Penny W. Stamps School of Art & Design
Diversity, Equity and Inclusion Strategic Plan
Five-Year Strategic Objectives, Measures and FY19 Actions

I. DIVERSITY EQUITY AND INCLUSION STRATEGIC PLAN: OVERVIEW

Charge:

The Penny W. Stamps School of Art & Design Diversity, Equity and Inclusion Strategic Plan is inspired by the overarching charge given by President Mark Schlissel to the Schools, Colleges, Departments and units of the University. President Schlissel indicates that “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.”

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 and Inclusion

The Stamps School diversity strategic planning process embraces the opportunity for deeper dialogue and intense engagement with our core values and aspirations. Our diversity strategic planning process is part of the larger university-wide commitment to ensure that all members of our community have the opportunity to thrive in our environment.

Here at Stamps, diversity is one of our core institutional values and one clearly articulated in our strategic plan. How can we as makers and scholars produce creative work and solutions for diverse cultures if we ourselves do not embrace differences or have the cultural competencies needed to be productive global citizens? This planning process will push us as a community to have higher aspirations as we consider extending U-M’s and the Stamps School’s legacies; to identify and implement concrete, measurable solutions; and to tie those solutions and aspirations to the variety of research, educational, and public engagement activities on campus and in the community at large.

Overarching Plan Goals for Diversity, Equity and Inclusion:

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.
**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.

**Values for Diversity, Equity and Inclusion:**

– We must act with deliberateness and humility as we seek to respect and leverage diversity, ensure equity, and promote inclusion.
– We must examine and learn from the outcomes of our efforts and work to improve them.
– We must act on our commitment, in accordance with the law, to contribute to a just society and to affirm the humanity of all persons.

The overarching view of **Diversity, Equity and Inclusion** at the Stamps School is influenced by looking at recruitment, hiring, admission, retention, curricula and climate data of faculty, staff and students tracked over time. All the data was viewed with the following points in mind: Who are we? Where we are? Where might we want to be? What goals and resources do we need? What accountability is necessary? The curriculum, an important component of our identity as a community was viewed with the following points in mind—what are we delivering (we have initiated an ongoing workshop series through CRLT)? What do we wish to deliver and how do we deliver it?

The action plan is conceived to respond to our needs and aspirations to build a community of substance and purpose. We wish to achieve our goals within the constraints of the law, propose specific, achievable and sustainable short-medium-and long-term goals and actions to enhance diversity, equity and inclusion with specific timetables for execution; identify resource and points of accountability for achieving the designated goals; identify steps to ensure that the plan we develop is regularly reviewed and updated to reflect both progress towards our goals and any newly identified opportunities and challenges.

We will also keenly observe assessment of positive activities towards these goals by enhancing opportunities for constituents of the Stamps School to initiate and maintain organizations. Recent activities by Stamps School’s newest student organization—**Stamps In Color** is a good example. **Stamps In Color**, formed in 2014, organized the exhibition ‘Agents of Change’. The exhibition, with an accompanying programming, addressed the issues of diversity, equity and inclusion. There are other examples, such as engagement activities regularly scheduled via the school’s curriculum.

We have increased our commitment to faculty and students in our engagement courses, extending beyond the realms of the work in the studios and classrooms into public projects in several Detroit neighborhoods. We are preparing to launch the Brightmoor Maker Space in collaboration with community partnerships we have built over the past 5 years. We have received matching gifts from our foundation partners to update and furnish a facility and establish neighborhood programs during a 3-year initiative. Additionally, we have committed funding to expand our Schara Artists and Designers residency program to dovetail with our courses in Detroit and this maker space. We anticipate incubating 3-5 creative ventures per year with 3-6 residents complementing our programs.

It is important to introduce and maintain signature initiatives with yearly highlights to ensure the success of our plan. We recommend a blend of short-term strategic goals and long-term visionary and transformative goals in order to be at the forefront of this important mandate from President Mark Schlissel.
Our hope is to engage both internal and external user assessments for perspective as this will expand efforts to learn about ourselves and provide regular strategic oversight of our progress.

All this is to ensure we leverage what is currently being done to elevate accessibility to all the benefits in a community that values diversity, equity and inclusion.

II: IMPLEMENTATION HIGHLIGHTS AND PLANNING PROCESS USED

The highlights of Y2 implementation included the following:
The Stamps School’s new 5 Year Strategic Plan benefited from the initiatives and strategies outlined in the School’s DEI Plan. Similarly, the School’s 2018 NASAD accreditation review documents benefited from the initiatives and strategies outlined in the School’s DEI Plan. The Faculty Handbook and Governance documents were consolidated and updated with benefit from the initiatives and strategies outlined in the School’s DEI Plan.

Important takeaways from Y2 for Y3 is to continue the broad posting strategies that yielded 3 successful hires–one African American female/woman at professor level, one Caucasian female/woman at the Associate Dean level with an academic appointment at professor level and one Asian female/woman at Assistant Professor level. Additionally, a female faculty was promoted from Associate Professor to Professor. Results of climate surveys for faculty, staff and students has yielded critical information to use in enhancing/improving the progressive learning and working environment.

The DEI plan implementation at the Stamps School is very much a collaborative effort. We have an outstanding Diversity Core Planning Team comprised of Stamps faculty, staff and students as its members. We meet regularly during the year to plan the upcoming activities. We partner with our neighborhood schools/colleges on North Campus and work well with other DEI leads to collaborate, plan and fund joint activities, organize visits by diverse leaders from across the country, conduct workshops etc.

With great support from our School's leadership from the Dean and Executive Committee members, we encourage and involve our faculty to participate in ‘Inclusive Teaching’ opportunities and help implement DEI goals in the classroom and beyond.

We partner with our Communication team to help promote our DEI events at the School and elsewhere. They help creating flyers, update our Stamps School web-site and send out global emails promoting our DEI events. We provide financial scholarships, travel scholarships for our students and provide Inclusive Teaching grants to our faculty to revise their course materials and syllabi to promote ‘inclusion’ in their classes. We conduct climate surveys of all our various groups–faculty, staff and students which help us gather feedback on the effectiveness of our DEI programs and always look for ways to improve the upcoming year.

There have been several challenges in the implementation of some aspects of the DEI Plan at the Stamps School. With respect to faculty, not all see the need to participate in the DEI implementation. So, educating the faculty on the need to improve the DEI climate is a challenge that we have to contend with– as it is a ‘cultural change’ which happens slowly, over time. With respect to inclusive teaching support for faculty, there are NOT many resources at UM (other than CRLT consultants and inclusive teaching presentations) that help the faculty guide and navigate some tricky scenarios/discussions that they encounter.
with the students in the classroom. One of our senior faculty was sent on a 'wild-goose-chase' to various departments within UM and none of them could provide guidance to her regarding inclusive teaching issues that she was dealing with. So additional resources for one-on-one coaching from subject matter experts for faculty regarding inclusive teaching issues need to be made available which would be of great help.

With respect of implementation of DEI programming and follow up at the Stamps School, we don't have a full time dedicated staff member for DEI implementation. This means the Diversity Core Planning Team and its members are carrying most of the load in planning and implementation of the DEI Plan. Since we are not subject matter experts, there is a lot of learning, coordination and follow up work that needs to be done with various constituents in order to effectively implement the DEI plans. Additional financial resources need to be allocated so that the Stamps School can hire a dedicated full time professional just to lead, coordinate, follow up and report on DEI Plan implementation, progress and assessment.

Planning Lead: Franc Nunoo-Quarcoo
Planning Team: Mahendra Kumar, Brian Banks, Marianetta Porter (to be replaced F2018), Kelly Murdoch-Kitt, Karina Moore, Stephanie Brown (graduated–to be replaced F2018)

Planning Process Summary:

- Process used to collect data
  We collected data from various sources available to us from the Provost Office, University Human Resources and CRLT and internal Stamps School documents.

- Sources of data
  1. ‘2015 Stamps Diversity, Equity and Inclusion Data Report’ from the Office of the Provost
  2. ‘Faculty and Staff Data Tables for Stamps School of Art & Design’ from the Office of Budget and Planning, Office of the Provost.
  3. ‘Enrollment and Degree Tables for Stamps School of Art & Design’ from the Office of the Provost.
  4. ‘2015 Human Capital Report Data’ available on Tableau in the UM-HR Server
    (See Google Drive under “DCPT-Stamps DEI Info” folder)
  5. ‘Unit HR Metrics’ available on Tableau in the UM-HR portal
  6. Faculty and Staff Profile by Headcount and FTE in the HRRIS portal
  7. ‘Michigan Metrics’ available on Tableau in the UM-Metrics portal

- Process used to analyze data
  We have analyzed and tracked data using trends by major categories as well as sub-categories over the last 10 to 15-year period for which data was readily available.

- Action idea generating activities
  Based on several discussions, the DEI committee had proposed several action ideas connecting to strategic objectives outlined along with detailed action plans, identifying responsible groups for implementing these action plans and outlining resource needed to achieve these objectives. Please see Sec. VI – ACTION PLANNING TABLES below for details.

- Summary of engagement activities
  Engagement plans include conducting periodic climate surveys with the help of CRLT, curriculum development workshops related to DEI, brown bag sessions with faculty, staff and students, and town hall meetings soliciting feedback. Continued commitment and tracking of progress by standing DEI committee, DEI faculty and staff leadership team and the Stamps School governance committees.
III: DATA AND ANALYSIS: KEY FINDINGS

Overall, the Stamps school has a diverse body of employees and students, representing various perspectives and backgrounds. **In Fall 2018, 26.7% of Stamps students were minorities as compared to 27.7% in Fall 2015, while the share of under-represented minority students went up to 13.5% in Fall 2018 as compared to 12.5% in Fall 2015.** These figures have improved significantly since 2008. The majority of our undergraduate students are women (80%), a trend observed nationally and globally in schools of art & design. As we strive to recruit and retain gender diverse students, we need to be mindful that once our students graduate, they enter the job market in which most leadership positions in art & design are still held by men, with women clustering mostly at lower and middle-level management positions (for example, 3% of Creative Directors in advertising industry are female, and 2% are African-American). In our goal to graduate future global leaders in design and art, it is imperative we work together to face this challenge and prepare all our students to be agents of change in their respective field. In addition, a higher proportion of our students, compared to a decade ago comes from the top tiers of annual household income. This is another challenge that we face: recruiting students from diverse socio-economic backgrounds, and especially, retaining and providing them an inclusive climate, equal to all other students.

Among all teaching faculty (tenured, tenure-track and not on tenure track), faculty diversity has improved by gender, almost achieving parity (**17 full professors out of which 7 were women in 2018 as compared to 12 full professors of which 5 were women in 2015**), though women are still disproportionately clustered in non-tenure track lecturer positions. Racial and ethnic diversity among faculty has either remained the same or declined since 2011. This is especially in contrast with our student population. Among full time tenure track and tenured faculty there are no Hispanic, Native American, or Hawaiian representatives. 2 out of 40 full time faculty members are African-American, both full professors. There are no African American Assistant or Associate Professors. Stamps’ administration has gender parity, with 15% of staff of a minority race. The majority of Studio Coordinators in 2015 were Caucasian men, serving a diverse student and faculty population. The committee recognizes that Stamps School includes some kinds of diversity that is not represented due to lack of appropriate data. This includes ethno-linguistic, ethno-national, ethno-regional, ethno-religious diversity. It is time to take deliberate steps to pause, evaluate and address issues of classroom, studio and office climate, recruitment and retention of students, faculty, and staff, and of diversity, equity and inclusion-related questions in Stamps education, creative practice and scholarship.

**Summary of Data:**

This section contains a range of pertinent data that has informed our plan. Types of data summarized here include demographic data on key constituency groups conveniently divided into the four domains of the Stamps community—staff, faculty, graduate students and undergraduate students.

(See Google Drive under “DCPT-Stamps DEI Info” folder for the excerpts from the following reports)

1. ‘2015 Stamps Diversity, Equity and Inclusion Data Report’ from the Provost Office
2. DEI related data in ‘Faculty and Staff Data Tables for Stamps School of Art & Design’ from the Office of Budget and Planning, Provost Office.
3. DEI related data in ‘Enrollment and Degree Tables for Stamps School of Art & Design’ from the Provost Office
4. DEI related data in ‘2015 Human Capital Report Data’ available on Tableau in the UM-HR Server
5. ‘Unit HR Metrics’ available on Tableau in the UM-HR portal
6. Faculty and Staff Profile by Headcount and FTE in the HRRIS portal
7. ‘Michigan Metrics’ available on Tableau in the UM-Metrics portal

Key Findings, Themes and Recommendations:
The analysis of the data revealed what stood out, the projected implications and key recommendations included in an action plan below.

Observations from Stamps School DEI data from the Provost Office & Unit HR Metrics Data
- 1.1E - Stamps School – Employees by Job Family Table
  - 52% of faculty were female and 21% were of minority race with 5% URM.
  - 50% of staff were female and 18% were of minority race with 9% URM.
  - 72% of graduate students & research fellows were female and 17% were of minority race.
  - 51% of all faculty, staff and graduate student employees were female and 13% were of minority race.
  - 83% of administrative positions were occupied by women and 0% were of minority race.

Observations from Stamps School DEI data from the Faculty and Staff Data Tables
- Table 1 - Stamps School – Tenure and Tenure Track Instructional Profile
  - The trend of full time faculty head count rose from 38 in 2011 to 40 in 2015 to 43 in 2018.
  - The % of female full time faculty rose from 42% in 2011 to 48% in 2015 to 52% in 2018.
  - The % of black full time faculty declined from 10% in 2011 to 5% in 2015 to 6% in 2018.
  - The % of Hispanic and Hawaiian full time faculty is 0% since 2011.
  - The % of Native American full time faculty has reduced from 2% in 2011 to 0% in 2015 and 2018.

- Table 4 - Stamps School – Not on Track Lecturers Instructional Profile
  - The % of female lecturer faculty increased from 61% in 2011 to 71% in 2015 to 80% in 2018.
  - The % of Hispanic lecturer faculty increased from 4% in 2011 to 6% in 2015 to 0% in 2018.
  - The % of Asian lecturer faculty almost stayed the same from 2011 to 2015 at 3% to 0% in 2018.

Observations from Stamps School DEI data from the Enrollment and Degree Data Tables
- Table 2 - Stamps School – Total Headcount Enrollment by Student Level, Residency, Gender and Citizenship
  - The trend of overall undergraduate student head count rose from 470 in Fall 2008 to 547 in Fall 2015 to 552 in Fall 2017.
  - The trend of female undergraduate student head count % rose from 76% in Fall 2008 to 80% in Fall 2015 to 83% in Fall 2017.
  - The trend of international undergraduate student head count % rose from 4.7% in Fall 2008 to 9.0% in Fall 2015 to 10% in Fall 2017.
• The trend of overall graduate student head count declined from 25 in Fall 2008 to 16 in Fall 2015 and has slightly increased to 18 in Fall 2017
• The trend of female graduate student head count % declined from 68% in Fall 2008 to 62.5% in Fall 2015 to 72.2% in Fall 2017
• The trend of international graduate student head count % rose from 8% in Fall 2008 to 37.5% in Fall 2015 and has slightly increased to 33% in Fall 2017

• Table 3-U - Stamps School – New and Continuing Domestic Enrollment by Race
  • The trend of domestic undergraduate student enrollment rose from 448 in Fall 2008 to 498 in Fall 2015 to 512 in Fall 2017
  • The trend of minority domestic undergraduate student enrollment % rose from 19.4% in Fall 2008 to 27.7% in Fall 2015 to 27% in Fall 2017
  • The trend of under-represented minority (URMs) domestic undergraduate student enrollment % rose from 8.9% in Fall 2008 to 12.5% in Fall 2015 to 13.6% in Fall 2017
(Underrepresented Minority (URM) includes African American, Native American, and Hispanic American students, and beginning with 2010, Native Hawaiian.)

• Table 4 - Stamps School – Fall Term Domestic Minority Enrollment by Race & Gender
  • The trend of domestic minority (undergraduate & graduate) student enrollment overall rose from 90 in Fall 2008 to 139 in Fall 2015 to 152 in Fall 2017 – a 69% increase
  • The trend of under-represented minority (undergraduate & graduate – URMs) student enrollment overall rose from 42 in Fall 2008 to 62 in Fall 2015 to 77 in Fall 2017 – a 83% increase.

• Table 7-1 - Stamps School – Total Student credit hours taught by Unit of Instruction and Unit of Student Enrollment
  • The % of total student credit hours (SCH) taught by Art & Design to students from other schools/colleges within UM increased from 7.3% in AY2008 to 18.8% in AY2015 and AY2018. This shows that the Stamps School curriculum has been modified as well as our service teaching has improved to attract and become more inclusive of students from the rest of UM campus.

• Table 7-4 - Stamps School – Total Student credit hours taught by Unit of Instruction and Unit of Student Enrollment– 2014-15 Fiscal Year Detail
  • This table shows that most of the students from other schools/colleges at UM come to Art & Design from LS&A, Engineering, Architecture, Music, Business and Nursing.

• Table 9-1 - Stamps School – Summary of Degrees Conferred by Degree Level, Race/Ethnicity and Gender
  • The trend of undergraduate degrees awarded to URMs increase from 4 in 2008 to 16 in 2015 to 14 in 2017
  • The trend of undergraduate degrees awarded to minorities in general increased from 14% in 2008 to 27% in 2015 to 26% in 2017
  • The trend of both graduate and undergraduate degrees awarded to URMs increase from 7 in 2008 to 18 in 2015 to 14 in 2017
  • The trend of both graduate and undergraduate degrees to minorities in general increased from 15% in 2008 to 27% in 2015 to 25% in 2017
Table 10 - Stamps School – Graduation Rates of Freshman Cohorts Six Years After Initial Entry

- The trend of total graduation rates of freshman cohort six years after initial entry increased from 100 in 2002 to 136 in 2009 to **147 in 2011**
- The % trend of total graduation rates of freshman cohort six years after initial entry increased from 76% in 2002 to 84.6% in 2009 to **90.7% in 2011**

Summary of new findings learned from our engagement activities and Year 2 Implementation:

The Stamps School has organized ‘Unconscious Bias’ and ‘Intercultural Competencies’ workshops for both faculty and staff groups to train and build awareness of DEI during Year 2. Student groups have been engaged in various workshops and multicultural events like ‘Change it up!, MLK day, Wonderful Wednesdays etc. to learn and build awareness about DEI related topics.

The assessment activities are through climate surveys conducted by CRLT for faculty and staff and UMAY survey for students. Student activities, visits by diverse artists and designers to the Stamps School with interactive lectures and workshops for students, student participation in Stamps in Color, student course evaluations of faculty, annual reports by faculty, participation in Inclusive Teaching workshops and consultations with CRLT experts by faculty, annual reports by staff are some of the ways that assessments are made to account for DEI related activities by various constituencies.

Key learning and takeaways from survey feedback from each of these types of DEI programs need to be customized for each group-faculty, staff and students. Some have indicated that these groups might be mixed in with members from other schools / colleges so that the members of the Stamps School can feel comfortable and speak freely and interact during the workshops without the fear of being ‘judged’ by their colleagues. This might help in revealing scenarios of ‘bias’ or ‘discrimination’ among various groups and might help bring up issues / solutions, so they can be addressed by experts in the field who are presenting these workshops.

IV: STRATEGIC OBJECTIVES, MEASURES OF SUCCESS AND ACTION PLANS

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

The Stamps School’s vital strategies to create and maintain diversity, equity and inclusion in all its facets covered in our plan include:
- Hiring and Selection (e.g. actions, policies, processes, development of tools etc.)
- Recruitment (e.g. actions, policies, processes)
- Career Advancement (e.g. strategies, developing resources, pipeline, mentoring
- Diversity Skills (staff, students, faculty, other)
- Climate enhancing activities
- Pathway for conflict resolution (includes roles, procedures, communications)

IV. A. Recruitment, Retention and Development

The Stamps School’s DNA is unique among Schools of Art & Design globally and it is imperative that we as a community create an environment that values and promotes the recruitment, retention and development of faculty, staff, graduate and undergraduate students who reflect our aspirations, ethos and commitment to diversity, equity and inclusion in all its facets.

Faculty
Five-Year Strategic Objective 1:
- Identify and attract top faculty from diverse backgrounds.
- Increase the number of diverse tenured/tenure track faculty in the school.
- Increase the number of tenure and tenure-track faculty targeting areas related to diversity, equity, and inclusion in art & design, with demonstrated professional and education leadership and creative work record related to social and climate justice, creative citizenship, community engagement, public advocacy, civil rights, etc.

Measures of Success (for Objective 1):
- Number of diverse faculty at all levels
- Number of diverse applicants at all levels
- Numbers of diverse applicants, interviews and hires of diverse faculty at all levels

Detailed Actions Planned (measurable, specific):
- Increase participation in the various professional graduate student organizations, e.g., AIGA, IDSA, SEGD, etc.
- Recruit through professional societies, e.g., CAA, AIGA, IDSA, SEGD, etc.
- Encourage and promote diverse applicant pool.
- Continue to review the faculty interviewee list throughout the process.
- Create flexibility in number of offers for competitive qualified candidates.
- Strengthen collegial relationships to identify potential candidates.
- Utilize established visiting artists and designers programs, e.g. Witt Faculty Fellowships, Stamps Lecture Series, to help identify and invite a broadly diverse pool of established artists/designers.
- Mentoring at all levels of institutional engagement (professional development, teaching, service)

Groups/persons Accountable:
- Dean and Associate Dean(s)

Resources Needed:
- Funding to support senior faculty hire in community-based art / design with focus on social justice.

Five-Year Strategic Objective 2:
- Create an inclusive environment in which all faculty can thrive with a commitment to diversity.

Measures of Success (for Objective 2):
- Faculty retention and promotion rates
- Faculty Climate survey

Detailed Actions Planned (measurable, specific):
- Develop formal mentoring programs for junior faculty.
- Provide written mentoring policy to guide faculty.
- Promote and encourage informal networks.
- Provide CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity for all faculty.

Groups/persons Accountable:
- Associate Dean(s) and Stamps HR

Resources Needed: Funding for regular faculty professional development workshops in inclusive teaching and inter and cross-cultural teaching competencies.

Five-Year Strategic Objective 3:
- **Assessment of Faculty Evaluations**

**Measures of Success (for Faculty Evaluations):**
- Analysis of faculty evaluations provided with input from:
  a). Students (course evaluations)
  b). Executive Committee (Faculty Annual Reports, 3rd Year Reviews, Promotion and Tenure reviews and Promotion reviews).

**Detailed Actions Planned (measureable, specific):**
- Identify and rectify bias, if any, in faculty evaluations that are administered by Executive Committee and students.
- Provide fair, equitable and transparent re-evaluations and recourse.

**Groups/persons Accountable:**
- Dean, Associate Dean(s), Executive Committee and Stamps HR

**Resources Needed:** Funding for bi-annual or annual assessment of faculty evaluations by a third party such as CRLT and University Academic HR areas.

- **Undergraduate Students**

- **Five-Year Strategic Objective 1:**
  - **Build diverse pipeline of potential applicants to attract a diverse applicant pool**

**Measures of Success (for Objective 1):**
- Increase number of diverse high schools visited
- Partner with area community colleges to increase transfer applicants
- Increase number of URM students applying to and attending pre-college and undergraduate programs

**FY19 Actions:**
- Identify new high schools across the country with diverse populations and strong art/design programs and build partnerships with them
- Establish articulation agreements with 2 diverse area community colleges to increase the number of students transferring from those institutions
- Offer portfolio and application workshops in locations with diverse populations
- Identify new avenues for finding and communicating with younger high school students to promote the School and, ideally, increase diversity of applicant pool both for pre-college and the undergraduate programs

**Primary DE&I Goal:**
- Diversity

**Other applicable domain:**
- Promoting an equitable and inclusive community

- **Five-Year Strategic Objective 2:**
  - **Increase matriculation and retention of URM undergraduates year over year**
Measures of Success (for Objective 2):
– Number of URM undergraduates entering freshman class
– Increased number of freshman to sophomore, and sophomore to junior retention
– Number of URM students graduating from the School

FY19 Actions:
- *Continue on the success of last year’s efforts which resulted in increase in URM applicants by 33% year-over-year for Fall 2018.*
  – Incorporate DEI principles in marketing materials to all applicants and admits
  – Consider commitment to diversity in the admissions and scholarship processes
  – Offer travel grants to admitted students with high financial need so that they are able to come visit campus
  – Help new students connect with established diverse communities on campus
  – Foster efforts from groups interested in diverse populations, such as Stamps in Color
  – Implement mentorship program for students at risk academically (peer to peer, faculty mentor, academic coaching/advising)
  – Address students’ needs as identified on climate survey

Primary DE&I Goal:
– Diversity

Other applicable domain:
– Promoting an equitable and inclusive community

Five-Year Strategic Objective 3:
• *Create an inclusive climate in which all students can thrive, and where diversity, equity and inclusion are valued*

Measures of Success (for Objective 3):
– Positive changes in pre and post climate survey assessment results
– Increased retention of URM student population
– Increased involvement of URM student population in Stamps School-related activities, such as exhibitions

FY19 Actions:
– Inclusion of DEI principles in all Stamps classes
– Offer Sensitivity/Inclusivity Workshops to all students
– Provide opportunity for interaction with a diverse set of mentors (advisors, faculty, alumni, art/design leaders)

Primary DE&I Goal: Diversity:
Other applicable domain: Promoting an equitable and inclusive community
Staff

*Five-Year Strategic Objective 1:*
- Attract, recruit and maintain staff from diverse backgrounds in an inclusive environment

*Measures of Success (for Objective 1):*
- Number of diverse staff at all levels
- Number of diverse applicants at all levels
- Number of diverse applicants, interviews, interviewers and hires of diverse staff at all levels

*FY19 Actions:*
- Increase and broaden school-wide efforts to emphasize and raise awareness about the value of diversity, equity and inclusion in the workplace.
- Casting a wide net for recruiting efforts in diverse publications
- Partnering with UM Central HR diversity recruitment initiative
- Create the expectation that managers and supervisors will participate in DEI education and provide them the departmental and university support need to be accountable for outcomes in their units.
- Aligning the short-term and long-term diversity, equity and inclusion goals set forth in this plan as part of the yearly performance goal setting exercise for all staff (not just managers and supervisors).
- Provide a confidential venue to offer assistance to staff to voice their concerns and suggest remedial action by subject-matter experts from the Office of Institutional Equity & Human Resources.

*Primary DE&I Goal:*
- Diversity

*Other applicable domain:*
- Promoting an equitable and inclusive community for all staff at Stamps School

*Five-Year Strategic Objective 2:*
- Create an environment that fosters cross-cultural engagement and understanding

*Measures of Success (for Objective 2):*
Feedback from annual or bi-annual climate assessments

*FY19 Actions:*
- Build an environment of trust, respect and engagement by continuing staff involvement group initiatives.
- Conduct focus groups in units where helpful
- Co-ordinate existing diversity-focused websites to include access to information/tools/resources to allow a variety of options for staff members to self-manage their individual needs to increase awareness levels and develop an effective skill-set that supports their ability to demonstrate their importance of diversity, equity and inclusion in the workplace.
- Provide resources to help managers handle any ensuing conflict as change progresses.

*Primary DE&I Goal:*
- Inclusion

*Other applicable domain:*
- Promoting an equitable and inclusive community for all staff at Stamps School
Five-Year Strategic Objective 3:
• Create an environment that uses diversity as a lever to foster innovation and creativity.

Measures of Success (for Objective 3):
– Feedback from bi-annual climate assessments
– Compare the internal data over time as to how many new ideas have been fostered and successfully implemented by staff in the work place; comparisons can also be made to other schools within UM.

FY19 Actions:
Support and prepare managers with the skills needed to discuss diversity, equity and inclusion in their departments.
Create a program of incentives and recognition for all staff and supervisors for taking initiatives to promote innovation and come up with creative solutions in their work processes.
Create opportunities for cross-cultural participation and inclusion in staff committees to benefit from diverse opinions brought to the table for discussion.

Primary DE&I Goal:
– Diversity
Other applicable domain:
– Promoting an equitable and inclusive community for all staff at Stamps School

IV. B. Education and Scholarship

Faculty

Five-Year Strategic Objective 1:
• Improve diversity awareness and equity sensitivity among faculty in the classroom.

Measures of Success (for Objective 1):
– Data on Teaching Peer-Review and Student Feedback

FY19 Actions:
– Conduct CRLT workshops on Inclusive Teaching goals and outcomes open to all faculty, lecturers, and graduate students at Stamps: Fall 2018 and Winter 2019.
– Develop and test an education module pilot on inclusive teaching goals and outcomes for Stamps Studio Courses on 8 Stamps faculty (at least two of whom would be lecturers).
– Develop classroom feedback mechanism – include relevant language in Student Evaluation questions.
– Encourage and incentivize mid-term evaluations focused on DEI sensitive teaching.
– Get feedback on best practices in teaching peer-review for potential replication at Stamps.

Primary DE&I Goal:
– Inclusion
Other applicable domain:
– Promoting an equitable and inclusive community for all students at Stamps.
Five-Year Strategic Objective 2:
- Make Inclusive Teaching Skills Part of Faculty Accountability

Measures of Success (For Objective 2):

FY19 Actions:
- Create a working group comprised of faculty, lecturers, and graduate students to work with faculty council and administration on identifying best practices for implementation at Stamps to make Inclusive Teaching Skills part of faculty’s teaching accountability in annual evaluation, tenure and promotion processes. Present their findings to faculty council and administration by the end of FY2019.

Primary DE&I Goal:
- Equity

Other applicable domain:
- Promotion, Retention and Development of faculty with regards to excellence in teaching.

Five-Year Strategic Objective 3:
- Increase Offering of Studio and Academic Courses Offered by Stamps Explicitly Targeting Diversity Issues in the Fields of Art & Design.

Measures of Success (For Objective 3):
4 courses with DEI issues included in course content per semester

FY19 Actions:
- Include in Budget Proposal a request for Senior Faculty Hire targeting areas related to diversity, equity, and inclusion in art & design, with demonstrated professional and education leadership and creative work record related to social and climate justice, creative citizenship, community engagement, public advocacy, civil rights, etc.
- Include in Budget Proposal a request for existing faculty Stamps-originated grants to work on existing and new courses to increase diversity-related content and equity-aware assignments in their syllabi.
- Identify volunteers among faculty and provide incentives to develop and teach such courses.

Primary DE&I Goal:
- Diversity

Other applicable domain:
- Promotion, retention, and development and inclusive climate for faculty and students.
IV. C. Promoting an Equitable and Inclusive Community
Stamps School

Five Year Strategic Objective 1:
- Create an inclusive climate in which all members of Stamps community can thrive and strive for excellence.

Measures of Success (Objective 1):
- Making sure that each member of Stamps community feels equally valued and appreciated for their work.

Five Year Strategic Objective 2:
- Create an equitable and diverse Stamps community on all employment levels—administration, tenured and tenure-track faculty, lecturers, studio coordinators,
- Communications and marketing campaign that integrates diversity as a core value of Stamps School both internally and externally.
- Branding of Stamps as a school that reflects diversity of trends, perspectives, and makers within the professional world of art and design; where it is demonstrated across the curriculum (on all levels, from the foundation year to the IP course in the senior year; in Witt Residency Program; in the Stamps Lecture Series, and in research and creative practice by the faculty.

FY19 Actions: Yearly climate surveys of staff and faculty for the next five years;
- Setting up structures for expressing climate-related concerns, regular (once a semester at least) open forums, guest speakers targeting issues of equity and inclusion in art and design careers, integration of Stamps with other climate driven initiatives at the university; collaboration with North campus schools on issues related to DEI.
- Provide faculty with an anonymous year-end report on students’ experiences of discrimination at Stamps by soliciting feedback from advisors, students, staff and other faculty.

Undergraduate Students

Recommendation:
Develop a climate survey for Stamps Undergraduates in order to more adequately assess needs for all of the following objectives.

Five-Year Strategic Objective 1:
- Create an inclusive climate in which all students can thrive

Measures of Success (Objective 1):
Student feedback on climate survey
Student feedback on course evaluations

FY2019 Actions:
- Develop student survey to assess school climate for undergraduate students
- DEI related curricular initiatives (discussions/projects in intersections, engagement course offerings, IP/BA Capstone)
- Add specific questions to course evaluations to track student perceptions of DEI in classroom climate
**Five-Year Strategic Objective 2:**
- Provide opportunities to increase cross-cultural interactions and develop intercultural competency

**Measures of Success (Objective 2):**
- New/continued DEI initiatives
- DEI themes Wonderful Wednesday sessions created

**FY2019 Actions:**
- Work with student organizations like Stamps in Color and Art & Design Collective to meet the needs of their members and encourage/promote the continued development student org DEI initiatives.
- Develop faculty or staff led DEI related “Wonderful Wednesday” sessions for students

**Five Year Strategic Objective 3:**
- Improve undergraduate experience for first-generation and URM students

**Measures of Success (Objective 3):**
- Student feedback
- Retention rates

**FY2019 Actions:**
- Seek input about issues affecting current first-gen and URM students on school climate through discussion and focus group
- Develop advising/faculty mentorship program for first-gen and URM students

**Staff**

**Five-Year Strategic Objective 1:**
- Increase cultural awareness of different cultural groups and identities among Stamps School staff.

**Measures of Success (for Objective 1)**
- Number of staff participants at the Stamps School DEI activities.
- Staff participants evaluation of learning and awareness
- Feed back from bi-annual climate assessments

**FY2019 Actions:**
- Conduct 5 Brown Bag education sessions for staff
- Create an expectation that staff participate in diversity, equity and inclusion education and experiences by providing them – both access to opportunities and release time to participate.
- Provide multiple opportunities from which individuals may choose, while creating a clear understanding that competence is expected for all Stamps School staff. The UM CFO’s organization, the Business and Finance Diversity Passport program that requires all B&F managers and supervisors to participate is a good example of this strategy.

**Primary DE&I Goal:** Inclusion

**Other applicable domain:** Retention, Recruitment and Development
IV. D. Service (as applicable)

Stamps Overall

Five-Year Strategic Objective 1:
- Improve accessibility of online and printed resources at Stamps, focusing on admissions, alumni relations, and Stamps exhibitions.

Measures of Success (for Objective 1):
- Specify a number of findings of website content or formatting needing correction, as well as printed promotional materials and Stamps exhibitions.

FY18-19 Actions:
- Conduct ADA review of all websites, web resources, and printed materials at Stamps, as well as exhibition practices.
- Work with ADA and Stamps Director of Facilities to develop a workshop for Stamps faculty and staff related to accessibility and post materials online.

Five-Year Strategic Objective 2:
- Position Diversity, Equity and Inclusion as core values of Stamps School, part of our Strategic Plan on our website and other materials.

Measures of Success (for Objective 2):
- Web-site redevelopment that meets the objective, so that all major sections: admissions, exhibitions, highlighted students’ work, etc., has DEI values and language embedded in it.
- New printed materials that reflect DEI across their content, rather than in a special, isolated, section.

FY19 Actions:
- Communications staff and development staff training on DEI service objective, and resources provided for implementation (a new staff member focused on DEI who will coordinate this objective).

Primary DE&I Goal:
- Inclusion

Other applicable domain:
- Promoting an equitable and inclusive community

Undergraduate students

Five-Year Strategic Objective 1:
- Improve access to face-to-face resources for prospective students and parents

Measures of Success (for Objective 1):
- Number of student/parent contact hours outside of U-M
- Number of URM students visiting Stamps
FY19 Actions:
– Expand offerings of workshops and Stamps information sessions/portfolio reviews in areas with highly diverse populations
– Offer travel grants for admitted students to visit Stamps
– Increase the number of scholarship & travel grants to attend pre-college programs (see referenced text on Page 26 for Action Planning Table)
– Conduct best practice research on best approaches for counseling prospective students and parents (including underrepresented minorities, first generation and low SES students)
– Dedicated outreach (mail, phone) to parents of URM admitted students

Primary DE&I Goal:
Diversity

Other applicable domain: Promoting an equitable and inclusive community

Five-Year Strategic Objective 2:
• Improve accessibility of DEI resources for current students, including online resources, advisors, and facilities

Measures of Success (for Objective 2):
– Number of hours facilities are available to students
– Number of hours advisors and counselors are available to students
– Number of Frequency of updates to online resources

FY19 Actions:
– Ensure that students have adequate access to facilities/studios outside of class, including those needing monitors to be present
– Provide a wide variety of advisors (peer advisors, academic advisors, faculty advisors, CAPS counselor) with varied availability to address students’ needs
– Offer faculty or staff advisors for student organizations
– Maintain an emergency fund to help with students’ financial emergencies

Primary DE&I Goal:
Diversity

Other applicable domain:
– Promoting an equitable and inclusive community
V. GOAL-RELATED METRICS–SCHOOL, COLLEGE OR UNIT MEASURES TRACKED OVER TIME

University-wide Metrics
With regard to the three sections for 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 are:

**Diversity:** makeup of freshman class, diversity of faculty at all levels, diversity of staff, diversity of workforce overall, completion rate for all students at all levels.

**Equity:** number of reported incidents, report on adverse impacts

**Inclusion:** results on UM climate measures of faculty, staff and students

School, College or Unit Metrics

**Diversity:** Makeup of workforce; makeup of supervisor cohort - tracked by the annual Human Capital Report that is prepared by UM Human Resources Department

**Equity:** Demographics of pool of employees promoted in past year - tracked by the annual Human Capital Report that is prepared by UM Human Resources Department

Demographics within salary bands of employees. – tracked by the annual Human Capital Report that is prepared by UM Human Resources Department

**Inclusion:** Number of participants in skill and cultural training opportunities – tracked by the number of workshops, town halls, brown bag sessions and online training sessions attended by faculty, staff and students

The ultimate tracking would be provided by the feedback received from the annual or bi-annual climate survey results by area.

Goal-related Metrics–School, College or unit measures tracked over time

**University wide Metrics:**
With regard to the three sections 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 are:

**Diversity:** makeup of freshman class, diversity of faculty at all levels, diversity of staff, diversity of workforce overall, completion rate for all students at all levels. – these trends will be tracked by annual student enrollment tables, UMAY student surveys, enrollment and degree conferred data tables, annual Human Capital Reports and annual faculty and staff data tables.

**Equity:** number of reported incidents, report on adverse impacts

**Inclusion:** results on UM climate measures of faculty, staff and students

Unit DEI Metrics Tracking

These metrics are being tracked

**Undergraduate Students**

Demographic Composition:
- Headcount
- Race/ethnicity
- Sex
Graduation Rates:
- 4-Year
- 6-Year

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

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

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

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

Climate Survey Indicators:
- 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:
- 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:**
• 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
VI. ACTION PLANNING TABLES
Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development
<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Measures Of Success</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Group/ persons accountable</th>
<th>Resources needed (if applicable)</th>
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<tbody>
<tr>
<td>Faculty</td>
<td>Identify and attract top faculty from diverse backgrounds. Increase the number of diverse tenured/tenure track faculty in the school.</td>
<td>Number of diverse faculty at all levels. Number of diverse applicants at all levels. Numbers of diverse applicants, interviews and hires of diverse faculty at all levels</td>
<td>Increase participation in the various professional graduate student organizations, e.g., CAA, AIGA, IDSA, SEGD, SIGGRAPH etc. –Recruit through professional societies, e.g., CAA, AIGA, IDSA, SEGD, SIGGRAPH etc. –Encourage and promote diverse interview pool. –Continue to review the faculty interviewee list throughout the process. –Create flexibility in number of offers for competitive qualified candidates. –Strengthen collegial relationships to identify potential candidates. –Utilize established visiting artists and designers programs, e.g. Witt Faculty Fellowships, Stamps Lecture Series, to help identify and invite a diverse pool of potential candidates. –Mentoring at all levels of institutional engagement (professional development, teaching, service)</td>
<td>Dean and Associate Dean(s) and Stamps DEI Officer</td>
<td>Senior faculty hire in DEI areas</td>
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| Faculty          | Create an inclusive environment in which all faculty can thrive. | –Faculty retention and promotion rates  
–Faculty Climate survey | Develop formal mentoring programs for junior faculty.  
–Provide written mentoring policy to guide faculty.  
–Promote and encourage informal networks.  
–Provide CRLT Workshop on Inclusive Teaching as a Professional Development Opportunity for all faculty. | Associate Dean(s) and Stamps HR and and Stamps DEI Officer | |
| Faculty          | –Assessment of Faculty Evaluations | -Analysis of faculty evaluations administered by:  
a). Students (course evaluations)  
b). Executive Committee (Faculty Annual Reports,  
3rd Year Reviews, Promotion and Tenure reviews and Promotion reviews). | -Monitor bias in faculty evaluations that are administered by Executive Committee and students.  
-Provide fair, equitable and transparent re-evaluations and recourse. | -Dean, Associate Dean(s), Executive Committee and Stamps HR) and Stamps DEI Officer | |
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<tr>
<td>Undergraduate Students</td>
<td>Build diverse pipeline of potential applicants to attract a diverse applicant pool</td>
<td>Increase number of diverse high schools visited; Partner with area community colleges to increase transfer applicants; Increase number of URM students applying to and attending pre-college and undergraduate programs</td>
<td>Find new high schools across the country with diverse populations and strong art/design programs and build partnerships with them; Establish articulation agreements with 2 diverse area community colleges to increase the number of students transferring from those institutions; Offer portfolio and application workshops in locations with diverse populations; Identify new avenues for finding and communicating with younger high school students to promote the School and increase diversity of applicant pool both for pre-college and the undergraduate programs</td>
<td>DEI Coordinator and Stamps Admissions Team</td>
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<tr>
<td>Undergraduate Students</td>
<td>Increase matriculation and retention of URM undergraduates year over year</td>
<td>Number of URM undergraduates entering freshman class; Increased number of freshman to sophomore, and sophomore to junior retention; Number of URM students graduating from the School</td>
<td>Incorporate DEI principles in marketing materials to all applicants and admits; Consider commitment to diversity in the admissions and scholarship processes; Offer <strong>up to 4 travel grants</strong> to admitted students with high need to be able to come visit campus; Help new students connect with established diverse communities on campus; Foster efforts from groups interested in diverse populations, such as Stamps in Color; Implement mentorship program for incoming URM students and students at risk (peer to peer, faculty mentor, academic coaching/advising); Address students’ needs as identified on climate survey</td>
<td>DEI Coordinator and Stamps Admissions Team</td>
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<tr>
<td>Undergraduate Students</td>
<td>Create an inclusive climate in which all students can thrive, and where diversity, equity and inclusion are valued</td>
<td>Positive changes in pre and post climate survey assessment results; Increased retention of URM student population; Increased involvement of URM student population in Stamps School-related activities, such as exhibitions</td>
<td>Inclusion of DEI principles in all Stamps classes; Offer Sensitivity /Inclusivity Workshops to all students; Provide opportunity for interaction with a diverse set of mentors (advisors, faculty, alumni, art/design leaders)</td>
<td>DEI Coordinator and Stamps DEI Officer</td>
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<td>Staff</td>
<td>Attract, recruit and maintain intelligent staff from diverse backgrounds</td>
<td># of diverse staff at all levels; # of diverse applicants at all levels;</td>
<td>Increase awareness of DEI goals in the workplace; outreach efforts; DEI education for managers; aligning short-term &amp; long-term goals with yearly performance goals</td>
<td>Managers, supervisors and Stamps HR officers, and Stamps DEI Officer at the Stamps School</td>
<td>Tools, training &amp; access to various avenues for education and building awareness on DEI for all staff; provide a confidential venue to offer assistance to staff to voice their concerns and suggest remedial action by subject-matter experts from the Office of Institutional Equity &amp; Human Resources.</td>
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<tr>
<td>Staff</td>
<td>Create an environment that fosters cross-cultural engagement and understanding</td>
<td>Feedback from bi-annual climate assessments</td>
<td>Conduct focus groups with outside facilitators where helpful; build an environment of trust, respect and engagement by continuing staff involvement group initiatives</td>
<td>Managers, supervisors and Stamps HR officers at the Stamps School and Stamps DEI Officer</td>
<td>Provide diversity focused websites to access to information/tools/resources to allow a variety of options for staff members to increase awareness levels and develop an effective Diversity, Equity and Inclusion skill-set; provide DEI/training consultation for every search committee;</td>
</tr>
<tr>
<td>Staff</td>
<td>Create and environment that uses diversity as a lever to foster innovation and creativity</td>
<td>Feedback from bi-annual climate assessments; Compare the internal data over time as to how many new ideas have been fostered and successfully implemented by staff in the workplace;</td>
<td>Support and prepare managers with the skills needed to discuss diversity, equity and inclusion in their departments. Create opportunities for cross-cultural participation and inclusion in staff committees to benefit from diverse opinions brought to the table for discussion.</td>
<td>Managers, supervisors and Stamps HR officers at the Stamps School and Stamps DEI Officer</td>
<td>Create a program of incentives and recognition for all staff and supervisors for taking initiatives to promote innovation and come up with creative solutions in their work processes; provide them tools for mapping their business processes to be able to re-tool them and help all involved to understand and improve them through innovation and creativity. Workshops conducted by CRLT and other forums are open to all.</td>
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VI. B. Education and Scholarship
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<tr>
<td>Faculty</td>
<td>Improve diversity awareness and equity sensitivity by faculty in the classroom.</td>
<td>Teaching Peer-Review and Student Feedback</td>
<td>–Conduct CRLT workshops on Inclusive Teaching goals and outcomes open to all faculty, lecturers, and graduate students at Stamps: <strong>Fall 2018 and Winter 2019.</strong>&lt;br&gt;–Develop and incentivize faculty advising mechanisms for first year students&lt;br&gt;–Develop and test an education module pilot on inclusive teaching goals and outcomes for Stamps Studio Courses on 8 Stamps faculty (at least two of whom would be lecturers).&lt;br&gt;–Develop classroom feedback mechanism – include relevant language in Student Evaluation questions.&lt;br&gt;–Get feedback on best practices in teaching peer-review for potential replication at Stamps.</td>
<td>Standing DEI Committee, DEI Coordinator and DEI Officer at the Stamps School &amp; various governance groups at the Stamps School</td>
<td>Faculty and staff support for DEI initiative along with budgetary support from the Provost Office</td>
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<tr>
<td>Faculty</td>
<td>Make Inclusive Teaching Skills Part of Faculty Accountability</td>
<td>Student Credit Hours taught to students from other UM schools/college s &amp; student enrollment reports showing demographic trends and student UMAY surveys &amp; climate survey assessments</td>
<td>Create a working group comprised of faculty, lecturers, and graduate students to work with faculty council and administration on identifying best practices for implementation at Stamps to make Inclusive Teaching Skills part of faculty’s teaching accountability in annual evaluation, tenure and promotion processes. Present their findings to faculty council and administration; Evaluations - Annual reviews, Promotion and Tenure process, Lecturer reviews, staff reviews, faculty reviews, climate survey trends, SRT evaluation questions and responses; curriculum development</td>
<td>Standing DEI Committee, DEI Coordinator and DEI Officer at the Stamps School &amp; various governance groups at the Stamps School</td>
<td>Faculty and staff support for DEI initiative along with budgetary support from the Provost Office</td>
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</table>
| Faculty          | Increase Offering of Studio and Academic Courses Offered by Stamps Explicitly Targeting Diversity Issues in the Fields of Art & Design | 3 courses per semester (more input needed?) | –Include in Budget Proposal a request for Senior Faculty Hire targeting areas related to diversity, equity, and inclusion in art & design, with demonstrated professional and education leadership and creative work record related to social and climate justice, creative citizenship, community engagement, public advocacy, civil rights, etc.  
–Include in Budget Proposal a request for existing faculty Stamps-originated grants to work on existing and new courses to increase diversity-related content and equity-aware assignments in their syllabi.  
–Identify volunteers among faculty and provide incentives to develop and teach such courses.  
–Grants for DEI curriculum development & community engagement | Standing DEI Committee, DEI Coordinator and DEI Officer at the Stamps School & various governance groups at the Stamps School | Faculty and staff support for DEI initiative along with budgetary support from the Provost Office |

VI. C. Promoting an Equitable and Inclusive Community
<table>
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<td>Stamps School - Overall</td>
<td>Create an inclusive climate in which all members of Stamps community can strive.</td>
<td>Yearly climate surveys of staff and faculty for the next five years; Making sure that each member of Stamps community feels equally valued and appreciated for their work.</td>
<td>Communications and marketing campaign that integrates diversity as a core value of Stamps School both internally and externally. – Branding of Stamps as a school that reflects diversity of trends, perspectives, and makers within the professional world of art and design; where it is demonstrated across the curriculum (on all levels, from the foundation year to the IP; in Witt Residency Program; in the Stamps Lecture Series, and in research and creative practice by the faculty.</td>
<td>DEI Coordinator and DEI Officer at the Stamps School &amp; various governance groups at the Stamps School</td>
<td>DEI initiative along with budgetary support from the Provost Office</td>
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<tr>
<td>Stamps School - Overall</td>
<td>Create an equitable and diverse Stamps community on all employment levels</td>
<td>Yearly climate surveys of staff and faculty for the next five years</td>
<td>Communications and marketing campaign that integrates diversity as a core value of Stamps School both internally and externally. &lt;br&gt;–Branding of Stamps as a school that reflects diversity of trends, perspectives, and makers within the professional world of art and design; where it is demonstrated across the curriculum (on all levels, from the foundation year to the IP; in Witt Residency Program; in the Stamps Lecture Series, and in research and creative practice by the faculty.</td>
<td>DEI Coordinator and DEI Officer at the Stamps School &amp; various governance groups at the Stamps School</td>
<td>DEI initiative along with budgetary support from the Provost Office</td>
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<td>Undergraduate Students</td>
<td>Create an inclusive climate in which all students can thrive</td>
<td>Student feedback on climate survey and course evaluations</td>
<td>-Develop student survey to assess school climate for undergraduate students &lt;br&gt;-DEI related curricular initiatives (discussions/projects in intersections, engagement course offerings, IP/BA Capstone) &lt;br&gt;-Add specific questions to course evaluations to track student perceptions of DEI in classroom climate</td>
<td>DEI Coordinator and DEI Officer at the Stamps School &amp; various governance groups at the Stamps School</td>
<td>DEI Leadership support and various governance group support in the Stamps School</td>
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</table>
| Undergraduate Students | Provide opportunities to increase cross-cultural interactions and develop intercultural competency | New/continued DEI initiatives – DEI themes Wonderful Wednesday sessions created  | – Work with Stamps of Color and Art & Design Collective to meet the needs of their members and encourage/promote the continued development student org DEI initiatives.  
– Develop faculty or staff led DEI related “Wonderful Wednesday” sessions for students | DEI Coordinator and DEI Officer at the Stamps School & various governance groups at the Stamps School  | DEI Leadership support and various governance group support in the Stamps School                                    |
| Undergraduate Students | Improve undergraduate experience for first-generation and URM students              | -Student feedback – Retention rates                                                   | – Seek input from current first-gen and URM’s on school climate through discussion and focus group  
– Develop advising/faculty mentorship program for first-gen and URM students | DEI Coordinator and DEI Officer at the Stamps School, Stamps Admissions and Advising teams, Curriculum committee | DEI Leadership support and various governance group support in the Stamps School                                    |
| Staff                  | Increase cultural awareness of different cultural group                              | Feedback from bi-annual climate assessments                                            | Conduct 5 brown bag educational sessions for staff; create an expectation that all staff participate in DEI education and experiences by providing them access to opportunities and release time to participate. | DEI Officer at the Stamps School Managers, supervisors and Stamps HR officers at the Stamps School | Release time and access to DEI education resources         |
VI. D. Service (as applicable) Community
<table>
<thead>
<tr>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned</th>
<th>Group/persons responsible</th>
<th>Resources needed</th>
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<tbody>
<tr>
<td>Stamps Overall</td>
<td>–Improve accessibility of online and printed resources at Stamps, focusing on admissions, alumni relations, and Stamps exhibition design.</td>
<td>–Specify a number of findings of website content or formatting needing correction, as well as printed promotional materials and Stamps exhibition design.</td>
<td>–Conduct ADA review of all websites, web resources, and printed materials at Stamps, as well as exhibition practices. –Work with ADA and Stamps Director of Facilities to develop a workshop for Stamps faculty and staff related to accessibility and post materials online.</td>
<td>DEI Coordinator and DEI Officer at the Stamps School Communication s team, director of facilities, faculty academic resources committee</td>
<td>DEI Leadership support and various governance group support in the Stamps School</td>
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<td>Stamps Overall</td>
<td>–Position Diversity, Equity and Inclusion as core values of Stamps School, part of our Strategic Plan on our website and other materials</td>
<td>–Web-site redevelopment that meets the objective, so that all major sections: admissions, exhibitions, highlighted students’ work, etc., has DEI values embedded in it. –New printed materials that reflect DEI across their content, rather than in a special, isolated, section.</td>
<td>–Communications staff and development staff training on DEI service objective, and resources provided for implementation (a new staff member focused on DEI who will coordinate this objective).</td>
<td>DEI Coordinator and DEI Officer at the Stamps School and our Communication s team.</td>
<td>DEI Leadership support and various governance group support in the Stamps School</td>
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<td>Undergraduate Students</td>
<td>Improve access to face-to-face resources for prospective students and parents</td>
<td>Number of student/parent contact hours outside of U-M; Number of URM students visiting Stamps</td>
<td>Expand offerings of workshops and Stamps information sessions/portfolio reviews in areas with highly diverse populations; Offer travel grants for admitted students to visit Stamps; Conduct best practice research on best approaches for counseling prospective students and parents (including underrepresented minorities, first generation and low SES students); Dedicated outreach (mail, phone) to parents of URM admitted students</td>
<td>DEI Coordinator and DEI Officer at the Stamps School</td>
<td>DEI Leadership support and various governance group support in the Stamps School</td>
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<td>Undergraduate Students</td>
<td>Improve accessibility of resources for current students, including online resources, advisors, and facilities</td>
<td># hours facilities are available to students; # hours advisors and counselors are available to students; Frequency of updates to online resources</td>
<td>Ensure that students have adequate access to facilities/studios outside of class, including those needing monitors to be present; Provide a wide variety of advisors (peer advisors, academic advisors, faculty advisors, CAPS counselor) with varied availability to address students’ needs; Offer faculty or staff advisors for student organizations; Maintain an emergency fund to help with students’ financial emergencies</td>
<td>DEI Coordinator and DEI Officer at the Stamps School</td>
<td>DEI Leadership support and various governance group support ool</td>
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VII. PLANS FOR SUPPORTING, TRACKING AND UPDATING THE STRATEGIC PLAN

- Key contact for Plan stewardship in FY19 will be by the full time Staff leadership position (DEI officer) and Standing DEI committee at Stamps (membership) that will work with undergraduate and graduate program committees, and others as necessary, to see this plan implemented for FY18--19. This partnership would coordinate DEI strategies for the Stamps School, in charge of implementation of strategic plan, follow up and gather data and prepare periodic reports of Stamps School DEI initiatives and progress achieved. This person will work closely with faculty, students, and other staff to consolidate old DEI-related practices with new initiatives, and provide administrative support and coordination to ensure accountability, implementation and assessment.

- Describe the plans for additional engagement with the plan and to generate additional input and ideas:
  Series of events, including with us who participated in this committee - informational sessions, discussion panels, etc. Charge - DEI committee.
  Series of events, may be, even one large event on DEI in art and design world. See this example from the History Department that focuses on graduate education and DEI goals: http://lsa.umich.edu/eihs/news-events/all-events.detail.html/22921-1415050.html
  Visibility of our efforts through communication materials. Charge - Communications.
  Connect DEI goals to faculty, staff, and student handbooks. Charge - various.

- Describe how progress on the plan actions will be supported, tracked and reported within the school. The leadership or designate head of each unit responsible for each area (faculty, students and staff) related. They would be supported by the DEI officer, DEI coordinator, and DEI committee.
  - Staff leadership position (DEI officer) would coordinate DEI strategies for the Stamps School, in charge of implementation of strategic plan, follow up and gather data and prepare periodic reports of Stamps School DEI initiatives and progress achieved. This person will work closely with faculty, students, and other staff to consolidate old DEI-related practices with new initiatives, and provide administrative support and coordination to ensure accountability, implementation and assessment.
  - Diversity (DEI) coordinator – look at admission strategies, engaging a diverse student body, help with advising functions, and support new DEI initiatives including implementation, reporting and assessment.

- Frequent climate surveys, SRTE comments related to DEI, UMAY surveys will be tracked and presented as a consolidated report once a year for the entire Stamps community.

- The Penny W. Stamps School of Art & Design Diversity, Equity and Inclusion Strategic Plan Project manager is the key contact for stewardship of the plan in FY19. The proposed DEI officer will be the Project Manager and will be assisted by the Stamps Human Resource Office in tracking and supporting the plan implementation.

- These groups will conduct a review of the plan in fall 2018 with multiple constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to the Stamps leadership in January 2019 and a final evaluation of Year One success measures, accomplishments against the plan as well as

- Year Three recommendations will be presented to the Stamps leadership beginning in April, 2019.
VIII. STAMPS SCHOOL DATA

(See Google Drive under “DCPT-Stamps DEI Info” folder for the excerpts from the following reports)

1. ‘2015 Stamps Diversity, Equity and Inclusion Data Report’ from the Provost Office
2. DEI related data in ‘Faculty and Staff Data Tables for Stamps School of Art & Design’ from the Office of Budget and Planning, Provost Office.
3. DEI related data in ‘Enrollment and Degree Tables for Stamps School of Art & Design’ from the Provost Office
4. DEI related data in ‘2015 Human Capital Report Data’ available on Tableau in the UM-HR Server
5. ‘Unit HR Metrics’ available on Tableau in the UM-HR portal
6. Faculty and Staff Profile by Headcount and FTE in the HRRIS portal
7. ‘Michigan Metrics’ available on Tableau in the UM-Metrics portal