Center for the Education of Women+

Diversity, Equity and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

Selected text from President's Diversity, Equity & Inclusion Charge:
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.

Goals [Diversity Equity & 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 actively challenging and responding 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.

Rationale [Mission, Vision, Values of *CEW+*]:
Established in 1964, CEW+ was a pioneering university women's center. Designed to serve the needs of women students as well as women returning to school or work, CEW+ (then known as the Center for the Continuing Education of Women) was founded with a three-part mission of service, advocacy, and research. CEW+ continues its work today, serving University students,

staff and faculty, community members, and all genders, facing education, employment, or other life issues.

Mission: CEW+ empowers women+ and underserved individuals, among others, in the University of Michigan and surrounding communities by serving as an advocate and providing resources to help individuals reach their academic, financial, and professional potential.

Vision and Values: CEW+ assists individuals in achieving their goals and reaching their potential through counseling, financial services, and programming. Our work utilizes a holistic framework that acknowledges the whole lives of individuals and recognizes that the goals and needs of individuals are unique and change over time. We create systemic change by lifting up the voices of those who may go unheard and pride ourselves on being a space where individuals feel they belong without explaining themselves.

Key Strategies & Constituencies*:
CEW+ has constituents in every area of the University of Michigan community. Generally speaking, the primary constituencies addressed in this plan are students (graduate and undergraduate) and staff of the Center. CEW+ also serves staff and faculty of the university at large, and members of the greater U-M community. In general, where objectives are noted as pertaining to "All," we mean students, staff and faculty, and the greater community. Our goals touch on every aspect of our service to the community, and were formulated by the DEI team, management, and all members of the staff of CEW+. They are intended to further university-wide goals for DEI and have been aggregated into the three distal objectives determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single- and, in some cases, multiple-year actions CEW+ will take to accomplish those objectives.

CEW+ will focus on the following seven strategic objectives in Fiscal Year 2025, DEI 2.0 cycle.
1. Diversify our constituency and staff.
2. Improve and maintain a positive climate, including conflict resolution
3. Recognize the strengths of CEW+ staff and support professional development and growth.
4. Offer unique programming to address the needs of, among others, underserved students (i.e. financial empowerment, support groups).
5. Embed DEI-related objectives in the professional development and work of all staff.
6. DEI leads work in partnership with Chief Development Officer to report on names of DEI funds, goals, and potential impact of securing this funding.

7. **Ensure that our Emergency Fund and grant policies are equitable, to promote the retention and success of, among others and in particular, nontraditional students.**

All strategic objectives and related actions will be pursued in accordance with the law and University policy.

Implementation Highlights and Planning Process Used

Planning Lead(s):
Sandra Iaderosa, Associate Director
Sarah Prince, Continuous Improvement Specialist Intermediate

Planning Team:
Tiffany Marra, CEW+ Director, and planning leads, in conjunction with CEW+ Staff

Implementation Highlights and Planning Process Summary:
Over the course of the last year, CEW+ staff implemented programs and strategies that work to increase equity and inclusion at the university. The factors that most contributed to CEW+'s progress on its DEI 2.0 Year One plan enactment were: innovative ideas and a staff empowered by a supportive leadership team that encourages collaboration. The principal ideas that began prior to year one of DEI 2.0 and progressed well during the first year were:

Financial Empowerment Initiative (FEI) - This new endeavor to promote the financial well-being of the U-M community was developed in coordination with over 21 units across campus. Guided by the expertise of financial therapist Lindsay Bryan-Podvin, LMSW, FEI launched a series of pilot workshops in October. CEW+ hosted the five-workshop series three times throughout the course of the academic year 2024. All were well attended by a wide demographic of constituents and received positive feedback.

Graduation Grants - Counselors at CEW+ regularly meet with students to discuss emergency funding grants but saw a need outside of the scope of the eligibility requirements for these funds in students with unexpected and emergent funding needs in the final semester of their programs. CEW+ piloted the graduation grant program in Fall of 2023 and continued in Winter and Spring terms of 2024, distributing nearly $95,000 to 26 students from more than seven schools on campus, averaging $3,653 per award. This significant financial assistance has empowered recipients to focus on their studies, enhancing academic success and fostering a sense of community support within the campus while alleviating the financial burden of an outstanding tuition bill.

Career Grants - Another new program began in the last year at CEW+ also arose from an identified need among constituents of the Center. Regularly the Center receives requests for funding from students to attend conferences or help pay for other career-advancing expenses that do not fit into scholarships or emergency funding. As a result, the Career Grants program was created to give small grants to enrolled CEW+ Scholarship recipients. This was successful in large part because of the collaboration between the counseling team (who identified the gap) and the program managers (who were instrumental in its creation).

Process for collecting program evaluation data:

Across CEW+, a core set of questions are used to evaluate virtual and in-person events, including items specific to the unit's DEI objectives. Additional event specific items may be added to this core set as requested by the event lead. After each event, a member of the Core Support Services (CSS) team sends the survey to participants. For events over 50 people, a second email is sent out to remind non-respondents to reply to the survey.

Program managers have access to the surveys in Qualtrics and can access results on a rolling basis as soon as they come in. Surveys are generally sent the day after an event, and program managers are notified when the survey is sent. Larger events are evaluated in separate individual reports provided to CEW+ leadership and program managers. Survey results are used to guide the design of future events and in post-event discussions among program managers and staff. A summary report of all smaller events is provided annually to staff.

Sources of data for five-year plan:
- CEW+ 2022-2023 Scholar Awards Luncheon Evaluation, by Angela Ebreo, Ph.D.
- CEW+ 2021-2022 Virtual Events Evaluation (Draft), by Angela Ebreo, Ph.D.
- CEW+ 2022-2032 Virtual Events Evaluation (Draft), by Angela Ebreo, Ph.D.
- Evaluation of Mindfulness Sessions, by Angela Ebreo, Ph.D. and Kayla Powe - October 2022

All program evaluations also collect demographic data. Key findings are noted in the next section.

Other sources of data produced by CEW+ staff and affiliated students and used in preparation of the five-year plan:
- Student Parents at the University of Michigan Needs Assessment, by Angela Ebreo, Ph.D., and Wendy Lu, B.A. - February 2023
- Rural Identified Students at the University of Michigan Needs Assessment Survey, by Angela Ebreo, Ph.D., Program Evaluation Specialist; Giovanna Bautista, B.A.; Savannah Stanciel, B.A.; Cristóbal Arellano, M.A.; Wendy Lu, B.A.; Ana Manzano, M.S.W.; Laura Rath, M.S.W. - November 2021
- Nontraditional Undergraduate Students at Selective Higher Education Institutions: Summary & Annotated Bibliography, by Angela Ebreo, Ph.D.; Danisha Sornum - February 2020
- Identifying the Needs of International Students at the University of Michigan, Ann Arbor Campus - April 2020
- Women and Marginalized Communities in STEM at the University of Michigan Focus Group Report, by Varna Kodoth, B.S. - May 2020
- UM Children's Center & CEW+ Student Parent Pilot Evaluation, by Angela Ebreo, Ph.D. - May 2022

This year, the three program managers at CEW+ produced reports relevant to their areas of expertise. Click links to read summary reports of:
- Advocacy Programs

- [Student Caregiver Initiatives](#)
- [Scholarships, Fellowships, Scholar Community.](#)

Summary reports were also generated for the Graduation Grants program and Financial Empowerment Initiatives. Links to those are below:

- [FEI](#)
- [Graduation Grants](#)

The above reports are used by leadership, program management, and counseling team members to evaluate data and inform program planning.

Counseling participant data and demographics:

CEW+ counseling program offers Emergency Fund counseling to students, and career & education counseling to staff, faculty, students, and members of the community. The team consists of two full time licensed social workers and one to four MSW interns at any given time. Participants who are new to the Center, and those returning after more than two years, are asked to fill out an intake form that collects demographic information and participant appointment goals to assess the needs of the participant. After the appointment, all participants are sent a Satisfaction Survey. Data collected from this survey is used to inform counselors of the respondents' overall experience with the Center including counselor performance. Participants are also given the option of providing a testimonial for marketing and development purposes. All responses to intake and post-appointment forms are completely anonymous.

Climate Survey:

Given the small size of the unit, the U-M-wide climate survey does not provide delineated data for many variables. To better understand the internal climate, CEW+ conducted a climate survey in the summer of 2022 with the help of an external consultant. The climate review process consisted of voluntary staff interviews and an office-wide confidential survey. The consultant used the data to generate a report that was shared with the entire staff in the Fall of 2022.

Data and Analysis: Key Findings

Counseling Demographics over time

Below are charts and summary information about each chart. The data presented will be reassessed each year to evaluate progress toward our DEI goals.

Counseling Participants over time: Students, Community, Staff & Faculty
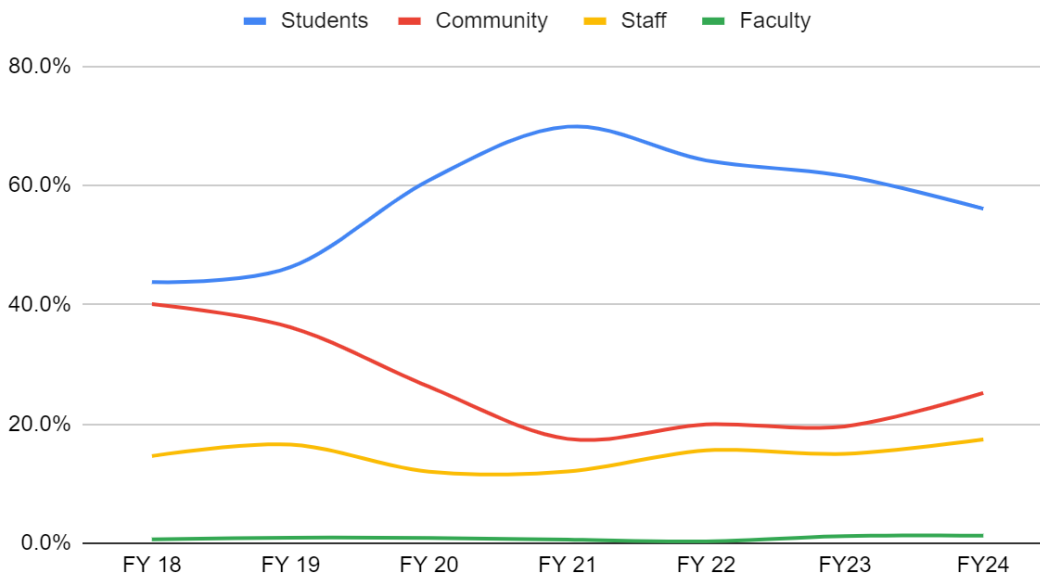
Over time we have served a greater percentage of students through our counseling services while reducing the percent of community members. Note that the changes in FY21 were a result of campus closure as a result of COVID and an increase in student needs.

Race/ethnicity of All
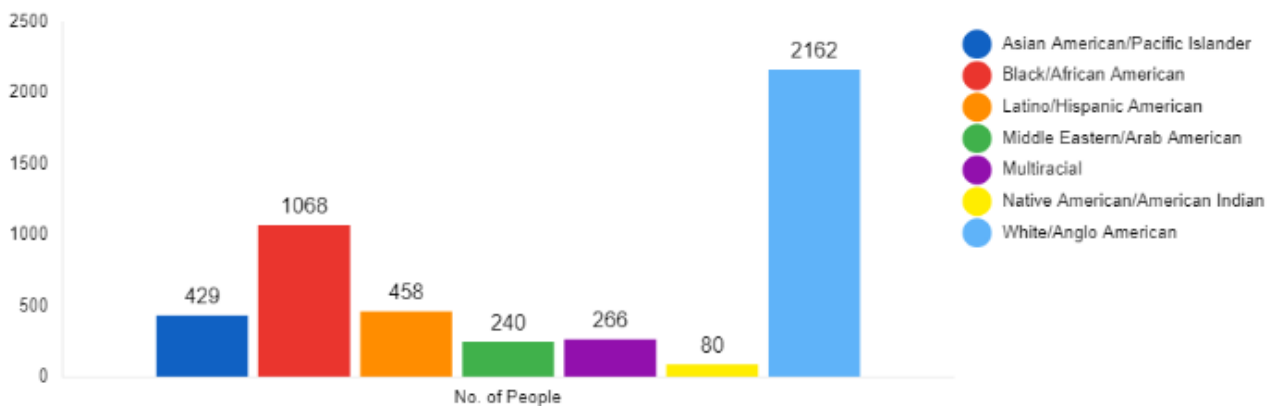
While our largest constituent group from FY18-FY24 by race was White/Anglo American (n=2162), the non-White categories totaled (n=2541) comprise a higher number. In this same time period, gender of constituents was 4205 female, 932 male, and 134 nonbinary individuals. Additionally, 20% of our constituents were non-US citizens.

From FY18 through FY24, the following nontraditional identities were represented among our counseling constituents:

First Generation student	1505
Transfer student	512
Commuter student	620
Student Parent	512
Blavin Scholars	26

FY23 Event Evaluations

As with last year's evaluation of CEW+ events (not including Financial Empowerment events, which were evaluated separately), a sizable proportion of attendees are persons who have attended other events in the past. Overall trends demonstrate that over 70% of event participants are female. Additionally, 40% are employed full time and 10% identify as Latinx.

Of those that reported race, 52% identified as White, 14% as Asian American, and 9.7% as Black. The charts below provide additional demographics regarding event participants.

Campus affiliation (respondents are allowed to select multiple):

Staff and faculty	40%
Students	36%
Community members/Alumni	25%

Degree attainment:

Some college or associate degree	2.2%
Bachelor's	31.3%
Master's	30%
Doctoral	18%

Age:

18-24	6%
25-34	28.4%
35-44	17.9%
45-54	11.9%
55+	19.4%

Non-traditional markers:
Compared to FY22, there is an increasing percentage of persons with disabilities and first generation students.

Worked during school	55.2%
Non-U.S. Citizen	14.9%
Lower income	35.1%
Caregiver	27.6%
First Generation	24.6%
Underrepresented minority	25.4%
International student	14.9%
Commuter student	21.6%
Person with disability	20.1%
Part-time student	14.2%
Raised by single parent	14.2%
LGBTQ+	14.9%
Rural	12.7%
Transfer student	17.2%

Overall, on Likert scaled items, opinions of CEW+ events were positive across all items, with average ratings higher than the midpoint of the response scale. Respondents believed that the events were timely and led to a greater connection to U-M.
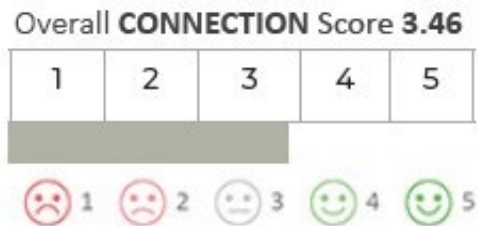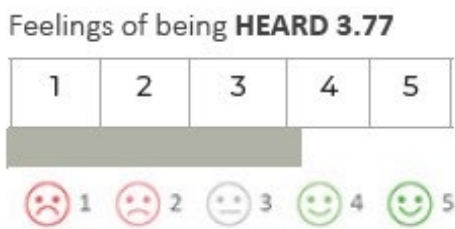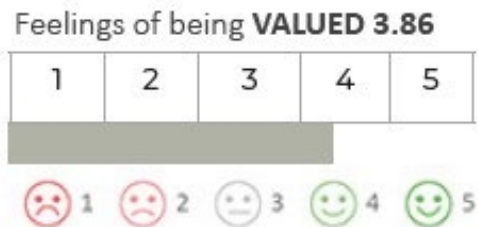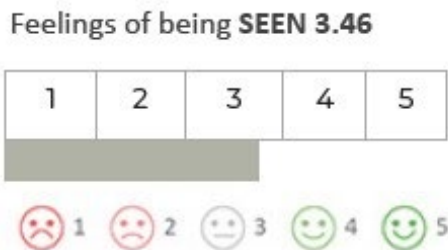
Student Caregiver and Parent Demographics and Needs

Since FY20, CEW+ has led a student-parent advisory group that has provided consistent feedback about the need for affordable childcare and recognition of unlicensed childcare through the childcare subsidy. While unlicensed childcare was recognized during the pandemic, that recognition was later revoked. These remain the two most requested needs of student caregivers. In FY22, CEW+ conducted a needs assessment of student parents on the Ann Arbor campus. Below are the most requested items that are not currently offered at U-M:

	Undergraduate	Masters	Doctoral
Priority 1	Priority Registration	Priority Registration	Enhanced family friendly workplace
Priority 2	Community for student parents	Family friendly workplace	Student-parent resource guide
Priority 3	Family friendly workplace	Community for student parents	Community for student parents

Climate Survey

The following Likert scale summaries represent thematic sets of questions related to being seen, heard, valued, and feeling connected. Overall, across all measures, CEW+ was above the average for each value with connection and being seen as the two with the lowest averages.

Feelings of being SEEN 3.46

Feelings of being VALUED 3.86

Feelings of being HEARD 3.77

Overall CONNECTION Score 3.46

The climate survey identified three main strengths of the organization:

- *Mission focused:* Fulfilling the mission to assist and help non-traditional students in meaningful ways through high impact core programs is a strong motivator among staff.
- *Teamwork*: CEW+ is highly collaborative and supportive of one another; staff pull together in times of crises and during large events to get things done.
- *Workplace environment & structure*: The office has flexibility, autonomy and a flexible leadership style that allows autonomy in *how* work gets done.

Building on our Strengths: Existing programs focused on diversity, equity and inclusion
- Education & Career Counseling
  CEW+ uses master's level social workers who provide career, educational and emergency funding services to our constituents. While financial assistance is limited to students, other services are open to staff, faculty, as well as community members. The sessions are free of charge and confidential. Appointments are both in person and virtual to give greater access to all.
- Unit partnerships and outreach activities
  A. CEW+ counselors have eleven formal partnerships with schools and student resource spaces across campus. Most notable are our ties with the Dean of Students, Rackham, LSA, Office of Financial Aid and the School of Social Work. These relationships allow students to receive the financial support they need quickly and without the need to "retell their stories" in the midst of a financial crisis.
  B. CEW+ is intentional about including campus partners when developing new programming to ensure that the needs of students, staff, and faculty across campus will be addressed. In FY16, CEW+ established the Council for NonTraditional Students (COUNTS), a cross campus group focused on the needs of nontraditional students. In FY20, CEW+ launched campus-wide advisory groups focused on student caregivers.
- Scholarships/Fellowships for underserved students, as set forth below CEW+ provides scholarships across all 3 UM campuses to students who meet these criteria below.

  o A consistent consecutive interruption in education since high school:
   a minimum two-year (24 months) for undergraduate applicants
   a minimum five-year (60 month) for graduate applicants
  o Is a Primary Caregiver for a child or a qualified adult
  o Working to complete a STEM degree and actively engaged in a Sponsored Student Organization (SSO) that supports gender diversity in STEM.
   CEW+ Fellowships support students whose research may not be recognized by other funding sources as they focus on issues of importance to women and/or build awareness about health challenges in other countries. In FY22, CEW+ awarded over $600k in scholarships and fellowships to students across all three campuses.
- Emergency Grants

Students on the Ann Arbor campus are eligible for emergency assistance with unexpected expenses that threaten to delay or derail academic progress. Participants meet individually with a licensed social work counselor to assess for need, provide funds, and collaborate with OFA when appropriate. Counselors work closely with campus partners (noted above) to ensure a seamless process that best supports the student.

- Event co-sponsorship
  Through the Frances and Sydney Lewis Visiting Leaders Fund, CEW+ partners with units across campus to promote diversity and cultural awareness by helping fund unit events that are bringing women leaders to campus. Additional funds are provided to units if racial equity is a primary focus of the speaker.
- Riecker Undergraduate Research Fund
  Through this fund, faculty members who are engaged in gender-focused research may apply for up to $1,000 to pay the wages of an undergraduate student as part of their research team.
- Caregivers and Student Parent programs
  CEW+ leads through advisory groups focused on creating culture change for student caregivers. These groups work towards increasing a sense of belonging, changing policy, and building awareness about the needs of student parents. CEW+ builds events and programs that are family friendly and welcoming to student caregivers (e.g. Graduation for scholars and student caregivers and annual family-friendly women's basketball outing).

Key Findings, Themes and Recommendations:

Counseling Demographics over time
Over time the counseling data reflects changes in CEW+'s priorities to more intentionally serve nontraditional students while ensuring our services for community are commensurate with what is possible based on donor funds. This is reflected in the chart in the data section that shows a mirrored relationship in the number of students versus community members that were supported from year to year. Despite constituency, our counseling participants represent greater diversity by race than the general U-M campus population, which aligns with our overall mission of supporting underrepresented students in particular. FY21 data were impacted by the closure of campus due to the pandemic as students had increased need for emergency funding and counseling support. While requests increased, the types of emergency fund needs remain consistent with the most common requests, namely for financial support for housing, food, utilities, computers, and medical emergencies. As an organization we are thinking broadly about additional types of support that can assist at-risk students to reach graduation.

FY23 Event Evaluations
While some of our programs are well attended by students, most of our programs attract larger percentages of staff and faculty. As an organization we need to better understand this

pattern and consider new ways to engage students through workshops and programming. CEW+ is exploring offering support groups to students that, though open more broadly, are focused on the unique needs of nontraditional students. Those support groups are still being defined and developed. We are also expanding the Financial Empowerment Initiative to encourage students to reflect on the psycho-emotional aspects of financial decision-making to more closely align their values with their long-term goals. We expect this initiative to attract a diverse array of students across SES levels, identities and demographics.

Student Caregiver and Parent Demographics and Needs
Over the past 4 years, students have consistently requested affordable childcare options and inclusion of unlicensed childcare for the childcare subsidy. CEW+ has been piloting programs in partnership with the On-Campus Childcare Centers to offer new programming that addresses the needs of student parents. In Summer term 2023, a registration-based childcare program was launched to assess the need for after-hours and weekend childcare for student parents. CEW+ will continue conversations with leadership regarding the use of the childcare subsidy for unlicensed childcare as clearly there is a need for additional options in our community. In addition, the related issue of priority registration for student parents has also been consistently identified by student parents as a barrier. CEW+ is committed to continuing efforts toward priority registration as a component of our commitment to this group of students. By providing community and support, we increase sense of belonging while providing meaningful opportunities (i.e., study days, child-friendly graduation ceremony, networking opportunities) in spaces that are welcoming to families. This past year we created a child-friendly play area in our office that allows parents to study while their child safely plays in an adjacent room.

Building on our Strengths: Existing programs focused on diversity, equity and inclusion
We are currently refining existing programs and launching new programs based on data from students through our counseling and campus-wide surveys. In Winter 2023, we piloted a graduation grants program to address tuition shortfalls for students in their last two terms with outstanding tuition costs and who had exhausted financial aid options to close that gap. CEW+ partnered with the School of Social Work, SEAS, School of Nursing and School of Dentistry to identify students who met the criteria. As a result, CEW+ awarded more than $80,000 at the end of Winter term 2023. We will continue to pilot this program and assess its impact on graduation rates among those who are a part of the program.

Continuing our tradition of unit partnerships, in FY24 we launched a Financial Empowerment Initiative (FEI) to encourage campus members (with an initial focus on students) to reflect on the psycho-emotional aspects of financial decisions (as mentioned above). A task force was established to set priorities for the work and currently includes representatives from Office of Financial Aid, Wolverine Wellness, Student Life, LSA, SSW, Pharmacy, Wolverine Support Network (CAPS), Provost's Office, and Detroit Center for Innovation.

CEW+ is committed to innovating new programs and refining existing programs to meet the needs of our constituents.

Climate survey and staff climate results:
All staff met to discuss the findings from the unit report and campus-wide report to identify priorities in fiscal year 2023. Six ideas emerged from staff that resulted in follow-up meetings to identify actionable next steps.
Areas for improvement as identified by the survey and with staff input were:
- Each component of CEW+ needs a strategic approach (in progress).
- Consistent, relevant skill development related to DEI should be led with intentionality and followed up with team discussion (in progress).
- Revisit mission, vision, values across the organization balanced between U-M and CEW+, especially given the loss of WOCAP and WCTF (in progress).
- Sense of belonging: look critically at the team structures versus individual interactions (team meetings, teams, etc.) (in progress).
- Reshape team meeting to a new structure (implemented).
- Improve onboarding to reinforce consistent language across all staff, example "walk in my shoes" training so that new members learn about work across the office (in progress).

In an effort to continue to build on this work, CEW+ has committed to yearly climate surveys administered by an external consultant so that we can assess progress and prioritize next steps.

CEW+ DEI leads led a discussion of the 2023 Climate Survey results in October of 2023. Subsequently, a consultant was hired to lead the staff through an exploration of pathways to conflict resolution and to develop a set of norms for the office. Based on the draft norms developed in November and the recommendation of the consultant, an ad hoc committee of staff members met to draft a set of norms and surveyed the staff for agreement and collaboration. A second draft of norms was completed in the winter term and a meeting is planned for summer 2024 to formalize our shared values.

Job classifications and salary equity
CEW+ is committed to annually review job classifications and salary equity of all staff. This is an important component of the Center's goal to ensure staff are compensated according to the work they are doing, that salaries remain competitive in the market and to maintain the ability to attract and retain staff. Last year CEW+ benchmarked and compared MSW salaries across the institution and submitted a proposal to HR/Compensation for reclassification to match the required credentials and scope of practice. This was approved.

In addition, this year, the Associate Director's pay equity request was approved by the provost's office, effective in January.

Career Advancement

CEW+ is also committed to having clear pathways to promotion and professional development to allow staff to see a path for their next career opportunities. As an organization we provide professional development funds to all staff so that they advance their skills in alignment with career goals whether they are internal or external to the organization. Education is core to our mission, including ensuring staff are developing and growing professionally.

All staff have an equitable amount of PD funds allocated per fiscal year. Supervisors and staff share information about PD opportunities as they come up with the staff email group and supervisors discuss career aspirations and professional development opportunities and needs with staff.

Hiring and Selection and Recruitment

When positions become available, postings and descriptions are reviewed before the role is posted to ensure responsibilities and qualifications are accurate to the current work. CEW+ continues to work with the UHR Office of Talent Management to train all staff participating in searches. These have included unbiased hiring, and holistic approaches to recruitment and hiring practices.

Strategic Objectives, Measures of Success and Action Plans*

Introduction:

The Center for the Education of Women+ plan covers staff, students, and members of the community. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics 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 the Action Planning Table.

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.

STAFF

Strategic Objective 1:
Recognize the strengths of CEW+ staff and support professional development and growth
Metrics:
- Percent usage of PD funds by team and individuals.
- Percent of renewed licenses.
- Parity with other units.
- Submission of pay increase when needed based on equity review.
- Number of work related requests that are funded annually.
- Number of staff promoted within or outside the organization.
- Number of staff engaged in specified trainings.
- Finalization of counselor career ladder as a model for other areas within the organization.

Actions:
- Encourage use of PD funds among all staff.
- Support those with licensure requirements to maintain their licensure by providing funds for CEUs.
- Annually review pay equity with comparable units to ensure fair pay across all staff.
- Continue offering PD funds to all staff and supporting work-related PD activities beyond PD funds.
- Develop promotion paths where possible that specify objectives, trainings, competency level and skills necessary for promotion.

Primary DEI Goal: Equity

STUDENTS

Strategic Objective 2:
Ensure that our Emergency Fund and grant policies are equitable, to promote the retention and success of, among others and in particular, nontraditional students.
Metrics:
- Percent usage of allocated funds.
- Diversity of students served.
- Number of students receiving Emergency Funds.
- Percent repeat use of EF funds by student.
- Growth of partnerships.
- Dollars distributed.
- Number of grants disbursed.

Actions:
- Review and revise Emergency Fund policies to ensure they are effectively serving students.
- Continue pilot of completion/graduation grants to support students in their final term to graduation.

Primary DEI Goal: Inclusion

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 can grow and thrive.

STAFF, STUDENTS, FACULTY, DONORS, COMMUNITY

Strategic Objective 1:

Diversity our staff, donor base and communities we serve.

Metrics:
- Seek feedback from staff regarding ways to improve the resume blinding process to remove potential demographic information in submitted materials.
- Number of local community organizations (churches, schools, nonprofits) east of Ann Arbor contacted to promote positions.
- Comparison of postings before and after revisions.
- Increased consistency among reviewer rankings based on rubric.
- Percent use of stated DEI plan objectives by Program Managers in the workshop/event planning phase.
- Number of conversations/debriefs throughout the year and engagement of staff in the process.

Actions:
- Continue removing demographics and anonymizing resumes.
- Increase diversity of candidates: all staff share postings with local community organizations beyond Ann Arbor and continue partnership for recruitment with Talent Acquisition.
- Increase diversity of candidates: rethink requirements (education, types of experience) necessary for new postings and utilize a rubric at all phases of hiring that embeds requirements.
- Embed questions related to attainment of DEI Objectives (awareness, belongingness, etc.) in program evaluations for all programs.

- Program evaluations are openly discussed among staff to identify programming strengths and areas of growth. Programs and workshops are consistently debriefed to identify themes and adherence to DEI-related objectives .

Primary DEI Goal: Diversity

STAFF

Strategic Objective 2:

    Improve and maintain a positive climate, including conflict resolution.

Metrics:
- Office-wide development of values.
- Staff provide feedback to others, via established conflict resolution channels, regarding their alignment with the values.
- Program evaluation.
- Annual administration of Climate Survey.
- Transition to internal administration.
- Year to year progress.
- Transparent discussions are facilitated across staff.
- Areas for improvement are identified.
- Action items are established for each area of improvement.
- Progress towards action items measured.
- Amount of time spent on follow-up.
- Percent of decisions made that included consultation from staff.

Actions:
- Define office-wide values as a group that staff feel comfortable leveraging to hold each other and themselves accountable.
- Host facilitated workshops on conflict resolution, team building, and other topics identified by staff. Conflict resolution work should include roles, procedures, communication, deeper analyses.
- Annually conduct climate survey utilizing expertise of Angie Stewart until it can be managed internally.
- Climate survey results are discussed among staff to inform areas to develop as a group.
- Prior to all-office decisions being finalized by Leadership Team, staff will be invited to provide feedback and to ask questions.

Primary DEI Goal: Inclusion

DONORS

Strategic Objective 3:

DEI leads work in partnership with Chief Development Officer to report on names of DEI funds, goals, and potential impact of securing this funding.

Metrics:
- Increased participation in annual giving.
- Dollars raised (across programs).
- Number of scholarships awarded annually.
- Growth in annual distributions (scholarships and opportunities).
- Number of opportunities supported annually.

Actions:
- Increase scholarship and fellowship annual distributions to $1M annually.
- Review and refine strategies for encouraging giving across all capacity levels and participants in our programming.
- Raise funds to support unpaid opportunities for, among others, NT students (unpaid internships, conference attendance, training, and networking opportunities).
- Secure $20k in donor funds to support Financial Empowerment pilot (Year 1).
- Secure $50K in donor funds to support Financial Empowerment pilot (Year 2-3).
- An endowment is able to cover 50% of the cost of the program (Year 4+). **Primary DEI Goal:** Equity

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

Strategies and action items for **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:
Unique programming offered to meet the needs of, among others, underserved students – Financial Empowerment Initiative (FEI); Support Groups (SG); Emergency Funding (EF).

Metrics:
- Number of SCUs engaged in the task force (FEI).
- Number of students engaged in the programming.
- Assessment defined and completed (FEI).
- Reports provided to Office of the Provost.
- Number of support groups offered.
- Number of referrals from other units.
- Program evaluation feedback.
- Percent of completed budget forms in advance of appointment (EF).

- Number of communication changes made based on feedback from participants (EF). ● Number of trainers (FEI).

Actions:

Financial Empowerment:
- Identify consultant, task force members; set goals for program; offer programs to students; assess and report on outcomes.
- Programming is consistent and meeting the needs of students with potential expansion to staff, faculty, and community members. Students are encouraged to attend from a variety of SCUs, including the Office of Financial Aid.
- Transition from consultant led to train the trainer model for training and increase number of participants.

Support Groups:
- Group leaders trained to launch support groups; campus partners assist with recruiting process.
- Regular cadence to support groups with rotating topics based on student needs and in partnership with CAPS and Career Center as appropriate.
- Develop and launch a support group targeting the needs of NT students, in particular.

Counseling and Emergency Funding:
- Identify opportunities to improve communications with participants to reduce alienation and confusion (particularly around emergency funding), including being explicit about the needs we serve.
- Revise counseling intake template.

Primary DEI Goal: Inclusion

STAFF

Strategic Objective 2:

DEI-related objectives are embedded in the professional development and work of all staff.

Metrics:
- DEI-related objectives established in annual performance evaluation.
- Participation in related trainings.
- Demonstrated growth.
- Number of staff who present throughout the year.
- Development of task force.
- Number of trainings and workshops organized by task force.
- Feedback from staff about trainings and workshops.

Actions:
- Staff have set DEI growth objectives in their annual performance evaluation and identified related trainings.

- Staff present on attended DEI trainings.
- CEW+ task force determines officewide trainings & workshops with feedback from others across the office, including DEI trainings.

Primary DEI Goal: Inclusion

Goal-related Metrics – CEW+ Measures Tracked Over Time

School, College or Unit Metrics:

The following data on the staff of CEW+ is provided by central administration for the annual DEI metrics report:

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

CEW+ will continue to assess the following types of climate survey indicators via a contractor:

- 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

CEW+ will continue to collect and assess all of the data outlined in the Summary of Data section above.

Action Planning Tables with Details and Accountabilities

Fill in the tables with additional details about actions, including deliverables and assignments.

PEOPLE *(Recruitment, Retention & Development)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Staff	Recognize the strengths of CEW+ staff and support professional development and growth	- Percent usage of PD funds by team and individuals - Percent of renewed licenses - Parity with other units. - Submission of pay increase when needed based on equity review. - Number of work related requests that are funded annually. - Number of staff promoted within or outside the organization. - Number of staff engaged in specified trainings. - Finalization of counselor career ladder as a model for other areas	- Encourage use of PD funds among all staff - Support those with licensure requirements to maintain their licensure by providing funds for CEUs - Annually review pay equity with comparable units to ensure fair pay across all staff. - Continue offering PD funds to all staff and supporting work-related PD activities beyond PD funds. - Develop promotion paths where possible that specify objectives, trainings, competency level and skills necessary for promotion.	Managers, HR, Leadership Team

		within the organization.		
Students	Ensure that our Emergency Fund and grant policies are equitable, to promote the retention and success of, among others and in particular, nontraditional students.	● Percent usage of allocated funds. Diversity of students served. ● Number of students receiving Emergency Funds. ● Percent repeat use of EF funds by student. ● Growth of partnerships. ● Dollars distributed. ● Number of grants disbursed.	● Review and revise Emergency Fund policies to ensure they are effectively serving students. Continue ● pilot of completion/graduation grants to support students in their final term to graduation.	Counseling and Development Teams

PROCESS *(Promoting & Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Staff, Students, Faculty, Donors, Community	Diversify our staff, donor base and communities we serve.	● Seek feedback from staff regarding ways to improve the resume anonymizing process to remove potential demographic	● Continue removing demographics and anonymizing resumes. ● Increase diversity of candidates: all staff share postings with local community organizations beyond Ann Arbor and continue partnership for	All Staff

		information in submitted	recruitment with Talent Acquisition.	

		• materials. Number of local community organizations (churches, schools, nonprofits) east of Ann Arbor contacted to promote positions. • Comparison of postings before and after revisions. • Increased consistency among reviewer rankings based on rubric. • Percent use of stated DEI plan objectives by Program Managers in the workshop/event planning phase. • Number of conversations/ debriefs throughout the year and engagement of staff in the process.	• Increase diversity of candidates: rethink requirements (education, types of experience) necessary for new postings and utilize a rubric at all phases of hiring that embeds requirements. • Embed questions related to DEI Objectives in program evaluations for all programs. • Program evaluations are openly discussed among staff to identify programming strengths and areas of growth. Programs and workshops are consistently debriefed to identify themes and adherence to DEI-related objectives.	
Staff	Improve and maintain a positive climate, including	• Office-wide development of values. Staff • provide feedback to others, via	• Define office-wide values as a group that staff feel comfortable leveraging to hold each other and themselves accountable. • Host facilitated workshops on	All Staff

	conflict resolution.	established conflict resolution channels, regarding their alignment with the values. ● Program evaluation. ● Annual Administration of Climate Survey. ● Transition to internal administration. ● Year to year progress. ● Transparent discussions are facilitated across staff. ● Areas for improvement are identified. ● Action items are established for each area of improvement. ● Progress towards action items measured. ● Amount of time spent on follow-up. Percent of decisions made that included consultation from staff.	● conflict resolution, team building, and other topics identified by staff. Conflict resolution work should include ● roles, procedures, communication, deeper analyses. Annually conduct climate ● survey utilizing expertise of Angie Stewart until it can be managed internally. Climate survey results are discussed among staff to inform areas to develop as a group. Prior to all-office decisions being finalized by Leadership Team, staff will be invited to provide feedback and to ask questions.	
Donors	DEI leads	● Increased	● Increase scholarship and	Development

	work in partnership with Chief Development Officer to report on names of DEI funds, goals, and potential impact of securing this funding.	participation in annual giving. ● Dollars raised. ● Number of scholarships awarded annually. ● Number of opportunities supported annually. ● Growth in annual distributions.	fellowship annual distributions to $1M annually. ● Review and refine strategies for encouraging giving across all capacity levels and participants in our programming. ● Raise funds to support unpaid opportunities for, among others, NT students (unpaid internships, conference attendance, training, and networking opportunities). ● Secure $20k in donor funds to support Financial Empowerment pilot (Year 1). ● Secure $50K in donor funds to support Financial Empowerment pilot (Year 2-3). ● An endowment is able to cover 50% of the cost of the program (Year 4+).	Team, DEI Leads

PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Students	Unique programming offered to meet the needs of, among others, underserved students – Financial Empowerment	● Number of SCUs engaged in the task force (FEI). ● Number of students engaged in the programming. ● Assessment defined and completed (FEI). ● Reports provided to Office of the Provost.	Financial Empowerment: ● Identify consultant, task force members; set goals for program; offer programs to students; assess and report on outcomes. ● Programming is consistent and meeting the needs of students	Development, Leadership, Counseling, Core Support Services teams.

Initiative (FEI); Support Groups (SG); Emergency Funding (EF).	• Number of support groups offered. • Number of referrals from other units. • Program evaluation feedback. • Percent of completed budget forms in advance of appointment (EF). • Number of communication changes made based on feedback from participants (EF). • Number of trainers (FEI).	with potential expansion to staff, faculty, and community members. Students are encouraged to attend from a variety of SCUs, including the Office of Financial Aid. • Transition from consultant led to train the trainer model for training and increase number of participants. Support Groups: • Group leaders trained to launch support groups; campus partners assist with recruiting process. • Regular cadence to support groups with rotating topic based on student needs and in partnership with CAPS and Career Center as appropriate. • Develop and launch a support group targeting the needs of NT students, in particular. Counseling and Emergency Funding: • Identify opportunities to improve communications with participants to reduce alienation	

			and confusion (particularly around emergency funding), including being explicit about the needs we serve. • Revise counseling intake template.	
Staff	DEI-related objectives are embedded in the professional development and work of all staff.	• DEI-related objectives established in annual performance evaluation. • Participation in related trainings. • Demonstrated growth. • Number of staff who present throughout the year. • Development of task force. • Number of trainings and workshops organized by task force. • Feedback from staff about trainings and workshops.	• Staff have set DEI growth objectives in their annual performance evaluation and identified related trainings. • Staff present on attended DEI trainings. • CEW+ task force determines officewide trainings & workshops with feedback from others across the office, including DEI trainings.	All Staff

Plans for Supporting, Tracking and Updating the Strategic Plan

The CEW+ Continuous Improvement Specialist is the key contact for stewardship of the plan. She will be assisted by the Associate Director in tracking and supporting the plan implementation.

These individuals will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to the CEW+ Leadership Team in January and a final evaluation of metrics and accomplishments against the plan, as well as recommendations will be presented to CEW+ Leadership beginning in April.