DIVERSITY, EQUITY & INCLUSION

Taubman College of Architecture and Urban Planning

Diversity, Equity and Inclusion Strategic Plan
Five-Year Strategic Objectives, Measures and FY19 Actions

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Taubman College of Architecture and Urban Planning

I. Diversity Equity and Inclusion Strategic Plan: 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

From being one of the first universities to admit women in 1870 to our historic defense of race-conscious admission policies at the U.S. Supreme Court in 2003, the University of Michigan has had a fierce and longstanding commitment to diversity, equity, and inclusion. This commitment rests upon our recognition of the history in the United States of racial, ethnic, and gender discrimination as well as our understanding that our progress as an institution of higher learning will be enhanced with a vibrant community of people from many backgrounds.

In accordance with University of Michigan guidance, the objectives of Taubman College of Architecture and Urban Planning Strategic Planning (Taubman College) Process are the following:

1. To develop an **engaged process that generates a collective commitment** from the constituents of Taubman College.

2. To conduct and provide a **comprehensive evaluation** of the College's status with respect to:
   a. The diversity of its community
   b. The degree to which individuals experience the University and Taubman College as inclusive
   c. The provision of equitable opportunity for success to individuals within our community

3. Within the constraints of the law, to propose **specific, achievable and sustainable short- medium- and long-term goals and actions** to enhance diversity, equity and inclusion at Taubman College with specific timetables for execution.

4. To identify **resources and points of accountability** for achieving our diversity, equity, and inclusion goals.

5. To identify steps to ensure that the **plan development is regularly reviewed and updated** to reflect both progress towards our goals and any newly identified opportunities and challenges.

Goals: Diversity, Equity and Inclusion:

Diversity: 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.

Equity: 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.

Inclusion: 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.

Taubman College Commitments

For over 100 years, Taubman College has worked to promote the public good by engaging a diverse constituency in purpose-driven learning and research addressing the built environment. Composed of highly-ranked academic degrees in architecture, urban design, and urban and regional planning, we seek to understand, interrogate and advance our related fields within the context of exciting new global geographies, technologies, and ethnographies. Throughout this endeavor, the college affirms the principles of diversity, equity, and inclusion as we organize resources and priorities. We seek to compose a diverse group 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 in which all persons and their respective backgrounds, identities, and views are allowed to be visible – providing an inclusive environment without threat of bias, harassment, discrimination, or intimidation.

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 excision 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 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 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 but with 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 judgments 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 – 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 Process Used

Planning Lead(s)

Taubman College has designed two Implementation Leads.

McLain Clutter is the Interim Associate Dean of Academic Affairs and Strategic Initiatives. His office oversees all diversity, equity and inclusion efforts at Taubman College.

Joana Dos Santos is the Diversity, Equity and Inclusion Specialist. She works specifically on strategic planning, partnerships, and implementation of the Taubman College DEI strategic plan and efforts.

Planning Team

Taubman College's has a Diversity, Equity, and Inclusion Committee. This college-level committee serves as a formal advisory body on DEI-related matters. The Dean may go to the Committee for input or ideas, and the Committee has the liberty to advance ideas in addition to its advisory role. The Committee is composed of student, faculty, and staff and gives first-hand feedback and direction to on the Taubman College DEI Strategic Plan.

Taubman College 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
4. Gain consensus in the production of a 5-year Plan for achieving transformational DEI goals.

Committee Members 2017-2018

Taubman College of Architecture and Urban Planning

Robert Adams
Architecture Associate Professor

Ibiayi Briggs
Architecture Graduate Student

McLain Clutter
Interim Associate Dean of Academic
Affairs and Strategic Initiatives
Architecture Associate Professor
DEI Implementation Lead
Committee Co-Chair

Joana Dos Santos
Diversity, Equity & Inclusion Specialist
DEI Implementation Lead
Committee Co-Chair

Qiana London
Human Resources Specialist

Tsz Yan Ng
Architecture Assistant Professor

Ana Pimentel-Walker
Urban & Regional Planning Assistant
Professor

Anya Sirota
Architecture Assistant Professor

Rebecca Smith
Architecture PhD Student

India Solomon
Urban & Regional Planning Graduate Student

Camie Turner
Business Analyst/Assistant Director

Committee Members 2016-2017

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

Planning Process Summary

Planning Timeline

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 College DEI Committee Appointed	October 1, 2015

Taubman College of Architecture and Urban Planning

Taubman College DEI Committee Meeting	October 2015- April 2016
Architecture Program Faculty Meeting	February 8, 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 College DEI Academic Leadership Meeting	March 21, 2016
Taubman College DEI Draft 3 OGC Endorsement	August 12, 2016
Taubman College DEI Final DELTA Endorsement	August 15, 2016

Taubman College Implementation Timeline

Year 1

Taubman College DEI Final Internal Distribution	September 20, 2016
Taubman College DEI Final Plan Public Launch	October 5, 2016
Taubman College Leadership transition	
Dean Massey Appointed	August 1, 2017

Year 2

Taubman Leadership transition	
Associate Dean of Academic Affairs Appointed	September 1, 2017
Diversity, Equity and Inclusion Specialist Appointed	October 9, 2017
Year 2 Plan Socialized	October-December 2017
New DEI Team Relationship building with stakeholders	October 2017-June 2018
Engagement mechanisms developed and implemented	
Diversity Week	October 2017
DEI Town Halls	November-December 2017
Student Climate Survey	November 2017
Faculty Climate Survey	November 2017
Transparency meetings	January-April 2018
Individual and group meetings with all stakeholders	November 2017-April 2018
Development of reporting and feedback process	March 2018
Recognition and visualization	
Make plan visual on hallways and website	January 2018
"I am Taubman College" Campaign	January-April 2018

DEI Newsletter   February-April 2018

Year 2 Summary of Actions

1. Institutionalize connections with Minority Serving Institutions (MSIs)\
   a. Held a Diversity for Inclusion Urban Planning outreach program and moved to expand this HBCU partnership program college-wide
   b. Hosted a workshop to discuss the challenges of diversifying architectural education (particularly at the advanced level), and the more general problem of diversity, equity, and inclusion in our society today. From this day-long session, a consortium of six research institutions and MSIs is being developed, led by Taubman College.
   c. Taubman College is participating in the MSI Knowledge Community Steering Committee to drive MSI partnership efforts not only at the college but in collaboration with other units university-wide.

2. Align and improve Taubman Architecture Enrichment K-12 and Urban Planning outreach programs to align with DEI values
   a. Held a mini-summit to evaluate the ArcPrep program and are currently working on a proposal to strengthen the program.
   b. Urban Planning successfully hosted 10 students from Spelman and Morehouse for a week as part of the Diversity for Inclusion recruitment program.
   c. Increased the number of ArcPrep students participating in ArcStart program. In addition, we were able to create support for students in the ArcStart program to allow them access to the program regardless of their socio-economic status and resources. Lastly, we created 3 leadership position for ArcPrep students to attend ArcStart. These students are required to assist in program implementation and instruction and gain leadership skills.

3. Increase mentorship opportunities for students, faculty, and staff
   a. Piloted peer-mentoring programming with undergraduate and master of architecture students with 23 successful matches.
   b. Urban Planning continued their buddy program for international students administered by the Urban Planning Student Association. Matched URP admitted domestic students with an alumni based on shared interests or experiences to learn what it is like to be a student at Taubman College.
   c. Building on Urban Planning program's strong faculty mentorship structure, this year URP created group mentorship opportunities in which one senior faculty member worked with a few junior faculty individually and/or as a group to provide support.

    d. The Architecture program formalized a mentorship structure; Assistant Professors have assigned mentors and are working on developing systems for mentorship of Associate Professors. The Architecture Program also developed training for to educate and orient junior faculty in the promotion and tenure process.

    e. The Staff Engagement Committee developed a mentorship program for new staff.

4. Create opportunities for DEI Development, Recognition, and Involvement

    a. A new professional development section was included on the college's 2017-18 FAR, providing faculty an opportunity to report continuing education efforts they have made to cultivate an inclusive teaching environment as well as any other DEI related efforts in which they engaged.

    b. Taubman College partnered with CAPS to offer the "Identity Workshops" series. These workshops are designed to provide an opportunity to explore social identities, learn about privilege/oppression and how each interacts with the world. The other goal of the workshop was to build community among students, faculty, and staff through communal learning. ODEI awarded Taubman College an Innovation Grant as a result of its success.

    c. A "Spotlight" campaign called "I Am Taubman College" was established, which seeks to cultivate an inclusive environment by highlighting students, faculty, and staff of diverse identities and backgrounds and their DEI contributions to Taubman College.

    d. The DEI Committee is composed of 12 members, with the two implementation leads serving as co-chairs, 42% faculty, 25% staff, 25% students and 8% administrators. 42% of members represent the architecture program, 25% urban planning and 33% administration/non-academic programs.

    e. The College worked with CRLT to host three workshops on inclusive teaching techniques. We began with a college-wide workshop and then we followed-up with a session tailored to the needs of the architecture program, and finally, a session tailored to the needs of the planning program. CRLT met with various people and committees in the college in the weeks prior to understanding our needs so that they could specifically design effective sessions for our contexts. These sessions will be institutionalized for next year.

    f. After the DEI Specialist joined the Taubman College team, we held 2 town halls to introduce community members the Y1 report, Y2 plan, and the new staff. After, we held monthly multiconstituent community meetings which we called transparency meetings. These meetings have a dual purpose: to keep the community up to date on what is happening at Taubman College and to provide a space where we can collaboratively contribute to decision making at the college. The DEI newsletter served as an online platform for those who couldn't make it to the transparency meetings. In addition, we developed a feedback mechanism (which can be found on our DEI page) for community members to let us know how DEI is working, what can be changed, etc., as well as sharing any issues.

g.   The One School Task Force conducted strategic planning with all constituencies to structure the best way to create programming to bring together domestic and international student populations. As a result, the OSTF funded multiple social dinners to create informal opportunities for dialogue and cultural exchange. In addition, the OSTF in collaboration with student groups held a logo competition to raise awareness of the group and create engagement opportunities.

5.   Restructure research practices to make research more accessible and aligned with DEI effort
   a.   Taubman College launched two funding opportunities related to DEI.
   b.   The Equity Innovation grant is open to all faculty and staff, and supports proposals to develop or pilot new modes and formats of teaching and learning, curricular reformulation, and process innovations that promise to make our education more inclusive, accessible, affordable, and satisfying by giving students the options they need to find the most viable path to and through school.
   c.   Prototyping Tomorrow is for faculty and supports research that uses physical, virtual, historical, or social prototyping to test hypotheses about architecture, planning, and urban design.
   d.   The college has also worked to make our culture of research more inclusive. We have streamlined research procedures and lecturers have been included as faculty who may request research support from the Associate Dean for Research and Creative Work. The Associate Dean for Research and Creative Work is also providing research development support and training in order to broaden success in faculty funding requests.

6.   Develop comprehensive cultural competency event planning protocol
   a.   Taubman College is revamping its college-wide programming. We have established a process for constituents to suggest programming they would like to see at the college and who will be accountable for it. This allows for diverse voices to be part of programming, inclusion of all constituencies input/perspective, greater ownership/partnership between all constituencies, and fewer events with more resources allocated to them. Part of this process is exploring accessibility in events and conferences.
   b.   The college created a new lectures and exhibitions committee. As part of their charge, they were tasked with presenting a diverse array of lecturers and public programs to the Dean for consideration in the 2018-19 academic year.
   c.   The college institutionalized a process of ensuring the diversity (for example, in terms of background, experience, area of research, institution and institution type) of invited external architecture studio reviewers.

III. Data and Analysis: Key Findings

Year 1

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.

Key Findings, Themes, and Recommendations

Student Climate Survey

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:

1. Some international students report feeling that they do not receive the same resources or respect as students who were U.S. citizens
2. Some minority students report feeling isolated and underrepresented in the classroom
3. 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
4. There is a noticeable lack of awareness of Studio Culture Policy among students
5. Some students report feeling that professors do not respect a diversity of ideas and opinions

Faculty Climate Survey

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. 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 of 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:

1. Some faculty report incidents of disrespect from students and college leadership
2. 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
3. Several faculty report extreme incidents of racism (including discriminatory speech and action) against Taubman students

Staff Climate Survey

Most of the respondents reported observing biases due to background including first language, but despite having observed 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:
1. Some staff are concerned about an attitude of disrespect that they feel directed towards them from faculty and supervisors
2. Supervision and training (or lack thereof) appear several times and are problematic issues or barriers to improved diversity, equity, and inclusion within the college

Areas of Strength

1. All Constituents – Open to engaging around DEI
   a. 83% of faculty reported a medium to high level of likelihood to have conversations with other faculty colleagues about diversity issues in the field
   b. Staff reported a medium to high level of frequency to learning about people who are different from them
   c. 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
   a. Staff members reported knowing that their ideas are valued and have the adequate resources to complete work
   b. 59% of staff members indicated that they believe Taubman is committed to hiring a diverse workforce
   c. 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
   a. Students indicated that the studio culture at Taubman is more encouraging and nurturing than judgmental

b. 65% reported feeling affirmed and included in their classrooms

Opportunities for Improvement

1. Staff members – Power imbalance
   a. 52% of respondents believe that they are unable to voice their opinions due to their identity
   b. One respondent shares that, "faculty are condescending and disrespectful to staff."
   c. 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
   a. Faculty, staff, and students all noticed that non-native speakers of English were excluded at a higher frequency than other members of the community
   b. 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
   a. Faculty, staff, and students all noticed that non-native speakers of English were excluded at a higher frequency than other members of the community
   b. Some international students reported feeling that they did not receive that same resources or respect as students who are U.S. citizens

4. All Constituents – Overall climate for diversity, equity and inclusion is not positive
   a. 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
   b. Faculty are concerned about the diversity of faculty, staff and student population
   c. 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
   d. Students feel a pressure to assimilate to Taubman's dominant culture defined by White men in the field
   e. When interacting with faculty some students reported that faculty do not respect a diversity of ideals or opinions
   f. Some of the minority students feel isolated and underrepresented in the classroom

Taubman College of Architecture and Urban Planning

Town Halls

1. Unwelcoming Campus Climate
    a. Challenges
        i. Students
            1. Lack of concern around the cost of materials and resources for assignments, particularly for students who face significant financial challenges
            2. Faculty do not show commitment to diversity in classrooms
            3. Building is not accessible for students with disabilities
        ii. Opportunities:
            1. Students
                a. More awareness around social identity is needed when creating syllabi
                b. Develop protocol for negative incidents
                c. Diversify faculty
                d. Creation of more public lectures and events related to DEI in architecture
                e. Develop ways for people to engage with each other outside of the university and more intentionally
            2. Students, Staff, and Faculty
                a. Professional development seminars around DEI for everyone
            3. Staff
                a. Develop a diversity recruiting budget and strategic recruiting efforts around DEI

2. Work Environment for Staff and Faculty
    a. Challenges:
        i. Faculty
            1. Some faculty were unaware of the challenges minority students were facing
        ii. Staff
            1. Some felt uncomfortable sharing due to concerns that their ideas would be judged or dismissed
            2. Work is done in isolation
    b. Opportunities:
        i. Faculty
            1. More chances to have an active role in decision making

    ii. Staff
1. Alter the power balance and structure at Taubman through open communication and partnerships
2. Creation of different types of teams to develop relationships across offices

Year 2

In year 2 Taubman College utilized a combination of climate surveys and qualitative information gathering to collect data and evaluate our work. Following are findings and recommendations that have been integrated into our year 3 plan.

Climate Surveys

Key Findings, Themes, and Recommendations

Student Climate Survey

The U-M All Student Campus Climate Survey on Diversity, Equity, and Inclusion (U-M All Student DEI) was designed as a census of students enrolled at the U-M Ann Arbor campus. While some questions included in the survey related to the overall U-M community, the main study objective was to provide students with the opportunity to share their perspectives, opinions, and experiences associated with DEI topics as they relate to their specific school or college and, for graduate students, department. Data collected will help campus leaders develop a comprehensive understanding of DEI topics from the viewpoints of undergraduate and graduate/professional students. The survey was conducted in Fall Term 2017. Out of 650 students, 115 fully completed the survey and 7 partially completed it. Twenty-one undergraduate students completed the survey and 1 partially completed it. Ninety-four graduate students completed the survey and 6 partially completed it.

Key findings

- Given that the survey had low participation (at Taubman College and the University as a whole), more data collection is needed to further understand the experiences of students at Taubman College and the University of Michigan
- Most Taubman College students do not work during the academic year
- Overall Taubman College students reported higher satisfaction with the Ann Arbor campus and Taubman College than all UM students, with males reporting higher levels of satisfaction than females in both cases
- Taubman College undergraduate students reported higher levels of satisfaction than graduate students with the Ann Arbor Campus and Taubman College

Taubman College of Architecture and Urban Planning

- In terms of climate, on a 5-point scale (1=negative attribute and 5=positive attribute), students ranked the UM at 2.5 in terms of elitism/non-elitist (the lowest in ranking item), closely followed by approx. 2.8 in terms of competitive/cooperative. On the highest end of the spectrum, students marked 4 in terms of unwelcoming/welcoming, unsupportive/supportive, homophobic/non-homophobic, disrespectful/respective and hostile/friendly
- Overall, females, undergraduate, and non-white students indicated feeling less physically safe in the Ann Arbor campus than males and graduate students
- Overall, Taubman College undergraduate students feel more positive experiences related to diversity and inclusion that UM undergraduates students as a whole while graduates reported the opposite
- Undergraduate students at Taubman College reported having meaningful interaction with people who are different than them in higher frequencies than UM undergraduates as a whole; this is the opposite for graduate students

Taubman College Undergraduate Students

- Taubman College undergraduates reported experiencing discrimination based on racial or ethnic identity, sex and national origin
- In terms of climate, on a 5-point scale (1=negative attribute and 5=positive attribute), undergraduates student students ranked Taubman College around the same or higher than the Ann Arbor Campus. They ranked Taubman College lower that the Ann Arbor Campus in regards to Individualism/Collaboration.
- Undergraduate students feel the most listened to in the classroom/classroom setting by faculty, other students and staff; they feel less listened to by student instructors (GSIs). This is particularly true for Asian American/Asian students.
- Undergraduate students reported being treated fairly and equity in the classrooms at 90%; this is also reflective of students that are white and non-white.
- Undergraduate students felt more valued in spaces outside of the classroom by student instructor (GSIs) and other students, followed by faculty members. They feel the least valued by university administrators, staff members and other faculty members. Male students reported feeling less valued by student instructors (GSIs), other students, and other university mentors/advisors than female students. White students reported feeling less valued by university administrators, staff members and other faculty members, and their own faculty members than non-white students. Non-white students reported feeling less valued by other university mentors/advisors than whites.
- Undergraduate students reported being treated fairly and equity out the classrooms at 95%; with male and white students feeling more valued than non-whites and females.

DIVERSITY, EQUITY & INCLUSION

Taubman College of Architecture and Urban Planning

Taubman College Graduate students

- Graduate students reported feeling the most listened to in a classroom/classroom setting by faculty and student instructors (GSIs); they feel less listened to by staff members and other students. This is particularly true for males and non-white students. Females and non-white students feel more listened to by faculty than males and white students.
- Graduate students reported strongly agreeing/agreeing with being treated fairly and equity in the classrooms at 84%; this is also reflective of female and male students. Non-white students reported being treated less fairly and equitably than whites; this is particularly true for Asian American/Asian students
- Graduate students felt more valued in spaces outside of the classroom by other students and faculty members. They feel the least valued by university administrators, other faculty members and mentors/advisors, student instructors (GSIs) and staff members. Male students reported feeling less valued than females. Non-white students felt more valued than white students except by student instructors (GSIs) and other students
- Graduate students reported being treated fairly and equity out the classrooms at 83%; with male and female student reflecting this and white students reporting feeling that they are treated more fairly and equitably than non-white students
- White graduate students reported lower percentages of inclusion and sense of belonging than non-white students
- Graduates students reported experiencing discrimination based on racial or ethnic identity, sex, national origin, age, religion, height/weight, political orientation, social class, and mental health status. Female and non-whites reported more categories on which they based experiencing discrimination than male and white students. Male students reported experiencing discrimination based on racial and ethnic identity and national origin. White students reported experiencing discrimination based on sex and political orientation

Recommendations

Taubman College is still processing results and developing next steps/recommendations as of the time of this report.

Staff Climate Survey

The University of Michigan (U-M) All Staff Campus Climate Survey on Diversity, Equity and Inclusion was designed as a census of staff employed at the U-M Ann Arbor campus. While a few questions included in the survey related to the overall U-M community, the main study objective was to provide staff members the opportunity to share their perspectives, opinions, and experiences associated with DEI topics as they relate to their specific work unit or department. The survey was conducted in Winter Term 2017. Out of 45 staff members, 31 fully completed the survey and 4 partially completed it.

Taubman College of Architecture and Urban Planning

Findings

- Overall the staff reported higher overall satisfaction and more positive perceptions at Taubman College than at the University as a whole.
- In general, staff found U-M to be more elitist than Taubman College. However, this was the category that received the lowest score in terms of perceptions of DEI aspects in both places.
- Men reported greater satisfaction and feelings of inclusion than women.
- Over one third of the staff reported feeling neutral to very dissatisfied about the environment at Taubman College and U-M.
- Experiences and perceptions of Taubman College:
  - 30% of the staff considered leaving the unit because they felt isolated or unwelcome. This is almost double the number who have considered leaving the U-M (17%).
  - Almost 60% reported that they can perform up to their full potential at both, Taubman College and the University.
  - 42% reported that Taubman College provides sufficient programs and resources to foster the success of a diverse staff. This is 10% lower than how they feel about the U-M.
  - Only 36% of the staff reported that their workload is fairly and equitably distributed at Taubman College, this is 10% lower than how they feel about the U-M.
  - Only 28% of the staff reported that there is a fair and equitable process for determining compensation at Taubman College; this is 5% lower than how they feel about the U-M.
  - Only 48% of the staff reported that support is provided fairly and equitably at Taubman College; this is 8% lower than how they feel about the U-M.
- Discrimination:
  - 15% of staff reported experiencing discrimination based on sex at Taubman College, more or less the same as they feel about the U-M.
  - 9% of staff reported experiencing discrimination based on gender expression, a 6% increase from how they feel about the U-M.
  - 21% of staff reported experiencing discrimination based on age, with 30% of them being women; this is a 5% increase from how they feel about the U-M.
  - 12% of staff reported experiencing discrimination based on social class, a 4% increase from how they feel about the U-M.

Recommendations

Although much has been done at Taubman College to address staff climate concerns, the College still has a long way to go. The following are recommendations to follow up on this report and continue working in conjunction with staff to make Taubman College and the University of Michigan a more diverse, inclusive, and equitable place. The following are key areas that informed our Year 3 actions and strategies:

- Solicit additional feedback

- Highlight things that Taubman College already does to make the college more diverse, equitable, and inclusive
- Recognize staff
- Restructure and enhance professional development

Transparency Meetings

Transparency Meetings are designed to keep the Taubman College community up to date on diversity, equity, and inclusion efforts. The meetings also provide opportunities for community input and dive deeper into the work when appropriate. Students, faculty and staff participate together in these meetings. The following topics were addresses in Year 2 that inform our Year 3 planning and strategies:

Student Involvement in DEI

As part of Taubman College DEI Strategic Plan, a goal was created to assemble a student consortium/peer advisory board to the faculty on DEI matters. As this was created during the fall 2016, this idea was brought to the student body at the February 2018 DEI Transparency Meeting for evaluation and consideration. The following are recommendations based on feedback from students that takes into consideration their academic loads, involvement, and leadership at the college and university, and current organizational structures.

- Results:
  - Students suggested the formation of a Student Organization Council (similar to a student government)
  - The goal of the Taubman College Student Organizations Council (SOC) is to assure student voices in decision-making related to Taubman College diversity, equity, and inclusion efforts. Student organizations have a wide, on the ground reach of students, which allows for the student leadership and engagement with the student body as a whole.
  - The SOC is an initiative of the Taubman College DEI Team.
  - The DEI Specialist will serve as the staff liaison/advisor to this group.

Orientation

In our DEI Strategic Plan we outlined the need for a revamping of our student orientation process. We wanted to hear from those who have participated (students, faculty, and staff) about their experience and what they think would make the process more valuable.

- Results:
  - Orientation will focus on building a college community across all programs. Social activities are key. They can include community building, volunteering, mixers, etc.
  - Sharing information (one way communication) with students is not valuable to students, they don't retain the information. There should be a different method of delivery of these

information, such as webinars before orientation, brief presentation on where to find resources, a student guide, etc. Information should be refreshed throughout the semester. It is also recommended to do more building walkthroughs and share logistics of the building on a more personable manner. Some incoming students do not know that Taubman College shares a building with STAMPS, something that should be noted.

o Peer mentorship and support is valuable. Supporting buddy programs, investing in them and making them part of orientation are key.

o Students want to learn about student organizations and how they collaborate across organizations and programs. A student organization fair is suitable for this.

o Faculty advising is important for students. They currently don't know how advising works, and may not even meet their advisor if s/he does not reach out to them. It is recommended to incorporate faculty advising as part of orientation, including advisor meetings with students at this time and procedures on how advising should work.

o Students feel they do not take part of the many things that the University of Michigan has to offer outside of North Campus. It is recommended to incorporate academic, support services, and social information about the entire University (examples include visiting the stadium, touring central campus, learning about the many libraries, printers, software, schools, etc.)

o Overall, orientation should be more fun!

IV. Strategic Objectives, Measures of Success & Action Plan

The Taubman College plan covers faculty, staff, graduate students, undergraduate students and post-doctorates. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into domains determined by the University and adjusted to meet the unique needs of the College. Each of these strategic objectives is accompanied by success measures that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see Section VI. *All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

A. Recruitment, Retention, and Development

Attracting, retaining, and supporting diverse students, faculty, and staff 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
4. The focus on "identifying talent" versus "cultivating potential" in trying to incentivize minorities and marginalized populations to enter into design-related disciplines.

The DEI issues facing our college are similar to most other colleges and other universities. The key question is how we can 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, faculty, and staff of color, women, and other minorities.
3. Attaining a critical mass of students, faculty, and staff of color, women and other minorities
4. Focusing on cultivating and developing potential in lieu of identifying talent as a core shift in the discourses of recruitment.

Taubman College of Architecture and Urban Planning

Taubman College currently has several policies in place to address conflict resolution.

Students
All new students receive the [Taubman College Academic and Professional Student Conduct Policy](#) (this can also be found on our [website](#)), which address Allegations of Student Misconduct (page 7-14). Given that Taubman College has Rackham Graduate School programs, we will inform the Rackham Resolution Officer when a Taubman student is found responsible for misconduct and will consult with the Resolution Officer before assessing a sanction. In addition, the Rackham Resolution Officer will inform the Taubman College when misconduct involving a Taubman student in a Rackham program is alleged in a course that has its primary academic home in another school or college. Decisions adjudicated under the Academic and Professional Student Conduct Policy of the Taubman College may not be appealed to the Graduate School.

Students also have access to university-wide conflict resolutions resources, including:
- [Office of Student Conflict Resolution (OSCR)](#)
- [Office of the Student Ombuds](#)

Faculty
The [Taubman College Rules](#) describe the conflict resolution pathways for faculty members. Any question of interpretation regarding these Rules shall be brought to the attention of the Governing Faculty for resolution (page 16). Instructional Staff Grievance Procedures are found on page 18. Faculty Grievance Procedures are also in this document (pages 18-32). The faculty also have a [unit Ombuds](#). The Taubman College Ombuds is:

Harold J. Borkin
Professor Emeritus of Architecture
18 Ridgeway Street
Ann Arbor, MI 48104
borkin@umich.edu
(734) 936-0237

Please see the staff section below for university wide resources.

Staff
Taubman College staff utilize the university-wide grievance policies and process as described in the UHR Procedures [201.08 Grievances and Dispute Resolution](#). Staff also have access to university wide resources (which are also available for faculty), including:
- [Discrimination and Harassment Resolution Process](#) (Office of Institutional Equity)
- [Mediation Resources and Education](#)
- [How to get help](#)

Taubman College of Architecture and Urban Planning

As part of the Year 3 DEI Strategic Plan, Taubman College will evaluate internal conflict resolution pathways and make current conflict resolution information more visible.

Students

Five-Year Strategic Objective 1: Develop and implement targeted recruitment strategies

FY19 Actions:
1. Develop/expand partnerships for outreach and transfer programs with high schools and colleges
2. Expand recruitment efforts within the UM system, with particular emphasis on LSA, and the Flint/Dearborn campuses and recognized groups/student organizations with DEI-related missions
3. Deepen relationships with the Office of Undergraduate Admissions
4. Create all college marketing and recruitment plan
5. Work with Rackham Graduate School to increase the number of Rackham Graduate Fellows
6. Create outreach program that targets high school and community college counselors in schools with high numbers of people of color and other underrepresented populations
7. Hire Student Services Director

Measures of Success (for Objective 1):
1. Number of underrepresented minority students attending Taubman College increases
2. Increase number of UM transfers for BS
3. Increase number of underrepresented minority students attending graduate programs with bachelor's degrees from the UM system (non-Taubman College)
4. Number of Rackham Merit Fellows in the Urban Planning program increases by 20%
5. High school counselors participate in outreach program developed
6. Faculty, staff, and students that are involved in recruitment efforts result in expanded networks and increased enrollment
7. Send information to 100% of employers who partner with Taubman College about increasing diversity, broadly defined, through recruitment in the fields of architecture and urban planning
8. Proposal for tracking DEI in recruitment practices
9. Increase Freshman admits by 10%
10. New Student Services Director is hired

Taubman College of Architecture and Urban Planning

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 2: Align and improve Taubman Architecture Enrichment/Urban Planning Outreach K-12 and graduate programs to align with DEI values

FY19 Actions:
1. Create all-college marketing and recruitment outreach plan
2. Develop stronger relationships with UM's Office of Undergraduate Admission
3. Strengthen college access support and preparation as part of ArcPrep programming
4. Explore college readiness programs for students who show potential to transfer to Taubman College as juniors
5. Develop strategic partnerships with regional institutions to strategize long term pathways from ArcPrep to Taubman College
6. Expand Urban Planning MSI outreach program to the entire college

Measures of Success (for Objective 2):
1. 2 architecture outreach programs become self-sustaining
2. Increase the amount of financial support for ArcStart students by 30%
3. Increase the number of underrepresented students in the ArcStart program
4. 5% of ArcPrep students participate in ArcStart
5. 10% of ArcPrep and ArcStart students attend UM
6. Increase the number of Freshman admits from ArcPrep by 10%
7. Math and science requirements are changed for Freshman admits and undergraduate transfers
8. The Urban Planning MSI outreach program becomes college-wide
9. Regional ArcPrep to Taubman College pathways consortium is piloted

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 3: Institutionalize connections with Minority Serving Institutions (MSI)

FY19 Actions:
1. Work with Minority Serving Institutions to identify partnership opportunities
2. Participate in UM MSI Community of Practice Steering Committee
3. Create advanced degree consortium with MSIs

Measures of Success (for Objective 3):
1. Pilot one partnership opportunity with one or more MSIs
2. Taubman College MSI partnership model becomes university-wide model
3. 4-6 MSIs are part of the advance degree consortium

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 4: Institutionalize Diversity Components into Application Evaluation

FY19 Actions:
1. Institutionalize existing holistic admissions review, include DEI statement as part of the process
2. Change Freshman admission criteria (changing math requirements to be taken during program vs before)

Measures of Success (for Objective 4):
1. Existing holistic review processes are institutionalized
2. All staff and faculty part of the admissions process are trained in holistic application review

Primary DE&I Goal: Equity

Five-Year Strategic Objective 5: Evaluate Merit Based Financial Support

FY19 Actions:
1. Present donors with the opportunity to create scholarships that support DEI efforts
2. Students receive scholarship support adequate for their needs
3. Develop criteria for student financial support fee waiver for admitted students

Measures of Success (for Objective 5):
1. Increase giving participation by 10%
2. Increase the amount of funding available for students receiving scholarships by 10%

3. 10% increase in the number of students who report ability to afford a Taubman College education through support from Taubman College
4. 100% of students who are below the federal poverty guidelines receive a matriculation deposit credit equivalent to the application fee cost

Primary DE&I Goal: Equity

Five-Year Strategic Objective 6: Create Cohesive Taubman Orientation Process

FY19 Actions:
1. Implement new orientation goals and practices, to include cultural competency training and community building
2. Begin to develop a Comprehensive Studies Program (CSP) for incoming freshmen and transfer students, and graduate students who would benefit from the Summer Bridge Program, but do not qualify

Measures of Success (for Objective 6):
1. New student orientation includes cultural competency training and emphasizes community building
2. Urban Planning and Architecture have joint orientation
3. Pilot is developed for CSP

Primary DE&I Goal: Inclusion

Five-Year Strategic Objective 7: Expand mentoring opportunities for students

FY19 Actions:
1. Gather information from students on their mentorship desires/needs
2. Expand current mentorship opportunities to all students based on feedback
3. Make mentoring programming part of pre-orientation and orientation, with follow up components through the academic year

Measures of Success (for Objective 7):
1. Increase the number of students participating in peer mentoring opportunities by 20%
2. Student organizations participate in peer mentoring programming
3. Peer mentoring programming is part of orientation
4. Pilot alumni mentorship programming

Primary DE&I Goal: Inclusion

Five-Year Strategic Objective 8: Strengthen support systems for all students, with particular emphasis on underrepresented minority and international students

FY19 Actions:
1. Connect students to university-wide resources (such as SuccessConnects)
2. Enhance tutoring support for math, science, and writing
3. Train faculty and staff on college and university student support resources
4. Host social activities with emphasis on cultural exchanges
5. Evaluate Summer Institute for International Students
6. Expand mental health support
7. Provide one-on-one academic and non-academic counseling and follow up

Measures of Success (for Objective 8):
1. 80% of students report knowing how to find resources
2. 3-5 students are hired to enhance tutoring in math, science and writing
3. 25% of faculty is trained on university student support resources
4. 50% of staff is trained on university student support resources
5. 5 events hosted per calendar year
6. SIIS is adjusted based on evaluation
7. 100% of students without formal education in English participate in the Summer Institute for International Students
8. A CAPS counselor is embedded Taubman College
9. Introduce lectures/informal learning opportunities that address mental health in higher education
10. 100% of identified high risk student cases are referred to the UM Dean of Students
11. 100% of students who need and request support receive follow up support

Primary DE&I Goal: Inclusion

Faculty

Taubman College of Architecture and Urban Planning

Five-Year Strategic Objective 1: Institutionalize/Revise faculty Search Protocols to Prioritize DEI Goals

FY19 Actions:
1. Review and compare current protocols with best practices and develop recommendations
2. Develop hiring and unconscious bias training for search committees

Measures of Success (for Objective 1):
1. Institutionalize rubric based search procedures
2. 100% of search committees attend hiring and unconscious bias training
3. 100% of search committee chairs attend STRIDE Faculty Recruitment Workshops

Primary DE&I Goal: Diversity
Other applicable domain: Equity and Inclusive Community

Five-Year Strategic Objective 2: Increase faculty retention and mentorship

FY19 Actions:
1. Organize faculty meeting to discuss retention policies and practices and what mentorship means to faculty
2. Assess the implementation of National Center for Faculty Development & Diversity program, adjust as needed
3. Ongoing training and workshops on retention and mentoring
4. Develop targeted retention and mentoring programming for faculty
5. Formalize college-wide faculty mentorship program

Measures of Success (for Objective 2):
1. 35% of faculty attend mentorship meeting
2. NCDFF program is evaluated and adjusted
3. 50% of senior faculty receive mentorship training and become mentors
4. 25% faculty participate in pilot mentoring retention program
5. Expectations for mentors/mentee relationships are institutionalized college-wide

Primary DE&I Goal: Diversity
Other applicable domain: Equitable and Inclusive Community

Staff

Five-Year Strategic Objective 1: Revise Staff Search Protocol to Prioritize DEI Goals

FY19 Actions:
1. Include specific DEI commitment language in job postings
2. Recruit through UM Diversity Recruiter
3. Recruit through DEI professional groups (NOMA etc.)
4. Recruit through Direct Employers, a diversity outreach partner
5. Run applicant summary reports to gauge applicant pool
6. Institutionalize rubric based hiring procedures
7. Develop hiring and unconscious bias training for hiring teams

Measures of Success (for Objective 1):
1. 100% of all job descriptions have gender neutral language
2. 100% of job descriptions contain DEI language
3. Staff hiring procedures exists
4. 100% of job postings are distributed through diversity outreach platforms
5. 100% of candidate pools are evaluated with respect to diversity
6. 100% of search committees attend hiring and unconscious bias training

Primary DE&I Goal: Diversity

Other applicable domain: Equitable and Inclusive Community

Five-Year Strategic Objective 2: Evaluate current staff professional development opportunities

FY19 Actions:
1. Develop and implement micro-credential programming
2. Institutionalize staff development opportunities
3. Staff engagement committee pilots new employee mentorship program

Measures of Success (for Objective 2):
1. 80% of staff learn about new micro-credential programming
2. 50% of staff participate in new micro-credential programming
3. 100% of staff participate in staff development opportunities at least once a year
4. 100% of new employees participate in staff mentorship program

Primary DE&I Goal: Equity

Other applicable domain: Equitable and Inclusive Community

College Overall

Five-Year Strategic Objective 2: Evaluate and make visible conflict resolution pathways

FY19 Actions:
1. Evaluate unit level conflict resolution pathways, with an emphasis on staff procedures
2. Develop new procedures as needed
3. Make conflict resolution pathways more visible to all constituencies

Measures of Success (for Objective 2):
1. New conflict resolution procedures are developed, if determined to be needed
2. 5 digital and/or physical informational materials are accessible to constituents

***Primary DE&I Goal:* Equity**

B. Education, Teaching, and Curriculum

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. 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.

Faculty

Five-Year Strategic Objective 1: Institutionalize Inclusive Teaching Paradigm

FY19 Actions:
1. Evaluate outcomes of integrating DEI-related goals into FAR as process of recognition, support, and reward for faculty that take up action through pedagogies of otherness; adjust FAR as needed
2. Training for college faculty in inclusive curriculum development
3. Train college faculty on handling difficult DEI subjects in the classroom, including intervention
4. Incorporate DEI statement in syllabi
5. Diversify Content Infused in Array of Curricular Areas to include topics that affect underrepresented minorities and international students
6. Create Taubman College DEI course guide

Measures of Success (for Objective 1):
1. 2 program specific CRLT workshops per year
2. Process for inclusive teaching institutionalization developed
3. FAR is adjusted based on evaluation
4. 50% of students report feeling more connected and engaged with classroom curriculum as reported on course evaluations and student climate survey
5. DEI course guide created and disseminated
6. DEI statement is part of syllabi

Primary DE&I Goal: Inclusion
Other applicable domain: Equitable and Inclusive Community

Five-Year Strategic Objective 2: Make DEI Foundational to Teaching

FY19 Actions:
1. Incorporate a breadth and depth of diversity and inclusion topics within the BS, MArch, MUD, MURP and MS degrees in design studios, seminars, lectures, and thesis formats
2. Add DEI related questions to student course evaluations
3. Continue to incorporate diverse lecturers into the college lecture series
4. Continue to invite intellectually diverse external jurors for all design studio and thesis courses.
5. Support faculty to experiment with studio jury options that empower student voice
6. Develop protocols/orientation for reviewer/juror expectations to be distributed as part of travel itinerary
7. Initiate institutional tracking of invited jurors over time

Measures of Success (for Objective 2):

1. Process for planning college programming, including lectures, exhibitions, and symposia is developed
2. DEI related questions are added to student course evaluations
3. 50% of lectures in college lecture series are related to topics that affect underrepresented minorities
4. Increase diversity of external jurors
5. Protocol for reviewers/jurors
6. 80% of students report an inclusive curriculum on student course evaluations
7. $10,000 available for experimentation of studio jury format
8. Invited juror tracking is developed

Primary DE&I Goal: Inclusion
Other applicable domain*:* Equitable and Inclusive Community

C. Research and Creative Practice

Taubman College is committed to incorporate diversity, equity and inclusion practices into its research and creative practice. Supporting faculty in developing research that generate diversity of ideas, platforms and funding sources is essential. Faculty possess unique expertise in a wide range of topics and areas of study. This is something that curriculum and teaching immensely benefit from, bringing a wealth of different perspectives and practices into our students' educational experience.

Faculty

Taubman College of Architecture and Urban Planning

Five-Year Strategic Objective 1: Provide financial and administrative support for DEI related research

FY19 Actions:
1. Expand DEI Detroit based research emphasis to Southeast Michigan
2. Continue Michigan Mellon research that highlights DEI themes
3. Provide DEI research incentive funding
4. Continue to provide faculty dissemination and seed funding for DEI related research
5. Provide indirect cost incentives to support DEI related research
6. Reduce course buyout for DEI related research
7. Provide financial support to MCubed as a way to support interdisciplinary DEI research

Measures of Success (for Objective 1):
1. Research projects are located throughout Southeast Michigan
2. $80,000 are awarded to faculty working on DEI related research through the "Prototyping Tomorrow" incentive funding program
3. 20% of dissemination and seed funding projects are related to DEI research
4. Lecturers are eligible to apply and receive research incentive funding
5. Waive the 55% indirect cost requirement for research projects that aligns with DEI for grant awards from private foundations and small grants
6. Contribute $27,000 to MCubed
7. Course buyout for DEI related research is reduced
8. Michigan Mellon Research highlights DEI themes

Primary DE&I Goal: Inclusion
Other applicable domain: Equitable and Inclusive Community

Five-Year Strategic Objective 2: Provide technical assistant and development for researchers

FY19 Actions:
1. Review each grant proposal to support research
2. Offer research training for faculty on technical and compliance issues and how to plan a strategy to advance their career
3. Provided one-on-one coaching for tenure track faculty and on an as-needed basis
4. Support faculty in teaching courses that align with their line of research
5. Hire a research manager to support faculty research
6. Support faculty in identifying broader funding sources
7. Revamp relationships with foundations and the UM Office of Foundation Relations, Business Center and Government Relations Office to expand access for DEI related research

Measures of Success (for Objective 2):
1. 100% of grant proposals receive administrative assistance from college
2. 3 research training workshops are provided
3. All tenure track faculty who request one-on-one coaching receive it
4. 50% of faculty teach one course that is related to their line of research
5. 1 research manager is hired
6. Faculty report increased support in identifying broader funding sources

Primary DE&I Goal: Inclusion
Other applicable domain: Recruitment, Retention and Development

Five-Year Strategic Objective 3: Align research projects with DEI efforts

FY19 Actions:
1. Continue to commit dissemination and seed funding to projects that align with DEI goals
2. Participate and provide leadership to the Urban Collaboratory
3. Participate in the Poverty Solutions research initiative

Measures of Success (for Objective 3):
1. Seed funding application includes questions about how project aligns with DEI efforts
2. Faculty members are faculty experts in the Poverty Solutions research initiative
3. One Taubman College representative is part of the Urban Collaboratory leadership
4. Implement a process of tracking funds committed through dissemination and seed funding support to enable reporting on support for DEI related work.

Primary DE&I Goal: Diversity
Other applicable domain: Equitable and Inclusive Community

D. Equitable and Inclusive Community

The cultivation of more conscientious cultural norms must be done with explicit attention to the extent 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 communicating these messages, recalibrate new messages, and deliver a more inclusive climate for all constituencies.

College Overall

Five-Year Strategic Objective 1: Provide Taubman Diversity Grants for Students, Faculty, and Staff

FY19 Actions:
1. Allocate funding for grants for students, faculty, and staff to advance DEI goals
2. Evaluate and adjust fund allocation process, including composition of proposal review committee, proposal guidelines, evaluation of proposals, award procedures and post-award evaluation
3. Develop mechanism that assures staff participation in the Equity Innovation grant opportunity

Measures of Success (for Objective 1):
1. $110,000 are allocated to DEI internally grant funded initiatives
2. A clear process for funding distribution
3. 2 Funding opportunities related to DEI (research and innovation)
4. Equity Innovation is open to students, faculty and staff
5. 10% of staff apply for Equity Innovation funding

Primary DE&I Goal: Equity
Other applicable domain: Education, Research, and Creative Work

Five-Year Strategic Objective 2: Recognition of students, faculty, staff and alumni who are working towards advancing DEI

FY19 Actions:
1. Continue and expand the "I Am Taubman College" Campaign
2. Develop "I Am Taubman Alumni" Campaign
3. Continue participation in the North Campus Deans MLK Spirit Awards Celebration and target nomination and participation process

Measures of Success (for Objective 2):
1. 5 students, faculty and staff highlighted monthly for their DEI contributions to Taubman College
2. 4 alumni are highlighted per semester for their DEI contributions to Taubman College and/or the professional world

3. Support the North Campus Deans MLK Spirit Awards Celebration financially with $2,500
4. MLK event participation/outreach campaign

Primary DE&I Goal: Inclusion
Other applicable domain: Recruitment, Retention and Development

Five-Year Strategic Objective 3: Develop Cultural Training Strategies for Students, Faculty and Staff

FY19 Actions:
1. Develop comprehensive cultural competency training plan

Measures of Success (for Objective 3):
1. Continue implementing "Identity Workshops" curriculum
2. Host Racial Equity workshop; plan follow-up work
3. 4 DEI Workshops for staff and faculty
4. 50% of students, faculty and staff learn DEI intervention strategies
5. 5 students and 1 faculty member participate in the Design Futures Student Leadership Forum; $4,000 committed to the program

Primary DE&I Goal: Equity
Other applicable domain: Retention, Recruitment and Development

Five-Year Strategic Objective 4: Continue implementation of transparency in DEI policies and practices

FY19 Actions:
1. Hold DEI orientation as part of student, faculty, and staff professional development
2. Transparency meetings
3. DEI Newsletter
4. Institutionalize protocol for referring harassment and discrimination concerns to appropriate University resource
5. Distribute organizational/decision-making and staffing chart

Measures of Success (for Objective 4):
1. 100% of students who attend orientation receive DEI orientation as part of general orientation
2. 100% of new faculty and staff are part of DEI onboarding
3. 75% of Taubman College constituents are aware of the organizational and decision-making structure of the college
4. Monthly transparency meetings
5. Monthly DEI newsletter
6. 10 points of contact for reporting harassment and discrimination protocol socialization

Primary DE&I Goal: Equity
Other applicable domain: Recruitment, Retention and Development

Five-Year Strategic Objective 5: Allocate designated college DEI budget

FY19 Actions:
1. DEI staff develop, propose, and oversee DEI budget directly

Measures of Success (for Objective 5):
1. $100,000 allocated to DEI efforts

Primary DE&I Goal: Equity
Other applicable domain: Recruitment, Retention and Development

Five-Year Strategic Objective 6: Increase faculty and staff partnerships and collegiality

FY19 Actions:
1. Hold faculty/staff orientation on the role of staff and how they can work collaborative with faculty
2. Continue sharing staff roles through the DEI Newsletter
3. Staff are part of faculty committees as participants/experts as appropriate

Measures of Success (for Objective 6):
1. 50% of faculty attend faculty/staff orientation
2. 8 staff roles highlighted
3. 50% of faculty committees have 1-2 staff members
4. 50% of staff are trained and supported to be part of faculty committees

Primary DE&I Goal: Equity
Other applicable domain: Recruitment, Retention and Development

Five-Year Strategic Objective 7: Evaluate parental needs policies and practices

FY19 Actions:
1. Evaluate the course assignment/scheduling for faculty who are caring for children/other dependents
2. Support students, faculty, and staff financially when participating in extracurricular/mandatory events as needed

Measures of Success (for Objective 7):

1. Faculty and staff report greater ability to balance work and family life
2. Faculty, students, and staff report financial ability to participate in extracurricular/mandatory events

Primary DE&I Goal: Equity
Other applicable domain: Recruitment, Retention and Development

Five-Year Strategic Objective 8: Build a sense of community

FY19 Actions:
1. The One School Task Force continues working toward creating community among domestic and international students
2. Develop wall art project

Measures of Success (for Objective 8):
1. Fund 20 Social Dinners hosted by faculty or staff and including students from domestic and international backgrounds
2. Wall art project is realized

Primary DE&I Goal: Equity
Other applicable domain: Recruitment, Retention and Development

Students

Five-Year Strategic Objective 1: Develop a process of recognition of students who are working towards advancing DEI

FY19 Actions:
1. Establish an Intellectual Diversity Award for Student Work
2. Evaluate current award structure with emphasis on commencement related awards
3. Develop awards for current students

Measures of Success (for Objective 1):
1. Recognition of 1 graduating student for their DEI contributions to Taubman College
2. New award structure with DEI emphasis is developed
3. At least 1 current student receives an award to recognize DEI efforts

Primary DE&I Goal: Inclusion
Other applicable domain: Recruitment, Retention and Development

Five-Year Strategic Objective 2: Create process for student input/engagement/advising on DEI efforts

FY19 Actions:
1. Finalize and institutionalize student input/engagement/advising on DEI efforts protocol
2. Establish Taubman College Student Government
3. Students participate in the DEI Transparency Meetings
4. DEI committee has representation from each program of study at Taubman College

Measures of Success (for Objective 2):
1. Establishment of Taubman College Student Government
2. Monthly student participation of student organization representatives at DEI Transparency Meetings
3. 2 student from each program of study are part of the DEI Committee

Primary DE&I Goal: Inclusion
Other applicable domain:

E. Service

Accessibility is key to our ability to provide quality inclusive education. Our services, from academic advising, career services, media center, and everything in between must operate thinking about how to help the hardest to reach populations. We should not only be accessible in our physical spaces, but also in other platforms such as our website and other forms of communication.

College Overall

Five-Year Strategic Objective 1: Website is accessible and highlights DEI prominently

FY19 Actions:
1. Revamp Taubman College page
2. Evaluate and develop website redevelopment content integrating results from the accessibility audit

Measures of Success (for Objective 1):
1. New Taubman College website is accessible
2. Commitment to DEI is prominent throughout Taubman College's website

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Primary DE&I Goal: Equity
Other applicable domain: Equitable and Inclusive Community

Five-Year Strategic Objective 2: Develop comprehensive cultural competency event planning protocol

FY19 Actions:
1. Incorporate DEI practices in events/conferences
2. Closed captioning of all videos

Measures of Success (for Objective 2):
1. Develop accessible event/conference practices guide
2. Number of public programming events is decreased by 50%
3. 100% of short videos are closed captioned

Primary DE&I Goal: Equity
Other applicable domain: Equitable and Inclusive Community

Five-Year Strategic Objective 3: Review Career Services through a DEI lens

FY19 Actions:
1. Evaluate current career services practices
2. Develop career panel programming
3. Develop career support programming for international students
4. Participate in UM Career Services Network IDEA (inclusion, diversity, equity and accessibility) subcommittee

Measures of Success (for Objective 3):
1. Career services develops strategic plan
2. 8 alumni participate in talks about their career journey
3. 1 new career related program for international students is developed
4. 1 staff is part of the IDEA subcommittee

Primary DE&I Goal: Equity
Other applicable domain: Equitable and Inclusive Community

F.   Metrics: College measures tracked over time

Taubman College believes that data will helps us be accountable for meeting the goals and objectives we have set forth in this plan. Below are some of the measures we will track over time to measure our success.

Diversity
1. Composition of faculty, jurors, and guest lecturers
2. Composition of DEI training offering participants
3. Composition of college-wide public programming
4. Composition of college-wide committees

Equity
1. Demographics of incoming, current, and graduated students
2. **Enrollment and graduation rates for students**
3. **Student class level**
4. Demographics of DEI recognition campaigns participants
5. Scholarship/financial support dissemination
6. Demographics of faculty on tenure track and that receive tenure
7. **Demographics of staff**
8. Types of research projects supported and funded by Taubman College
9. Types of community engagement opportunities
10. Demographics of job applicants

Inclusion
1. Number of students participating in outreach programs
2. Climate survey results
3. Number of mentorship program participants
4. FAR results
5. Number of DEI training opportunities
6. Number of staff participating in college-wide committees
7. Number of staff applying and receiving funding support from the College

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G. Action Planning Tables with Details & Accountabilities

A. Recruitment, Retention, and Development

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable
Student	1. Develop and implement targeted recruitment strategies	1. Number of underrepresented minority students attending Taubman College increases	1. Develop/expand partnerships for outreach and transfer programs with high schools and colleges	McLain Clutter DEI Team
Student		2. Increase number of UM transfers for BS 3. Increase number of underrepresented minority students attending graduate programs with bachelor's degrees from the UM system (non-Taubman College)	Expand recruitment efforts within the UM system, with particular emphasis on LSA, and the Flint/Dearborn campuses and recognized groups/student organizations with DEI-related missions	Student Services
Student		4. Increase Freshman admits by 10%	2. Deepen relationships with the Office of Undergraduate Admissions	Sharon Haar Architecture Chair
Student		5. Proposal for tracking DEI in recruitment practices 6. Send information to 100% of employers who partner with Taubman College about increasing diversity, broadly defined, through recruitment in the fields of architecture and urban planning 7. Faculty, staff, and students that are involved in recruitment efforts	3. Create all college marketing and recruitment plan	Student Services

				result in expanded networks and increased enrollment		
Student			8.	Number of Rackham Merit Fellows in the Urban Planning program increases by 20%	4. Work with Rackham Graduate School to increase the number of Rackham Graduate Fellows	Wendy Rampson UP Admissions
Student			9.	High school counselors participate in outreach program developed	5. Create outreach program that targets high school and community college counselors in schools with high numbers of people of color and other underrepresented populations	Student Services
Student			10.	New Student Services Director is hired	6. Hire Student Services Director	Linda Mills Administration
Student	2.	Align and improve Taubman Architecture Enrichment/ Urban Planning Outreach K-12 and graduate programs to align with DEI values	1.	5% of ArcPrep students participate in ArcStart	1. Create all college marketing and recruitment outreach plan	Rebecca Smith ArcStart Sharon Haar Architecture Chair
Student			2. 3.	Increase the number of Freshman admits from ArcPrep by 10% Math and science requirements are changed for Freshman admits and undergraduate transfers	2. Develop stronger relationships with UM's Office of Undergraduate Admission	McLain Clutter DEI Team Sharon Haar Architecture Chair
Student			4. 5. 6.	2 architecture outreach programs become self-sustaining Increase the number of financial support for ArcStart students by 30% Increase the number of financial support for ArcStart students by 30%	3. Strengthen college access support and preparation as part of ArcPrep programming	Sharon Haar Architecture Chair Anya Sirota ArcPrep
Student			7.	10% of ArcPrep and ArcStart students who attend UM	4. Explore college readiness programs for students who show potential to transfer to Taubman College as juniors	Sharon Haar Architecture Chair Anya Sirota

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Group	Goal	Metric	Strategy	Owner
				ArcPrep Rebecca Smith ArcStart
Student		8. Regional ArcPrep to Taubman College pathways consortium is piloted	5. Develop strategic partnerships with regional institutions to strategize long term pathways from ArcPrep to Taubman College	McLain Clutter DEI Team Anya Sirota ArcPrep
Student		9. The Urban Planning MSI outreach program becomes college-wide	6. Expand Urban Planning MSI outreach program to the entire college	Joana Dos Santos DEI Team
Students, Faculty & Staff	3. Institutionalize connections with Minority Serving Institutions (MSI)	1. Pilot one partnership opportunity with one or more MSIs	1. Work with Minority Serving Institutions to identify partnership opportunities	McLain Clutter DEI Team
Students, Faculty & Staff		2. Taubman College MSI partnership model becomes university-wide model	2. Participate in UM MSI Community of Practice Steering Committee	Joana Dos Santos DEI Team
Students, Faculty & Staff		5. 4-6 HBCUs are part of the advance degree consortium	3. Create advanced degree consortium with HBCUs	McLain Clutter DEI Team
Students, Faculty & Staff	4. Institutionalize Diversity Components into Application Evaluation	1. Existing holistic review processes are institutionalized 2. All staff and faculty part of the admissions process are trained in holistic application reviewed	1. Institutionalize existing holistic admissions review, include DEI statement as part of the process	McLain Clutter DEI Team Student Services
Students & Faculty		3. Math and science admissions requirements are taken during program, no longer being a requirement for admissions	2. Change Freshman academic admission criteria (changing math requirements to be taken during program vs before)	Sharon Haar Architecture Chair
Students & Alumni	5. Evaluate Merit Based Financial	1. Increase giving participation by 10%	1. Present donors with the opportunity to create scholarships that support DEI efforts	Cynthia Radecki Advancement Team

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Students		Support	2.	Increase the amount of funding available for students receiving scholarships by 10%	2.	Students receive scholarship support adequate for their needs	Jonathan Massey Dean
Students			3.	100% of students who are below the federal poverty guidelines receive a matriculation deposit credit equivalent to the application fee cost	3.	Develop criteria for student financial support fee waiver for admitted students	Linda Mills Administration
Students, Faculty & Staff	6.	Create Cohesive Taubman Orientation Process	1. 2.	New student orientation includes cultural competency training and emphasizes community building Urban Planning and Architecture have joint orientation	1.	Implement new orientation goals and practices, to include cultural competency training and community building	Joana Dos Santos DEI Team
Students			3.	Pilot is developed for CSP	2.	Begin to develop a Comprehensive Studies Program (CSP) for incoming freshmen and transfer students, and graduate students who would benefit from the Summer Bridge Program, but do not qualify	Student Services
Students	7.	Expand mentoring opportunities for students	1. 2.	Increase the number of student participate in peer mentoring opportunities by 20% Pilot alumni mentorship programming	1. 2.	Gather information from students on their mentorship desires/needs Expand current mentorship opportunities to all students based on feedback	Student Services
Students			3. 4.	Student organizations participate in peer mentoring programming Peer mentoring programming is part of orientation	3.	Make mentoring programming part of pre-orientation and orientation, with follow up components through the academic year	Student Services
Students	8.	Strengthen support systems for all students, with particular	1.	80% of students report feeling they know how to find resources	1.	Connect students to university-wide resources (such as SuccessConnects)	Student Services DEI Team
Students & Faculty			2.	3-5 students are hired to enhance tutoring in math, science and writing	2.	Enhance tutoring support for math, science, and writing	Student Services

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Faculty & Staff	emphasis on underrepresented minority and international students	3. 25% of faculty is trained on university student support resources 4. 50% of staff is trained on university student support resources	3. Train faculty and staff on college and university student support resources	Joana Dos Santos DEI Team
Students		5. 5 events hosted per calendar year	4. Host social activities with emphasis on cultural exchanges	Student Services
Students		6. SIIS is adjusted based on evaluation 7. 100% of students without formal education in English participate in the Summer Institute for International Students	5. Evaluate Summer Institute for International Students	Student Services ELI
Students		11. A CAPS counselor is embedded Taubman College 12. Introduce lectures/informal learning opportunities that address mental health in higher education	6. Expand mental health support	Student Services Dean's Office
Students		10. 100% of identified high risk student cases are referred to the UM Dean of Students 11. 100% of students who need and request support receive follow up support	7. Provide one-on-one academic and non-academic counseling and follow up	Student Services
Faculty	13. Institutionalize/Revise faculty Search Protocols to Prioritize DEI Goals	1. Institutionalize rubric based search procedures	1. Review and compare current protocols with best practices and develop recommendations	Qiana London HR
Faculty		2. 100% of search committees attend hiring and unconscious bias training 3. 100% of search committee chairs attend STRIDE Faculty Recruitment Workshops	2. Develop hiring and unconscious bias training for search committees	Qiana London HR Joana Dos Santos DEI Team
Faculty	14. Increase faculty	1. 35% of faculty attend mentorship meeting	1. Organize faculty meeting to discuss retention policies and practices and what	DEI Team

		retention and mentorship				mentorship means to faculty	
Faculty			2.	NCDFF program is evaluated and adjusted	2.	Assess the implementation of NCDFF program, adjust as needed	DEI Team
Faculty			3.	50% of senior faculty receive mentorship training and become mentors	3.	Ongoing training and workshops on retention and mentoring	DEI Team
Faculty			4.	25% faculty participate in pilot mentoring retention program	4.	Develop targeted retention and mentoring programming for faculty	DEI Team
Faculty			5.	Expectations for mentors/mentee relationships are institutionalized college-wide	5.	Formalize college-wide faculty mentorship program	DEI Team
Staff	15.	Revise Staff Search Protocol to Prioritize DEI Goals	1. 2.	100% of all job descriptions have gender neutral language 100% of job descriptions contain DEI language	1.	Include specific DEI commitment language in job postings	Qiana London HR
Staff			3.	100% of job postings are distributed through diversity outreach platforms	2. 3. 4.	Recruit through UM Diversity Recruiter Recruit through DEI professional groups (NOMA etc.) Recruit through Direct Employers, a diversity outreach partner	Qiana London HR
Staff			4.	100% of candidate pools are evaluated with respect to diversity	5.	Run applicant summary reports to gauge applicant pool	Qiana London HR
Staff			5.	Staff hiring procedures exists	6.	Institutionalize rubric based hiring procedures	Qiana London HR
Staff			6.	100% of search committees attend hiring and unconscious bias training	7.	Develop hiring and unconscious bias training in for hiring teams	Qiana London HR Joana Dos Santos DEI Team
Staff	16.	Evaluate current staff professional development	1. 2.	80% of staff learn about new micro-credential programming 50% of staff participate in new micro-credential programming	1.	Develop and implement micro-credential programming	Qiana London HR

Staff		opportunities	3.	100% of staff participate in staff development opportunities at least once a year	2.	Institutionalize staff development opportunities	Qiana London HR Joana Dos Santos DEI Team
Staff			4.	100% of new employees participate in staff mentorship program	3.	Staff engagement committee pilots new employee mentorship program	Staff Engagement Committee
Students, Faculty, & Staff	17.	Evaluate and make visible conflict resolution pathways	1. 2.	New conflict resolution procedures are developed, if determined to be needed 5 digital and/or physical informational materials are accessible to constituents	1. 2. 3.	Evaluate unit level conflict resolution pathways, with an emphasis on staff procedures Develop new procedures as needed Make conflict resolution pathways more visible to all constituencies	Chief of Staff, Ann Luke; Program Chairs; Interim Associate Dean of Academic Affairs and Strategic Initiatives, McLain Clutter

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B. Education, Teaching and Curriculum

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable
Faculty	1. Institutionalize Inclusive Teaching Paradigm	1. FAR is adjusted based on evaluation	1. Evaluate outcomes of integrating DEI-related goals into FAR as process of recognition, support, and reward for faculty that take up action through pedagogies of otherness; adjust FAR as needed	McLain Clutter DEI Team
Faculty		2. 2 program specific CRLT workshops per year 3. Process for inclusive teaching institutionalization developed	2. Training for college faculty in inclusive curriculum development 3. Train college faculty on handling difficult DEI subjects in the classroom, including intervention	McLain Clutter DEI Team
Faculty		4. DEI statement is part of syllabi	4. Incorporate DEI statement in syllabi	Joana Dos Santos DEI Team
Faculty		5. 50% of students report feeling more connected and engaged with classroom curriculum as reported on course evaluations and student climate survey	5. Diversify Content Infused in Array of Curricular Areas to include topics that affect underrepresented minorities and international students	McLain Clutter DEI Team
Faculty		6. DEI course guide created and disseminated	6. Create Taubman College DEI course guide	DEI Team
Faculty	2. Make DEI Foundational to Teaching	1. 80% of students report an inclusive curriculum on student course evaluations	1. Incorporate a breadth and depth of diversity and inclusion topics within the BS, MArch, MUD, MURP and MS degrees in design studios, seminars, lectures, and thesis formats	McLain Clutter DEI Team
Faculty		2. DEI related questions are added to student course evaluations	2. Add DEI related questions to student course evaluations	McLain Clutter DEI Team
Faculty		3. 50% of lectures in college lecture series are related to topics that affect underrepresented minorities	3. Continue to incorporate diverse lecturers into the college lecture series	Dean's Office

Faculty		4.	Increase diversity of external jurors	4.	Continue to invite intellectually diverse external jurors for all design studio and thesis courses.	McLain Clutter DEI Team
Faculty		5. 6.	Protocol for reviewers/jurors $10,000 available for experimentation of studio jury format	5.	Support faculty to experiment with studio jury options that empower student voice	McLain Clutter DEI Team
Faculty		7.	Process for planning college programming, including lectures, exhibitions, and symposia is developed	6.	Develop protocols/orientation for reviewer/juror expectations to be distributed as part of travel itinerary	McLain Clutter DEI Team
Faculty		8.	Invited juror tracking is developed	7.	Initiate institutional tracking of invited jurors over time	McLain Clutter DEI Team

C. Research and Creative Practice

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable
Faculty	1. Provide financial and administrative support for DEI related research	1. Research projects are located throughout Southeast Michigan	1. Expand DEI Detroit based research emphasis to Southeast Michigan	Geoff Thun Research Team
Faculty		2. Michigan Mellon Research highlights DEI themes	2. Continue Michigan Mellon research that highlights DEI themes	McLain Clutter DEI Team
Faculty		3. $80,000 are awarded to faculty working on DEI related research through the "Prototyping Tomorrow" incentive funding program 4. Lecturers are eligible to apply and receive research incentive funding	3. Provide DEI research incentive funding	Geoff Thun Research Team
Faculty		5. 20% of dissemination and seed funding projects are related to DEI research	4. Continue to provide faculty dissemination and seed funding for DEI related research	Geoff Thun Research Team
Faculty		6. Waive the 55% indirect cost requirement for research projects that aligns with DEI for grant awards from private foundations and small grants	5. Provide indirect cost incentives to support DEI related research	Geoff Thun Research Team
Faculty		7. Course buyout for DEI related research is reduced	6. Reduce course buyout for DEI related research	Geoff Thun Research Team
Faculty		8. Contribute $27,000 to MCubed	7. Provide financial support to MCubed as a way to support interdisciplinary DEI research	Geoff Thun Research Team
Faculty	2. Provide technical assistant and development for researchers	1. 100% of grant proposals receive administrative assistance from college	1. Review each grant proposal to support research	Geoff Thun Research Team
Faculty		2. 3 research training workshops are provided	2. Offer research training for faculty on technical and compliance issues and how to plan a strategy to advance their career	Laura-Anne Wong Research Team
Faculty		3. All tenure track faculty who request one-on-one coaching receive it	3. Provided one-on-one coaching for tenure track faculty and on an as-	

			needed basis	
Faculty		4. 50% of faculty teach one course that is related to their line of research	4. Support faculty in teaching courses that align with their line of research	Geoff Thun Research Team Sharon Haar Architecture Chair
Faculty		5. 1 research manager is hired	5. Hire a research manager to support faculty research	Geoff Thun Research Team
Faculty		6. Faculty report increased support in identifying broader funding sources	6. Support faculty in identifying broader funding sources 7. Revamp relationships with foundations and the UM Office of Foundation Relations, Business Center and Government Relations Office to expand access for DEI related research	Geoff Thun Research Team
Faculty	3. Align research projects with DEI efforts	1. Seed funding application includes questions about how project aligns with DEI efforts 2. Implement a process of tracking funds committed through dissemination and seed funding support to enable reporting on support for DEI related work.	1. Continue to commit dissemination and seed funding to projects that align with DEI goals	Geoff Thun Research Team
Faculty		3. 1 Taubman College representative is part of the Urban Collaboratory leadership	2. Participate and provide leadership to the Urban Collaboratory	Geoff Thun Research Team
Faculty		4. Faculty members are faculty experts in the Poverty Solutions research initiative	3. Participate in the Poverty Solutions research initiative	Geoff Thun Research Team

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D. Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable
Students, Faculty, & Staff	1. Provide Taubman Diversity Grants for Students, Faculty, and Staff	1. $110,000 are allocated to DEI internally grant funded initiatives	1. Allocate funding for grants for students, faculty, and staff to advance DEI goals	Jonathan Massey Dean's Office
Students, Faculty, & Staff		2. A clear process for funding distribution 3. 2 Funding opportunities related to DEI (research and innovation) 4. Equity Innovation is open to students, faculty and staff	2. Evaluate and adjust fund allocation process, including composition of proposal review committee, proposal guidelines, evaluation of proposals, award procedures and post-award evaluation	Jonathan Massey Dean's Office
Students, Faculty, & Staff		5. 10% of staff apply for Equity Innovation funding	3. Develop mechanism that assures staff participation in the Equity Innovation grant opportunity	Jonathan Massey Dean's Office
Students, Faculty, & Staff	2. Recognition of students, faculty, staff and alumni who are working towards advancing DEI	1. 5 students, faculty and staff highlighted monthly for their DEI contributions to Taubman College	1. Continue and expand the "I Am Taubman College" Campaign	Joana Dos Santos DEI Team
Students, Faculty, & Staff		2. 4 alumni are highlighted per semester for their DEI contributions to Taubman College and/or the professional world	2. Develop "I Am Taubman Alumni" Campaign	Julia Broadway Development Team
Students, Faculty, & Staff		3. Support the North Campus Deans MLK Spirit Awards Celebration financially with $2,500 4. MLK event participation/outreach campaign	3. Continue participation in the North Campus Deans MLK Spirit Awards Celebration and target nomination and participation process	Student Services
Students, Faculty, & Staff	3. Develop Cultural Training Strategies for Students, Faculty and Staff	1. Continue implementing "Identity Workshops" curriculum 2. Host Racial Equity workshop; plan follow-up work 3. 4 DEI Workshops for staff and faculty 4. 50% of students, faculty and staff learn DEI intervention strategies	1. Develop comprehensive cultural competency training plan	Joana Dos Santos DEI Team

			5. 5 students and 1 faculty member participate in the Design Futures Student Leadership Forum; $4,000 committed to the program		
Students, Faculty, & Staff	4.	Continue implementation of transparency in DEI policies and practices	1. 100% of students who attend orientation receive DEI orientation as part of general orientation 2. 100% of new faculty and staff are part of DEI onboarding	1. Hold DEI orientation as part of student, faculty, and staff professional development	Joana Dos Santos DEI Team
Students, Faculty, & Staff			3. Monthly transparency meetings	2. Transparency meetings	Joana Dos Santos DEI Team
Students, Faculty, & Staff			4. Monthly DEI newsletter	3. DEI Newsletter	Joana Dos Santos DEI Team
Students, Faculty, & Staff			5. 10 points of contact for reporting harassment and discrimination protocol socialization	4. Institutionalize protocol for addressing referring harassment and discrimination concerns to appropriate University resource	Joana Dos Santos DEI Team
Students, Faculty, & Staff			6. 75% of Taubman College constituents are aware of the organizational and decision making structure of the college	5. Distribute organizational/decision-making and staffing chart	Dean's Office
Students, Faculty, & Staff	5.	Allocate designated college DEI budget	1. $100,000 allocated to DEI efforts	1. DEI staff develop, propose, and oversee DEI budget directly	Jonathan Massey Dean's Office
Faculty & Staff	6.	Increase faculty and staff partnerships and collegiality	1. 50% of faculty attend faculty/staff orientation	1. Hold faculty/staff orientation on the role of staff and how they can work collaborative with faculty	Joana Dos Santos DEI Team
Students, Faculty, & Staff			2. 8 staff roles highlighted	2. Continue sharing staff roles through the DEI Newsletter	Joana Dos Santos DEI Team
Faculty & Staff			3. 50% of faculty committees have 1-2 staff members 4. 50% of staff are trained and supported to be part of faculty committees	3. Staff are part of faculty committees as participants/experts as appropriate	Joana Dos Santos DEI Team

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Group	Goal		Metric		Responsible
Students, Faculty, & Staff	7.	Evaluate parental needs policies and practices	1. Faculty and staff report greater ability to balance work and family life	1. Evaluate the course assignment/scheduling for faculty who are caring for children/other dependents	DEI Team Program Chairs
Students, Faculty, & Staff			2. Faculty, students, and staff report financial ability to participate in extracurricular/mandatory events	2. Support students, faculty, and staff financial when participating in extracurricular/mandatory events as needed	DEI Team Program Chairs Dean's Office
Students, Faculty, & Staff	8.	Build a sense of community	1. Fund 20 Social Dinners hosted by faculty or staff and including students from domestic and international backgrounds	1. The One School Task Force continues working toward creating community among domestic and international students	One School Task Force
Students, Faculty, & Staff			2. Wall art project is realized	2. Develop wall art project	Joana Dos Santos DEI Team
Students	9.	Develop a process of recognition of students who are working towards advancing DEI	1. Recognition of 1 graduating student for their DEI contributions to Taubman College	1. Establish an Inaugural "James Chaffers" Intellectual Diversity Award for Student Work	Dean's Office
Students			2. New award structure with DEI emphasis is developed	2. Evaluate current award structure with emphasis on commencement related awards	Dean's Office
Students			3. At least 1 current student receives an award to recognize DEI efforts	3. Develop awards for current students	DEI Team
Students	10.	Create process for student input/ engagement/ advising on DEI efforts	1. Establishment of Taubman College Student Government	1. Finalize and institutionalize student input/engagement/advising on DEI efforts protocol 2. Establish Taubman College Student Government	Joana Dos Santos DEI Team
Students			2. Monthly student participation of student organization representatives at DEI Transparency Meetings	3. Students participate in the DEI Transparency Meetings	Joana Dos Santos DEI Team

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Students		3. 2 student from each program of study are part of the DEI Committee	4. DEI committee has representation from each program of study at Taubman College	Joana Dos Santos DEI Team

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E. Service

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable
Students, Faculty & Staff	1. Website is accessible and highlights DEI prominently	1. New Taubman College website is accessible 2. Commitment to DEI is prominent throughout Taubman College's website	1. Revamp Taubman College website 2. Evaluate and develop website redevelopment consent integrating results from the accessibility audit	Amber LaCroix Communications Team
Students, Faculty & Staff	2. Develop comprehensive cultural competency event planning protocol	1. Develop accessible event/conference practices guide 2. Number of public programming events is decreased by 50%	1. Incorporate DEI practices in events/conferences	Katee Cole Conferences & Events Manager
Students, Faculty & Staff		3. 100% of short videos are closed captioned	2. Closed captioning of all videos	Jacob Cofer Videographer William Mansfield IT
Students	3. Review Career Services through a DEI lens	1. Career services develops strategic plan	1. Evaluate current career services practices	Lou Ecken Career Services
Students & Alumni		2. 8 alumni participate in talks about their career journey	2. Develop career panel programming	Lou Ecken Career Services
Students		3. 1 new career related program for international students is developed	3. Develop career support programming for international students	Lou Ecken Career Services
Staff		4. 1 staff is part of the IDEA subcommittee	4. Participate in UM Career Services Network IDEA (inclusion, diversity, equity and accessibility) subcommittee	Lou Ecken Career Services

H. Supporting, Tracking and Updating the Plan

Joana Dos Santos is the Diversity, Equity and Inclusion Specialist is the lead in terms of the Taubman College's DEI Strategic Plan development and implementation. She works closely with the Associate Dean of Academic Affairs and Strategic Initiatives, the Dean and Top Leadership to assure the success of this multifaceted plan. In addition to these individuals, the DEI Committee provides stewardship to advance the goals of the plan.

In order for the plan to be successful Taubman College believes that there needs to be constant engagement to assure the plan is in line with the needs/wants of a changing student population, faculty, staff, alumni, and community at large. For this reason, Taubman College is constantly working to have multiple points of engagement that resonate with the people we are working with. We firmly believe that meeting people where they are at helps them understand the importance of DEI work and their role in the work. Examples of engagement and input opportunities include:

- Transparency meetings
- DEI Newsletter
- Class presentations
- Climate surveys
- One-on-one meetings
- DEI Orientation
- Partnerships with student organizations
- DEI workshops
- Alumni relations meetings
- Program retreats
- Feedback and reporting form

The plan is supported by multiple people and departments. Each department/program head, as well as leadership, will receive a summary of the plan and the areas the areas they are directly responsible for. These are the action owners. They will also receive a document with ideas generated by constituents during one-on-one meetings, seminars, meetings, etc. The people who are not program heads but are directly responsible for implementation will receive this information as well. Everyone at the college will receive a plan summary with a link to the full plan.

The DEI Team will ask the action owners for a mid-year report in December/January and a final report in May/June. Ryan Knierbein, Business Intelligence Analyst, will also support data collection efforts.

The DEI Specialist will continue being responsible for engagement efforts and will work with other members of the Taubman College community to assure a community approach to DEI

efforts.

Linda Mills, Assistant Dean of Administration, Dean Jonathan Massey, McLain Clutter, Interim Associate Dean for Academic Affairs and Strategic Initiatives, and Joana Dos Santos, DEI Specialist will be responsible for the DEI budget allocation within the DEI Team and in other areas of the college.

DEI Communication is the responsibility of the DEI Specialist, the Associate Dean for Academic Affairs and Strategic Initiatives, the Dean, and the Communications Teams led by Amber LaCroix, Marketing Communications Senior Director.

The DEI Specialist and the Associate Dean for Academic Affairs and Strategic Initiatives are responsible for review and implementation of the Taubman College DEI Strategic Plan.

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