Taubman College DEI 2.0 Strategic Plan

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Why do we have a DEI Strategic Plan?

*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.*

Taubman College embraces the concept of Inclusive Excellence - the recognition that an institution's success is dependent on how well it values, engages, and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. Our aim is not just to acknowledge and participate in the fundamental principles and actions of DEI, but to integrate them into our core operations

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 recognize that the design and planning professions have historically been spaces of exclusion and elitism, reflected in the startlingly low rates of participation of underrepresented populations and the continued male domination in both academic and professional contexts.

Lastly, we recognize the decades of work that has been done in the pursuit of equity and justice for all, and a diverse pluralistic community. We acknowledge these efforts, the sacrifices that have been made, and the grit and fortitude of our ancestors to overcome centuries of oppression and bring us to this moment. We build on their foundation and legacies.

How is this Document Organized?

This document is organized into 7 different sections:
- An overview of our values and how we define DEI
- A description of the process we used to co-create this plan
- A summary of our data and the key findings and takeaways that inform the plan
- An overview of our strategic action items to be implemented and how we measure our success
- An alignment between Taubman's metrics and the metrics of the University of Michigan
- A visual display that aligns our action items with our success metrics and leaders who will oversee implementation
- The personnel and processes responsible for tracking and supporting the plan's success

What is the Taubman College Values Statement?

Taubman College is a respectful, supportive, and positive community where individuals can build meaningful and lasting connections, guided by our shared values and commitment to equitable design and planning. We are at our very best when we acknowledge that we all have something valuable to contribute and work together towards common goals as equal partners.

How does Taubman College define DEI?

	Diversity: Mix of Difference Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It 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.
	Inclusion: Making the Mix Work 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.
	Equity: Everyone Has Access Equity is giving everyone what they need to be successful. Equity is the assurance of non-discrimination and equal opportunity for all persons in our community. Race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status are irrelevant to each individual's right to equitable access and standing.

Anti-Racist Focus

2020 marked a year of extraordinary changes. It began with the COVID-19 pandemic, which laid bare the inequities of who was being most impacted medically and economically. It forced us to think about who has access to resources, who is most vulnerable, and who lacks access in our college. In addition, we saw wide support for the Movement for Black Lives in response to the police killings of George Floyd and many other African Americans nationwide. Students, faculty, staff, and alumni called the college to make an explicit commitment to racial equity. Advancing racial equity requires attention to the norms and culture of a group, how resources are distributed, who makes decisions and on what basis, to whom the group holds itself accountable, and other issues of power and advantage. As a result, we developed a racial equity framework.

Through the Diversity, Equity, and Inclusion Initiative, the University of Michigan and Taubman College are working to create an institution where all its members (students, faculty, and staff) can achieve their full potential regardless of their social identities (based on race, gender, sexual orientation, ability, etc.) This acknowledges that not everyone has equal access to excel in our society as well as that forms of oppression including racism, sexism, heterosexism, ableism, and many others are at the root of the inequities our community members may have encountered.

Why lead with race?
1. **Disparities are greatest by race.** Across all indicators, including health, housing, income, graduation rates, incarceration, death, etc., people of color, especially Black people, have disproportionate

negative outcomes. By leading with race, we are able to focus our resources on the root cause of many of the problems we are trying to solve, internally (through culture and climate) and externally as we prepare the architects and planners of the future.

2. **Our students, faculty, and staff are asking us to do so. So is university leadership.** They are organizing, leading, and demanding that we lead with race and racial equity. The Office of DEI is asking to embed racial equity/anti-racism in our DEI plans. The president is also calling for this.

3. **We need to focus.** We recognize that all forms of oppression are important and work towards having an equitable institution and society. While we lead with racial equity, we incorporate all work, tools, and strategies into an intersectional approach that also addresses sexism, heterosexism, ableism, and other systems of oppression. Other areas of disparity will follow if we start with race.

What about our DEI plan? How do we focus on everyone?

We can still accomplish our DEI goals while centering racial equity. Leading with race doesn't mean that we don't work toward addressing other systems of oppression and historically disadvantaged people (people with disabilities, low-income people, LGBTQ+ people, and people of color). It means that we do this work intersectionally, and in a way that supports all of our community members. Centering on race allows us to make sure that people of color, particularly Black people, don't fall through the cracks and are missed. This also means that we can use tools based on race to understand and address all kinds of systemic oppression, leading to equity for all.

The following graphic outlines our framework and key questions to ask when making decisions at all levels of the organization.

WHO IS REPRESENTED IN DECISION-MAKING? ARE THE RIGHT PEOPLE IN THE ROOM?

When making decisions, there can be tension between acting quickly and acting equitably. The misconception is that equity-based decisions take time to implement. However, decisions can be made quickly and prioritize people of color, especially Black and Indigenous People of Color (BOPIC), if they are in the decision-making table.

HOW ARE WE LEVERAGING RACIAL EQUITY TRAINING TO BUILD TOWARDS A JUST AND SUSTAINABLE FUTURE?

Racial equity training is critical to developing a racial equity lens. Educating on topics such as racial history, unconscious bias, language access, white privilege, inclusive engagement, and teaching, and racial equity tools are all vital. This improves outcomes for all, including people of color, especially BIPOC.

Key Questions:
- Am I uplifting people of color, experiences, knowledge, contributions, in this decision? How so?
- Am I involving people affected by this decision in the decision-making process? How so?
- If I don't know how I can embed racial equity into this decision, am I reaching to someone who can help me? Who?
- Am I learning about racial equity and how embedding it could change this decision? How so?
- Am I investing time and/or resources into this decision? If not, how would doing so change my decision change?

If the answer to any of these questions is **NO**, go back to the drawing board until you are able to say **YES**

Embedding racial equity is doing your work with people of color for people of color.

HOW DO WE INCREASE COMMUNITY ENGAGEMENT AND TRANSPARENCY?

Knowledge is power. Transparency and genuine community engagement allow for people to be in control of their life. An organization should share how process work and how outcomes are identified to advance racial equity. This should be done in partnership with people of color, particularly BIPOC and anti-racists. People who are affected by a decision should have access and a meaningful part of the decision making process.

HOW ARE WE INVESTING IN RACIAL EQUITY?

To advance racial equity, resources must be invested. This could be time or funding, or both. Time needs to be allocated to develop new ways of teaching, working, and learning. Funding must be invested in scholarships, accessible ways of teaching, materials, etc. In addition, time and funding must be allocated to develop new policies, creating a new culture that dismantles white supremacy to advances racial equity and benefits people of color, particularly BIPOC.

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[1] The Racial Equity Framework relates to the solicitation/gathering of feedback. Any programming or initiatives developed as a result of this data would be open to all members of the community.

What was our Planning Process?

Who is on the Taubman College DEI Team?

Taubman College has a DEI team of three, including two Implementation Leads. Anya Sirota is the Associate Dean of Academic Initiatives. Her office oversees all diversity, equity, and inclusion efforts at Taubman College. Nyanatee Bailey is the Director of Diversity, Equity, and Inclusion. He works specifically on strategic planning, partnerships, and implementing the Taubman College DEI strategic plan and efforts. Zain AbuSeir is the DEI Faculty Lead. She assists in the implementation of the strategic plan and serves as a liaison to the Faculty for DEI efforts.

In addition, the DEI team has several student workers, and in the past had DEI Graduate Student Staff Assistants. There is also a DEI committee consisting of students, staff, and faculty, that regularly convenes to assist in the implementation, research, and engagement.

Who is the Taubman College DEI Committee?

Zain AbuSeir *DEI Faculty Lead Lecturer in Architecture*	**Yash Aprameya** *Student - Bachelor of Science in Architecture*	**Diana Anda** *Student - Master of Urban Design*	**Sean Ahlquist** *Associate Professor of Architecture*	**Nyanatee Bailey** *Director of DEI*
Eda Bozkurt *PhD in Architecture Candidate*	**Caitlin Conway** *Senior Research Administrator*	**Joana Dos Santos** *DEI Consultant*	**Caitlin Driver** *Digital Fabrication Lab Research Specialist*	**Lesli Hoey** *Director of Doctoral Studies in Urban and Regional Planning, Associate Professor of Urban and Regional Planning*

Keith Mitnick
Associate Professor of Architecture

Vishnupriya Ravikumar
Student - Master of Urban Design and Master of Urban and Regional Planning

Anya Sirota
Associate Dean for Academic Initiatives, Associate Professor of Architecture

Planning Process Summary

Taubman College embarked in a community-engaged process to develop its DEI 2.0 plan. Through Appreciative Inquiry (AI) principles, the college explored what is life-giving in the organization in the extraordinary, ordinary, and adverse, using it as a catalyst for sustainable and transformational change. The DEI Committee served as the DEI Core Leadership Group, a representative[2] cross-section of Taubman College's stakeholders, including students, faculty, and staff. It was responsible for designing and engaging the college in developing the DEI 2.0 Strategic Plan. As part of this process, the DEI committee facilitated two DEI Summits where members of the community had the opportunity to share what they valued about the college in relation to DEI and their wishes for the future. Additionally, community members had the opportunity to share their experiences and aspirations asynchronously through an online form. The DEI team compiled the responses, identified themes, and developed goals. The college community was then invited to give feedback on the goals before action item tables were created through an online form. This ensured that the college community re-shaped the goals (when necessary) along the way instead of waiting until the plan was completed. Once the goals were adjusted, they were presented to the college community through the second DEI 2.0 summit, where the community was invited to propose action items and measures of success for each of the goals.

The DEI Committee also created a DEI Framework Guide, which utilized a combination of qualitative research methods to collect data. The committee report drew on focus group discussions and "kitchen counter conversations" to inform its content, which allowed for a range of perspectives and experiences to be captured. These focus groups included students, faculty, and administrators, which ensured that the guide took into account a broad range of viewpoints.

In addition to the focus groups, the committee conducted five listening sessions and two town hall meetings with structured discussions about equity and design education. These provided opportunities for participants to share their thoughts and experiences related to the topic in both public and intimate settings. The guide

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[2] Representative refers to the community of staff, students and faculty.

includes valuable and honest insights shared by contributors based on their real-life experiences, both positive and negative. The committee also drew upon research from a variety of disciplines, including higher education, design education, sociology, critical theory, and others. By incorporating this research into the guide, the committee was able to ground its recommendations in existing scholarship and theory around best practices. Finally, the committee drew upon their lived experiences as instigators for research and conversation, identifying pressing themes. This approach ensured that the guide was informed by the committee's own expertise and insights, and further shaped by the experiences of the broader college community.

The plan was also informed by the [DEI 1.0 Evaluation (5-Year Report)](#), which had analysis and recommendations for DEI 2.0 based on DEI Metrics Reports, DEI Climate Surveys, a review and evaluation of unit policies and practices, a review and evaluation of unit DEI efforts and impact, unit DEI Plans Reports and measures of success (years 1-5), the DEI Plan Reporting Dashboard (years 1-5), and DEI Plan Progress Update (years 3-5).

Lastly, the leadership team provided recommendations of areas they wanted to build on their previous DEI efforts. The recommendations were compiled through leadership team meetings, one-on-one meetings, and individual action item tables.

What Data and Analysis: Key Findings

Summary of data

As previously mentioned, the DEI team combined data from DEI 2.0 summits and multiple asynchronous engagement opportunities, the DEI Framework Guide, the DEI 1.0 report and its recommendations for 2.0, and leadership team recommendations to create the DEI 2.0 strategic plan. This data was synthesized to develop goals, action items, and measures of success that prioritized what the college has the most capacity and appetite for. In addition, the college created a matrix with recommendations for action items and measures of success for the next five years.

What are our Key Findings and Recommendations?

DEI Summits

The DEI Summits and asynchronous engagement opportunities related to the plan co-creation effort revealed the following areas of focus:

- **Recruitment + Retention**
  - Focus on making education more accessible and affordable (material resource lab), mental health support, resources for international students, equity fellowships, continue improving in onboarding and career support (buddy system for faculty, coaching, timely training, information sharing, social opportunities, etc.)
- **Teaching + Learning**
  - Affordability of international education, more connection between programs (urban planning and architecture), continue building on curricular reform efforts, more technical and historical resources (especially for international students), embed DEI in practice into the curriculum.
- **Organizational Culture**
  - Transparency in leadership, incentivize and provide more opportunities for student engagement in decision-making and strategic planning, improve internal communication of the college's DEI progress and success, and reduce hierarchies and inequities across disciplines and levels.
- **Collaborative Community**
  - Streamline ongoing events and continue building on community-building events.

DEI Framework Guide

From the DEI Framework Guide, three areas of focus were identified:

- **Curricular Reform**

  To achieve curriculum reform, it is necessary to challenge and dismantle the entrenched power structures, systems of privilege, and claims of ownership that have long been institutionalized in design education generally. This requires critically examining the dominant perspectives and recognizing and valuing marginalized ways of knowing and cultural experiences. Such a confrontational process aims to transform the education system but requires tools to do so. Paradoxically, while these tools are urgently needed, they cannot be developed overnight. The committee appropriately recommends:
  - *Forum for Critical Pluralism*: A DEI Pedagogy Resource and Reading Group.
  - *Review the Review*: A Task Force to rethink the structure and format of review culture.
  - *Accreditation Reform Group*: A faculty and student lobbying group to challenge the established standards of accreditation.
  - *TerraTherm Research Lab*: A climate justice consultancy lab with shared resources and public programming.

- **Progress Toward Parity**
  The right to parity in design education means that all individuals should have an equal chance to access and succeed in their field, regardless of personal characteristics. To achieve this, students require tailored education and equal access to resources, support, and instruction. It also involves creating inclusive and diverse learning environments and being proactive in addressing any systemic inequalities. Faculty and staff must have equal access to resources and opportunities, and decision-making processes must be transparent and inclusive. Ultimately, achieving parity requires creating an equitable and inclusive design education system where everyone can reach their full potential. To achieve this, the committee recommends:
    - ***Annual Tuition Model***: Prototyping and improving a tuition model to enhance student flexibility and increase access to international experiences by dividing the cost of tuition over the entire year.
    - ***Affordability Task Force***: A comprehensive analysis and resource created by students and faculty to help reduce the hidden costs associated with design education.
    - ***UM Public Design Corps***: Institutionalizing low to no-cost learning options in social justice design locally and internationally.
- **Admissions**
  Design education can become more inclusive and pluralistic by starting with the admissions process. While the College has already made progress by implementing a holistic review process, there is more that can be done. To achieve this, there are several key strategies that can be employed, including re-evaluating admissions criteria to consider a broader range of indicators, broadening outreach efforts to underserved communities and non-traditional students, increasing transparency around the admissions process, and addressing implicit biases. By implementing these strategies, we can attract a more broadly diverse range of applicants and create a more equitable and inclusive learning environment.
    - ***Admissions Task Force***: Re-evaluating admissions criteria to consider a broader range of indicators.
    - ***Pop Up Admissions Shop***: Establish a nomadic admission tutoring center in partnership with the ArcPrep program that will provide support and guidance for prospective students throughout the admission process.
    - ***Welcome Committee***: Institutionalize engaged recruitment through leadership outreach.
    - ***Transparent Leadership***: Make actions, decisions, and conversations held at the leadership level accessible to the entire institution. This may include publishing meeting synopses and agendas, recording meeting sessions, and providing summary reports of actions to the student body and staff.

DEI 1.0 Evaluation Report
The DEI 1.0 Evaluation Report provided initial priorities for DEI 2.0. These included:

- **Faculty hiring**
    - Hire more faculty with non-traditional research agendas and diversify our applicant pools with respect to faculty applicants with oppressed identities.
    - Design and implement the faculty hiring holistic review process.
    - Job posting language needs to be relevant to people who are not represented in the built environment.
    - Consider hiring people in groups instead of individually.
    - Provide reminders for job postings.

- ○ The agenda (i.e., job description/area of research focus) for faculty hires is already set when the job is posted; the agenda should be much more open based on organizational values, not candidates' specific work.
- ○ When faculty, particularly those with oppressed identities, are hired, ensure they are not isolated. Encourage and support the new ideas they bring with funding, recognition, and political capital.
- ○ Include students in the hiring process and final decisions.
- ○ Expand/increase recruitment efforts to historically underserved and underrepresented communities.

- **Faculty promotion and tenure**
  - ○ Explicitly state how demonstrated commitment to DEI is valued and assessed in promotion and tenure.
  - ○ Develop more FAR guidance on how DEI efforts are weighted as part of research, teaching, and service (not as separate). Value work with a DEI lens as much as "mainstream" research and teaching.
  - ○ Incentivize embedding the DEI lens into faculty's existing work instead of as something separate and attending DEI-related events.
  - ○ Explore the use of DEI credits for professional development (consider the AIA point system as a model).

- **DEI staffing**
  - ○ Expand DEI to have a dedicated DEI faculty lead. Explore a curatorial position with research involvement to have more faculty access and affect faculty research/teaching agendas and frameworks.

- **Culture: Deepened the College Compact and developed explicit strategies to live it**
  - ○ Share our DEI successes and use them to create a community narrative.
  - ○ Change DEI terminology to more global and accepted term(s) at the college (i.e., justice).
  - ○ Explore how we collectively interpret the college's mission and develop collective goals to live it building on the university's mission of "transforming lives".

- **Decolonization**
  - ○ Create a land acknowledgment committee to develop a college-wide land acknowledgment.

- **Decision making**
  - ○ Establish a clear and transparent decision-making structure at the college.
  - ○ Develop clear goals and expectations that are in alignment with mission and values (College Compact)
  - ○ Increase transparency and communication from administration in areas of curriculum and hiring.
  - ○ Develop more inclusionary practices for students to partner with faculty/administrators to make decisions (including hiring, funding distribution, policy development, and implementation, etc.)

- **Community building**
  - ○ Prioritize resources for symposia that bring community partners together with students, faculty, and staff (i.e., Size Up: Changing Paradigms in Social Impact Design) to exchange ideas; incentivize faculty to embed symposia into their teaching.
  - ○ Explore a "Truth and Reconciliation" process for faculty to become more transparent about hurts from the past and heal them.
  - ○ Continue exploring ways to expand "the choir" to have a greater percentage of the community involved in advancing DEI efforts and values.

- **Teaching and curriculum**
  - ○ Explore how to embed the College Compact at the curricular level
  - ○ Institutionalize syllabi review on a yearly basis (pay students to participate, and allocate faculty time to do so).

- Engage faculty to determine how to fully make DEI an embedded component of each subject, class, and classroom.
- Reassess our lectures and exhibitions agenda to have more events/panels on the intersection of race, class, gender, and practice.
- **DEI research**
  - Allocate more funding to DEI-related research.
  - Prioritize diversity of research agendas.
- **Other**
  - Increase the percentage of students with oppressed identities, especially Black students and students of color in general.
  - Continue to build on diversifying staff by race and other dimensions of diversity.
  - Explore how to involve alumni recruitment and retention efforts more deeply.
  - Institutionalize integration of attending BIPOC-focused events for all constituencies

Leadership team recommendations

The leadership team will continue deepening the efforts they have built on since 2016, with a focus on:
- Institutionalizing policies and practices for equitable faculty and staff hiring, promotion, and retention.
- Education affordability and accessibility (tuition and materials.)
- Fundraising for low-cost/free socially engaged learning options.
- Strategic and mutually beneficial partnership to broadly diversify the built environment professions and the college.
- Center equity-focused teaching in curricula.
- Task forces to address accreditation, review, and curriculum.
- Institutionalization of the College Compact.

Pathways for Conflict Resolution

Taubman College is dedicated to ensuring that all members of the community are valued and supported. Our approach to resolving conflicts is in harmony with the policies established for staff in the University Standard Practice Guide. Each component of our community (staff, faculty, students) has a designated conflict resolution liaison. In the event of a conflict, we encourage initial communication with the liaison or, if they prefer, the DEI Director. If necessary, the DEI director will escalate the matter to University Human Resources and/or the Office of Institutional Equity, as the situation requires.

Staff

Taubman College staff utilize the university-wide grievance policies and process as described in the University Human Resource (UHR) Procedures 201.08 Grievances and Dispute Resolution. Staff also have access to university-wide resources (also available for faculty) from the Office of Institutional Equity, including:
- Discrimination and Harassment Resolution Process
- Mediation Resources and Education
- How to Get Help

Students

All new students receive the Taubman College Academic and Professional Student Conduct Policy (this can also be found on our website), which addresses Allegations of Student Misconduct on page 7-14. Students also have access to university-wide conflict resolutions resources, including:
- Office of Student Conflict Resolution (OSCR)
  - "OSCR offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, community owned, and restorative in nature, which are adaptable to meet the needs of individuals experiencing conflict."
- Office of the Student Ombuds

- The Office of the Ombuds at U-Michigan is a place where all students are welcome to come and talk informally and confidentially about any campus issue, concern, problem, or dispute to an impartial and independent party.

Taubman College hosts Rackham Graduate School programs, such as the Master of Urban and Regional Planning and the Master of Science in Digital and Material Technologies.

If there is a conflict involving a student from one of these programs, Taubman College will inform and consult with the Rackham Resolution Officer when a Taubman student is found responsible for misconduct before assessing a sanction. Conversely, the Rackham Resolution Officer will inform the Taubman College when misconduct involving a Taubman College 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 Taubman College Academic and Professional Student Conduct Policy may not be appealed to Rackham the Graduate School.

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 (item 10.13, pg 16).

Informal Instructional Staff Grievance Procedures are found on page 18. Two informal procedures are described including the role of the Faculty Ombuds (Harold J. Borkin) and the role of the Consultation and Conciliation Services (Mediation Services).

Faculty Grievance Procedures, following a peer-based procedural model ensures the prompt, effective, and fair resolution of faculty members' grievances and can be found on pages 18-32.

What are our Strategic Objectives, Measures of Success and Action Items?

The Taubman College plan covers faculty, staff, graduate students, undergraduate students and postdoctorates, alumni, and employers. 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.

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

STUDENTS

Strategic Objective 1:
Increase the demographic diversity of students at Taubman College.

Metrics:
1. Increased domestic URM student enrollment year over year.
2. 1-2 new partnerships created between Taubman College and HBCU, MSI and HSI schools of Architecture, Design,and/or Planning.

Actions:
1. Create Affordability Task Force.
2. Affordability Task Force evaluates cost structure of design education.
3. Create Admissions Task Force.
4. Admissions Task force re-evaluates admissions criteria to include a broader range of indicators. related to lived experience, personal narrative, or community involvement.
5. Develop mutually beneficial relationships with HBCUs, MSIs and HSIs that establish reciprocal pathways opportunities.

Primary DEI Goal: Diversity

Strategic Objective 2:
Increase the socioeconomic diversity of students at Taubman College.

Metrics:
1. Annual tuition model piloted and evaluated by Taubman College Finance and University Financial Aid.

Actions:
1. Develop annual tuition model proposal

2. Pilot annual tuition model in Spring 2024 with Propositions[3] studio course
3. Evaluate annual tuition model with key administrators

Primary DEI Goal: Diversity

Strategic Objective 3:
Institutionalize equitable and inclusive hiring policies and practices for student employment.

Metrics:
1. Socialized GSI hiring guidelines developed in DEI 1.0 by including on college intranet, website, and in faculty on-boarding.

Actions:
1. GSI hiring guidelines are shared with students and faculty at the beginning of each semester.

Primary DEI Goal: Equity

FACULTY

Strategic Objective 4:
Increase demographic diversity of college faculty.

Metrics:
1. Increased URM faculty representation year over year.

Actions:
1. Develop a more streamlined and consistent faculty search approach that utilizes ADVANCE best practices, includes bias training, and encourages search completion in the early winter semester.
2. Develop framework for inclusive evaluation of non-traditional scholarship production for both internal and external reviewers.

Primary DEI Goal: Diversity

Strategic Objective 5:
Increased retention of faculty, particularly those from URM groups.

Metrics:
1. Increased URM faculty representation year over year.

Actions:
1. Institutionalize equitable tenure and promotion guidelines developed from DEI 1.0.
2. Pilot faculty buddy system.
3. Conduct a benchmarking study to understand teaching loads as well as visible and invisible service loads across UM and peer schools.

Primary DEI Goal: Diversity

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[3] "Propositions" are graduate-level studio design courses, characterized by architectural problems of increasing scale and complexity that require solutions that are thorough in their conception, development, and execution.

PROCESS (Create an Equitable and Inclusive Campus Climate)

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community.

STUDENTS

Strategic Objective 1:
Enhance campus climate and culture of belonging through increased co-curricular student engagement

Metrics:
1. Taubman College Student Council elections occur.
2. Incentive strategy for student engagement developed.

Actions:
1. Re-launch Taubman College Student Council.
2. Develop student compensation framework for engaging in decision-making.
3. Develop action plan to embed student engagement in curriculum.

Primary DEI Goal: Inclusion

ALL CONSTITUENCIES

Strategic Objective 2:
Enhance campus climate in the areas of transparency and accountability.

Metrics:
1. Development of a college-wide land acknowledgment.
2. All human resource policies are uploaded to college intranet.

Actions:
1. Land acknowledgment committee created.
2. Improve articulation of human resource policies and practices (ie: sabbatical accrual, leave financial support) on intranet.

Primary DEI Goal: Inclusion

Strategic Objective 3:
Enhance campus climate in the areas of collegiality and collaboration.

Metrics:
1. Increased awareness of the 4 pillars of the Taubman College Compact.
2. Appreciation program piloted with staff and faculty.
3. Institutionalize one joint URP-ARCH course.
4. Creation of a strategic objective for staff career support for Year 2 DEI Plan.
5. All URP faculty meetings are conducted with facilitation best practices involving welcoming, refreshments, and agendas.

Actions:
1. Develop College Compact visibility campaign.
2. Create appreciation program that regularly recognizes faculty and staff achievements and acknowledges them in ways that are meaningful to them.
3. Create mechanisms to gauge staff career advancement needs.
4. Facilitation best practices piloted at URP faculty meetings.

Primary DEI Goal: Inclusion

Strategic Objective 4:
Increase awareness of DEI initiatives and successes.

Metrics:
1. DEI Newsletter is re-established.
2. Phonetic Name Initiative integrated into new student orientation, faculty and staff on-boarding and graduation processes.
3. DEI 2.0 plan is socialized through social media, college magazine, posters, and other media identified by marketing team.
4. DEI 2.0 marketing campaign is developed and executed.

Actions:
1. Develop and execute internal DEI marketing campaign to highlight DEI initiatives and successes of DEI 2.0.
2. Develop and launch Inclusive Taubman College history research project draft plan.
3. Develop and execute DEI 2.0 marketing and socialization campaign.

Primary DEI Goal: Inclusion

Strategic Objective 5:
Identify DEI 2.0 private fundraising priorities within Taubman College.

Metrics:
1. Fundraising priorities identified for DEI 2.0.

Actions:
1. Dean, Assistant Dean of Advancement and DEI Director meet bi-annually to discuss DEI funding needs and priorities.

Primary DEI Goal: Equity

OUTCOMES/PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Strategies and action items for Outcomes/Products are designed to integrate DEI solutions into our educational program offerings and teaching methodology and to ensure scholarly research on diversity, equity, and inclusion, and the scholars who produce it, are valued and supported.

STUDENTS

Strategic Objective 1:
Increase access and participation in global experiences.

Metrics:
1. Successful completion of 4 Spring Travel[4] courses in 2024.

Actions:
1. Develop international travel policies with University Financial Aid that support low-income students
2. Identify UM international scholarship opportunities.
3. Develop visibility campaign for international travel support.
4. Develop strategic partnership with the International Education Network.
5. Sign MOUs with strategic international partners to develop logistical infrastructure for international academic programming.
6. Develop emergency funding for international travel.

Primary DEI Goal: Inclusion

FACULTY

Strategic Objective 2: Faculty and GSI increase skills and confidence in equity-focused teaching.

Metrics:
1. DEI Pedagogy Resource Reading Group initiative launched.

Actions:
1. Creation of a DEI Pedagogy Resource and Reading Group.

FACULTY AND STUDENTS

Strategic Objective 3: Integrate "equity centered teaching" in curricula.

Metrics:
1. Increased use of literature from URM scholars, in particular, in faculty syllabi.
2. Institutionalized engagement with underserved communities as part of curriculum in planning program.
3. UM Public Design Corps[5] is allotted a budget line item.

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[4] Three-credit spring travel courses are available to undergraduate and graduate architecture students during the spring or summer half-term. These travel courses are an essential part of Taubman College's course offerings, allowing students to visit other countries and cities while gaining access to facilities, groups, and individuals that might otherwise be inaccessible to them.

[5] Public Design Corps is a program that offers students the opportunity to engage in socially-driven design and develop projects guided by principles of equity and inclusion in collaboration with under resourced community partners.

4. DEI based classes piloted in planning program.

Actions:
1. Replace History and Theory sequence with coordinated history selectives that de-emphasize singular Western historical narratives, and center the global south and historically marginalized populations.
2. Develop curricular requirement for Planning Students to complete a project in an underserved community as part of Capstone and Fundamentals of Planning Practice.
3. Develop equity analysis of the criteria for selecting Planning Capstone projects.
4. Community-Based Reparations class designed and implemented.
5. Radical Planning course and other activities continue.
6. Implementation of "Entering, Engaging, and Exiting" community workshop to foster reflection of identities and privileges and prepare for service-learning at the MURP[6] orientation.
7. Development of the forum for Critical Pluralism lecture series.
8. Advance UM Public Design Corps from pilot stage into regular college programming.
9. Develop an archive of reading and lecture resources, which will be fully accessible on the college website.

Primary DEI Goal: Equity

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[6] MURP = Master of Urban and Regional Planning

What are our Goal-Related Metrics?

Taubman College believes that data will help 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[7]

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[8]
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

University-wide Metrics
With regard to the three goals of the Strategic Plan, the university will track and publish overall metrics relating to the three goals. Items under discussion for these university-wide, goal-related metrics:

Undergraduate Students
Demographic Composition:
- Headcount
- Race/ethnicity
- Sex

Graduation Rates:
- 4-Year
- 6-Year

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[7] Protected identity characteristics will not be used or factored into the selection of committee members
[8] Protected identity characteristics will not be used or factored into the selection of participants of the DEI recognition campaign

Enrollment:
- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with overall U-M climate/environment
- Semantic aspects of the general climate of U-M campus overall
- Semantic aspects of the DEI climate at U-M campus overall
- Feeling valued at U-M campus overall
- Feeling of belongingness at U-M campus overall
- Assessment of U-M institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at U-M campus overall
- Feeling able to perform up to full potential at U-M campus overall
- Feelings of academic growth at U-M campus overall
- Feelings of discrimination at U-M campus overall

Graduate Students
- Demographic Composition:
- Headcount
- Race/ethnicity
- Sex

Enrollment:
- Student class level (Graduate-Masters/Doctoral/Professional)

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and
- inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

Staff
Demographic Composition:
- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit

- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

Faculty

Demographic Composition:
- Headcount
- Race/ethnicity
- Sex
- Tenure status

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

Action Planning Tables with Details and Accountabilities

Goal 1: Recruitment + Retention (People)

We are a welcoming space for students, faculty, and staff and create equitable and inclusive policies and practices that attract and retain diverse community members.

STRATEGIC OBJECTIVES	METRICS *How will we know we are successful? How will we measure this?*	YEAR 1 ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
1. Increase the demographic diversity of students at Taubman College	1. Increased domestic URM student enrollment year over year 2. 1-2 new partnerships created between Taubman College and HBCU, MSI and HSI schools of Architecture, Design,and/or planning	1. Create Affordability Task Force 2. Affordability Task Force evaluates cost structure of design education 3. Create Admissions Task Force 4. Admissions Task force re-evaluates admissions criteria to include a broader range of indicators related to lived experience, personal narrative, or community involvement. 5. Develop mutually beneficial relationships with HBCUs, MSIs and HSIs that establish reciprocal pathways opportunities	Students	**Zain AbuSeir** DEI Faculty Lead **Christopher Tremblay** ED of Enrollment Management and Student Affairs **Mireille Roddier** ARCH Undergrad Director
2. Increase the socioeconomic diversity of students at Taubman College	1. Annual tuition model piloted and evaluated by Taubman College Finance and University Financial Aid	1. Develop annual tuition model proposal 2. Pilot annual tuition model in Spring 2024 with Propositions studio course. 3. Evaluate annual tuition model with key administrators	Students	**Anya Sirota** Associate Dean of Academic Initiatives **McLain Clutter** ARCH Chair **Christopher Tremblay** ED of Enrollment Management and Student Affairs **Earl Bell** Chief Financial Officer

STRATEGIC OBJECTIVES	METRICS *How will we know we are successful? How will we measure this?*	YEAR 1 ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
3. Institutionalize equitable and inclusive hiring policies and practices for student employment	1. Socialized GSI hiring guidelines developed in DEI 1.0 by including on college intranet, website, and in faculty on-boarding	1. GSI hiring guidelines are shared with students and faculty at the beginning of each semester	Students	**Ann Luke** Chief of Staff
4. Increase demographic diversity of college faculty	1. Increased URM faculty representation year over year	1. Develop a more streamlined and consistent faculty search approach that utilizes ADVANCE best practices, includes bias training, and encourages search completion in the early winter semester 2. Develop framework for inclusive evaluation of non-traditional scholarship production for both internal and external reviewers	Faculty	**Jonathan Massey** Dean **Ann Luke** Chief of Staff **Program Chairs** **Executive Committee**
5. Increased retention of faculty, particularly those from URM groups	1. Increased URM faculty representation year over year	1. Institutionalize equitable tenure and promotion guidelines developed from DEI 1.0 2. Pilot faculty buddy system 3. Conduct a benchmarking study to understand teaching loads as well as visible and invisible service loads across UM and peer schools	Faculty	**Kathy Velikov** Associate Dean for Research and Creative Practice **Anya Sirota** Associate Dean of Academic Initiatives **Program Chairs** **Ann Luke** Chief of Staff **Executive Committee** **Appendix C Committee**[9]

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[9] The Appendix C Committee reviews, evaluates and updates the tenure and promotion criteria and guidelines for Taubman College faculty.

Goal 2: Organizational Culture (Process)

Our culture is grounded in transparent and inclusive decision-making, collective reflection, and restorative actions.

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
1. Enhance campus climate and culture of belonging through increased co-curricular student engagement	1. Taubman College Student Council elections occur 2. Incentive strategy for student engagement developed	1. Re-launch Taubman College Student Council 2. Develop student compensation framework for engaging in decision-making 3. Develop action plan to embed student engagement in curriculum	Students	**Kristin McDonough** Associate Director of Student Affairs **Nyanatee Bailey** Director of DEI **Zain AbuSeir** DEI Faculty Lead
2. Enhance campus climate in the areas of transparency and accountability	1. Development of a college-wide land acknowledgment 2. All human resource policies are uploaded to college intranet.	1. Land acknowledgment committee created 2. Improve articulation of human resource policies and practices (ie: sabbatical accrual, leave financial support) on intranet	All	**Nyanatee Bailey** Director of DEI **Ann Luke** Chief of Staff
3. Enhance campus climate in the areas of collegiality and collaboration	1. Increased awareness of the 4 pillars of the Taubman College Compact 2. Appreciation program piloted with staff and faculty 3. Institutionalize one joint URP-ARCH course 4. Creation of a strategic objective for staff career support for Year 2 DEI Plan 5. All URP faculty meetings are	1. Develop College Compact visibility campaign 2. Create appreciation program that regularly recognizes faculty and staff achievements and acknowledges them in ways that are meaningful to them 3. Creation of a strategic objective for staff career support for Year 2 DEI Plan 4. Facilitation best practices piloted at URP faculty meetings	All	**Nyanatee Bailey** Director of DEI **Zain AbuSeir** DEI Faculty Lead **Ann Luke** Chief of Staff **Robert Goodspeed** URP Chair **McClain Clutter** ARCH Chair

STRATEGIC OBJECTIVES	METRICS (YEAR 1) How will we know we are successful? How will we measure this?	ACTION ITEMS What are we doing to bring this goal into reality?	KEY CONSTITUENCY Who is most affected?	RESPONSIBILITY Who is directly responsible for making this item a reality?
	conducted with facilitation best practices involving welcoming, refreshments, and agendas			
4. Increase awareness of DEI initiatives and successes	1. DEI Newsletter is re-established 2. Phonetic Name Initiative integrated into new student orientation, faculty and staff on-boarding and graduation processes 3. DEI 2.0 plan is socialized through social media, college magazine, posters, and other media identified by marketing team 4. DEI 2.0 marketing campaign is developed and executed	1. Develop and execute internal DEI marketing campaign to highlight DEI initiatives and successes of DEI 2.0 2. Develop and launch Inclusive Taubman College history research project draft plan 3. Develop and execute DEI 2.0 marketing and socialization campaign	All	**Nyanatee Bailey** Director of DEI **Kent Love- Ramirez** Director of Marketing and Communications
5. Identify DEI 2.0 private fundraising priorities within Taubman College	1. Fundraising priorities identified for DEI 2.0	1. Dean, Assistant Dean of Advancement and DEI Director meet bi-annually to discuss DEI funding needs and priorities	All	**Cynthia Radecki** Assistant Dean of Advancement **Nyanatee Bailey** Director of DEI **Jonathan Massey** Dean

Goal 3: Teaching + Learning (Outcomes/Products)

Teaching at Taubman College is rooted in global literacy, is accessible to all, and motivates just action.

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
1. Increase access and participation in global experiences	1. Successful completion of 4 Spring Travel Courses in 2024	1. Develop international travel policies with University Financial Aid that support low-income students 2. Identify UM international scholarship opportunities 3. Develop visibility campaign for international travel support 4. Develop strategic partnership with International Education Network 5. Sign MOUs with strategic international partners to develop logistical infrastructure for international academic programming 6. Develop emergency funding for international travel	Students	**Anya Sirota** Associate Dean of Academic Initiatives **Earl Bell** Chief Financial Officer **Cynthia Radecki** Assistant Dean for Advancement
2. Faculty and GSI increase skills and confidence in equity-focused teaching	1. DEI Pedagogy Resource Reading Group initiative launched	1. Creation of a DEI Pedagogy Resource and Reading Group	Faculty	**McLain Clutter** ARCH Chair **Robert Goodspeed** URP Chair **Jacob Comerci** Academic Innovation Project Manager **Zain AbuSeir** DEI Faculty Lead
3. Integrate "equity centered teaching" in curricula	1. Increased use of literature from URM	1. Replace History and Theory sequence with coordinated history selectives that de-emphasize singular Western historical	Faculty Students	**McLain Clutter** ARCH Chair **Robert Goodspeed**

STRATEGIC OBJECTIVES	METRICS (YEAR 1) *How will we know we are successful? How will we measure this?*	ACTION ITEMS *What are we doing to bring this goal into reality?*	KEY CONSTITUENCY *Who is most affected?*	RESPONSIBILITY *Who is directly responsible for making this item a reality?*
	scholars, in particular, in faculty syllabi 2. Institutionalized engagement with underserved communities as part of curriculum in planning program. 3. UM Public Design Corps is allotted a budget line item 4. DEI based classes piloted in planning program	narratives, and center the global south and historically marginalized populations 2. Develop curricular requirement for Planning Students to complete a project in an underserved community as part of Capstone and Fundamentals of Planning Practice 3. Develop equity analysis of the criteria for selecting Planning Capstone projects 4. Community-Based Reparations class designed and implemented 5. Radical Planning course and other activities continue 6. Implementation of "Entering, Engaging, and Exiting" community workshop to foster reflection of identities and privileges and prepare for service-learning at the MURP orientation 7. Development of the forum for Critical Pluralism lecture series 8. Advance UM Public Design Corps from pilot stage into regular college programming 9. Develop an archive of reading and lecture resources, which will be fully accessible on the college website		URP Chair **Jacob Comerci** Academic Innovation Project Manager **Zain AbuSeir** DEI Faculty Lead

Who is responsible for the DEI plan?

Nyanatee Bailey is the Director of Diversity, Equity, and Inclusion for Taubman College and is the lead for Taubman College's DEI Strategic Plan development and implementation. He works closely with the Student Advisory Board, the Diversity, Equity, and Inclusion Faculty Director, the Associate Dean of Academic Initiatives, the Dean, and the College's Executive Leadership team to ensure the success of this multifaceted plan.

In order to ensure the success of this plan, there is a need for consistent engagement with the community to ensure alignment of the plan with the needs and wants of a changing student population, faculty, staff, alumni, and the community at large. We will consistently create multiple points of engagement that resonate with the people we are working with. We firmly believe that meeting people where they are helps bring clarity and understanding of the importance of DEI work, how it is embedded in their roles, and different access points to engage in it. Examples of engagement and input opportunities include (but are not limited to):

• DEI Newsletter
• Class Presentations
• One-on-one meetings
• DEI Orientation
• Partnerships with recognized student organizations
• DEI workshops
• Alumni relation meetings
• Program retreats
• Feedback and reporting form

The plan is supported by multiple individuals and departments. Each department/program head, as well as leadership, will receive a summary of the plan and the areas they are directly responsible for. Everyone at the college will receive a summary with a link to the full plan.

The DEI Team will have a monthly check-in with the accountable parties to collect information on an ongoing basis for the final report. These meetings will also allow for DEI one-on-one consultations. The Director of DEI is responsible for engagement efforts and will work with other members of the Taubman College community to ensure a community approach to DEI efforts.

Dean Jonathan Massey, Associate Dean for Academic Initiatives, Anya Sirota, DEI Director Nyanatee Bailey, and DEI Faculty Lead Zain AbuSeir 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 Director, Associate Dean for Academic Initiatives, DEI Faculty Lead Zain AbuSeir, the Dean, and the Communications Team.

The DEI Director, DEI Faculty Lead, and the Associate Dean for Academic Initiatives are responsible for the review and implementation of the Taubman College DEI Strategic Plan.

How to Contact the Taubman College DEI Team

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[10]Anonymous feedback and reporting form

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[10] Anonymous reporting may not be sufficiently detailed to enable investigation of a specific individual but may permit follow-up in the form of general training or reminder.