faculty and staff;
- C. Develop an ad hoc committee procedure (when appropriate) for cases that need to be adjudicated and penalties assessed (similar to cases of academic integrity).

1.5 CULTURAL TRAINING FOR INTERNATIONAL STUDENTS AND FACULTY

With a large influx of graduate students in the last 5 years, the college is having challenges in integrating their knowledge and cultural sensibilities with those of the faculty. The college needs a series of workshops and training that allow for international students to feel welcome and empowered to learn at their highest capacity. Likewise, faculty need to better understand the cultural background and aspirations of these students.

1.6 STUDENT DEI ADVISORS

An ad hoc group of students representing student leadership, the college's diverse degree programs, and the diversity of the college's student body, who are able to meet with and advise the academic leadership on DEI issues on an ongoing basis.

V. TABLES: SCHEDULE AND ACCOUNTABILITY

V. TABLES: GOALS, METRICS & ACTION PLANNING

TABLE 1: INFRASTRUCTURE AND OVERSIGHT

TABLE 2: STUDENT DIVERSITY

TABLE 3: FACULTY DIVERSITY

TABLE 4: STAFF DIVERSITY

TABLE 5: EDUCATION, RESEARCH & CREATIVE WORK

TABLE 6: EQUITY AND INCLUSIVITY

TABLE 1: INFRASTRUCTURE AND OVERSIGHT, YEAR 1

OBJECTIVES	TIMEFRAME	KEY MILESTONES / PROCESSES	INTENDED OUTCOMES	LEAD BODY/UNIT
IV.A-1 Dean Appointment of Implementation Lead	Year 1: August, 2016	Planning Lead completion of approved Plan; IL initiates Plan implementation	Year 1 implementation; successful Plan launch and votes on College DEI Committee	Dean / Implementation Lead
IV.A-2 Dean / IL Public Launch of Plan	Year 1: October, 2016	Plan completion; Plan availability in graphical form on website	Successful launch with set dates for community forums Fall 2016; successful launch of College DEI Committee	Dean / Implementation Lead
IV.A.-3 Dean / IL Constitute College DEI Committee	Year 1: November 2016	Dean consultation w/Executive Committee, and vote by College Faculty	New College DEI Committee appointed	Dean / Implementation Lead
IV.A-4 Dean Appointment of Chief Diversity Officer	Year 1 / Year 2: by September 1, 2017	Dean and Stamps School Dean work on plan for potential shared CDO	Administrative structure revised for CDO (and/or IL); appointment of CDO	Dean

TABLE 2: STUDENT DIVERSITY

OBJECTIVES	TIMEFRAME	KEY MILESTONES / PROCESSES	INTENDED OUTCOMES	LEAD BODY/UNIT
IV.B. 1.1 Targeted Recruitment Strategies	Year 2-5: start September, 2017	Plan with goals, metrics; Implementation	5-year plan with annual benchmarks and accountability.	IL/CDO, Administrative Director
IV.B. 1.2 Invest in Internal IT Systems	Year 1: January, 2017	Pending Budget approval	Purchase Interfolio and Explorer.	Administrative Director
IV.B. 1.3 Taubman Architecture Enrichment / Urban Outreach K-12 programs	Year 1-5: MArcStart, MArcPrep ongoing; New Programs	Evaluation and Planning for existing programs; competitive evaluation of potential for new programs	Chess pre-degree and K-12 plans for increased pipelines of underrepresented students	Associate Dean AA-SI /Program Chairs
IV.B.1-4 Taubman-HBCU / HSI Consortium	Year 1-5: Morehouse – Urban Planning project ongoing; New programs	Coordinate partnerships, MOUs, budget, budget scenarios, goals/metrics.	Adoption/Execution of MOUs w/HBCU and HSI institutions covering joint programs, recruitment, etc. for 3-year period.	IL/CDO, Associate Dean -AA-SI /Program Chairs
IV.B.1-5 Institutionalize Diversity Component into Application Evaluation / Merit-Based Aid	Year 2-5: start September 1, 2017	Coordinate plan for all student applications to include diversity statements; develop new strategies to target external merit aid	Adoption of college-wide application and merit aid strategies coordinated with development	IL/CDO, Student Services Director
IV.B. 1-6 Create Cohesive Taubman Freshman Admission, Orientation, Mentoring System	Year 2-5: start September 1, 2017	1) Produce document advocating for increased freshman direct admits; 2) Development of CSP freshman onboarding; cultural competency orientation program.	1)Increase freshman admits in accordance with negotiations with central administration. 2) Adoption of new strategies for on boarding, mentoring-advising, cultural competency.	IL/CDO, Dean
IV.B. 1-7 Improved Faculty Advising	Year 2-5: start September 1, 2017	Development of revised protocols for student advising by faculty.	Adoption of new/Revised faculty advising policy	Student Services Director, Program Chairs
IVB. 1-8 Taubman Peer Advising Network	Year 2-5: start September 1, 2017	Development of protocols for student advising by student peers.	Adoption of student peer advising voluntary program	Student Services Director

TABLE 3: FACULTY DIVERSITY

OBJECTIVES	TIMEFRAME	KEY MILESTONES / PROCESSES	INTENDED OUTCOMES	LEAD BODY/UNIT
IV.B 2.1 Taubman Faculty Pipeline Initiatives: i: FutureProf Architecture/Urbanism Biannual Institute	Year 2: Planning, 2017-18 Year 3: Implementation, 2018-19, and every 2 years thereafter	Explore and develop new institute with input from multiple constituencies.	Database of potential faculty, lecturers, post-graduate fellows for future search committees	IL/CDO
IV.B 2.1 ii: Coordinate Taubman fellowships	Year 2-5: start September, 2017	Integrate proposed changes to faculty and fellowship search protocols with new college guideline document	More diverse fellowship program aligned with disciplinary directions	IL/CDO, Program Chairs
IV.B 2.2 Revise faculty Search Protocols to Prioritize DEI Goals	Year 1: January, 2017	Integrate changes to faculty search protocols with new college guideline document	Adoption of new faculty search protocol.	IL/CDO, College Diversity Committee
IV.B 2.3 Targeted Faculty Mentorship	Year 2-5: start September, 2017	Implement membership for faculty National Center for Faculty Diversity and Development program.	High faculty utilization of free NCFDD offerings; monies for additional faculty support beyond the free package	CDO, Program Chairs

TABLE 4: STAFF DIVERSITY

OBJECTIVES	TIMEFRAME	KEY MILESTONES / PROCESSES	INTENDED OUTCOMES	LEAD BODY/UNIT
IV.B.3.1 Evaluation of Staff levels, Environment, Professional Development	Year 1: January, 2017	Development of ideas, goals, accountabilities for staff needs in order to meet/exceed DEI goals	Action plan for staff reorganization for new dean by June 1, 2017	IL/CDO, Dean, Administrative Director
IV.B 3.2 Revise Staff Search Protocol to Prioritize Diversity Commitment	Year 1: January, 2017	Explore and develop new processes for determining new positions and replacing staff.	Newly revised staff search protocol.	IL/CDO, College DEI Committee / Dean
IV.B 3.3 Staff Participation and Engagement	Year 1-5: start January, 2017	Explore and develop new strategies to improve staff participation in college decisions.	New / revised college committees and other areas with renewed staff participation	IL/CDO, Administrative Director
IV.B 3.4 Staff Professional Development and Adjudicating Conflict	Year 1-5: start September, 2017	Explore ways to engage staff in professional development. Develop effective conflict resolution procedures.	New / revised policies for staff professional development; new ombudsmen structure for grievances	IL/CDO, Administrative Director

TABLE 5: EDUCATION, RESEARCH AND CREATIVE WORK

OBJECTIVES	TIMEFRAME	KEY MILESTONES / PROCESSES	INTENDED OUTCOMES	LEAD BODY/UNIT
IV.C 1.1 Taubman Studio and Classroom Policy	Year 1-5: start January, 2017	Taskforce in process of developing new policy. Review forthcoming by Executive Committee	Adopt new Studio and Classroom Culture Policy; new Academic and Professional Conduct Policy	IL/CDO, Associate Dean-AA-SI
IV.C 1.2 Institutionalize Inclusive Teaching Paradigm	Year 2-5: start September, 2017	Develop college-specific ideas on inclusive teaching, linked with university-wide effort and resources.	New toolkit for faculty inclusive teaching.	IL/CDO, Associate - AA-SI, Program Chairs
IV.C 1.3 Diversity Foundational to Teaching, Research and Creative Work	Year 2-5: start September, 2017	Development of core diversity competencies; ways for students and faculty to provide input of lectures and invited critics.	Adoption of new curricular components; adoption of new ways to target diverse lecturers and reviewers	IL/CDO, Program Chairs
IV.C 1.4 Diversity Content Infused in array of Curricular Areas	Year 2-5: start September, 2017	Explore ideas for seminar-studio pairings, MS degree, Wallenberg Studios, global research, and teaching.	Institutionalized diversity content in specific courses.	IL/CDO, Program Chairs
IV.C 1.5 Establish Diversity Award for Student Work	Year 2-5: start September, 2017	Explore ideas for student diversity awards with student organizations and leaders.	New award for student work on DEI topics.	IL/CDO, Student Organizations
IV.C II. Research/Creative Work (2.1 – 2.5)	Year 2-5: start September, 2017	Explore ideas to leverage internal research grants, establish new joint research relationships, etc.	More robust research on DEI-related issues germane to college disciplines	IL/CDO, Associate Dean for Research

TABLE 6: EQUITY AND INCLUSIVITY

OBJECTIVES	TIMEFRAME	KEY MILESTONES / PROCESSES	INTENDED OUTCOMES	LEAD BODY/UNIT
IV.D 1.1 Taubman Diversity Grants for Students, Faculty, and Staff	Year 2-5: start September, 2017	Explore funding levels and support for a new college grant.	New grants for DEI work by faculty, staff, students	IL/CDO
IV.D 1.2 Engage Students and Faculty in Selection of Lecturers and Exhibitors	Year 2-5: start September, 2017	Engage students and faculty in exploring ways to diversify lecture series, exhibitions, invited workshop leaders,	More diverse participants in college events.	Dean, Program Chairs
IV.D 1.3 Diversity Awards for Staff, Students, Faculty, and Alumni	Year 2-5: start September, 2017	Explore an award system for exception work and activities related to DEI.	New award for work on DEI topics.	Dean, IL/CDO
IV.D 1.4 Develop Concrete Protocols for Bias and Harassment Cases	Year 1: start January, 2017	Establish a set of policies that are communicated to the community.	Clear policies communicated to the community/	IL/CDO, Associate Dean for Academic Affairs, Administrative Director
IV.D 1.5 Cultural Training for International Students and Faculty	Year 1: start January, 2017	Establish planning objectives, measurement guidelines for success	More inclusive environment for foreign students, more perspectives on cultures that can be integrated into faculty teaching and pedagogy	IL/CDO, Administrative Director
IV.D 1.6 Student DEI Advisors	Year 1-5: start January, 2017	Advisory to college academic leadership	Informed perspectives on student experiences and ongoing dialogue on improving college and campus climate	IL/CDO, Associate Dean for Academic Affairs