Center for Academic Innovation

Diversity, Equity and Inclusion Strategic Plan | FY 2024

Strategic Plan Overview

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

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 working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

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

Rationale [Mission, Vision, Values of the Center for Academic Innovation]:
The Center for Academic Innovation works towards a future in which education connects and empowers learners everywhere to reach their full potential throughout their lives. Its mission is to collaborate across campus and around the world to create equitable, lifelong educational opportunities for learners everywhere.

The Center for Academic Innovation strives to be an organization that not only celebrates diversity, but fosters success for learners of all ages, academic, ethnic, and social backgrounds. We bring our

values of *integrity*, *respect*, *inclusion*, *equity*, *diversity*, and *innovation* to our work. Across our array of product work–including building educational technology, designing blended and online learning experiences, and conducting research–we achieve our work leveraging the design principles of creating *learner-centered* experiences, that are *research-driven*, *scaleable,* and *sustainable.*

Key Strategies & Constituencies*:
As a partnership-based staff unit responsible for designing, producing, and supporting innovative educational solutions in support of widening access to higher education and growing student success, the Center for Academic Innovation (CAI) works in service of five primary constituencies:

- CAI staff
- CAI partners
- CAI collaborators
- U-M community
- Global learners

CAI staff are a core constituency, being both supported by action items within this plan related to People, and simultaneously responsible for realizing our DEI goals within our Product work. As we consider further iterations to our recruitment processes (in collaboration with HR and OGC as needed), we will particularly recognize the constituencies of both prospective staff and the experiences they have when joining us for interview processes, in addition to the day-to-day lived experiences of our current staff.

CAI partners are a core constituency, representing the U-M faculty and staff who work with the Center to co-create innovative learning experiences and technologies, and conduct research to define the future of higher education. We aim to provide partnership experiences that are accessible to and supportive of our collaborators' broadly diverse backgrounds and needs. We aspire to be a place where our partners can learn with us about how to most effectively realize our DEI objectives, including methods to design culturally responsive, accessible, and inclusive learning experiences that present diverse expert perspectives.

CAI collaborators join our team from across the university to engage in applied on-the-job learning under the mentorship of our expert staff. We aim to craft authentic work experiences for them that help them develop critical career skills while being supportive of their diverse needs, and provide opportunities for them to learn existing and emerging skills to effectively create DEI-supportive products.

The **U-M community** broadly is one of the primary target audiences. This includes current students who are supported in their learning by our educational technologies; current students, staff, and faculty, and all U-M alumni who are able to access the rich portfolio of online learning experiences we have produced at no cost through Michigan Online; and instructors and administrators across the university as we share research that evaluates innovation and intervention strategies and their impact.

Learners from all over the world are impacted by our open learning experiences every day. These **global learners** experience the choices we make around whose expertise to include, what pedagogies to employ, and how accessible our language and technologies are when

viewed within the context of their diverse needs. We aspire to meet learners where they are and foster learning success in pursuit of a more equitable and informed world. Developing content that is able to meet such a diverse audience is complex, and sometimes involves balancing specific learning needs that may be in direct tension to support different audiences, but we aim to take consistent, data-informed steps to achieve this vision.

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

Planning Process Used

Planning Lead(s):
James DeVaney, Associate Vice Provost and Founding Executive Director
Cait Hayward, Director, Research & Analytics

Planning Team:
- Jess Anders, Software Portfolio Manager
- Holly Derry, Associate Director, Behavioral Science
- Kameron Donald, Media Designer
- Sean Corp, Content Strategist
- Ana Dora, Associate Director, Talent Management & Organizational Development
- Ricky LaFosse, Associate Director, Compliance & Policy
- Angela Matthews, Course Operations Specialist
- Becky Matz, Research Scientist Senior
- Melissa McCurry, Learning Experience Designer
- Moeezo Saleem, XR Software Developer
- Roderick Simmons, Student Experience and Engagement Lead
- Amy Tuckfield, Design Manager

Planning Process Summary:
In preparation for our Fall 2022 CAI All Hands meeting (held September 12, 2022), we asked all ~110 staff members to review our unit's Climate Report and come ready to talk through opportunities and challenges they observed within our culture. Small groups recorded their reflections on what was shared in the report, and collectively highlighted what actions we might *start*, *stop*, and *continue* within our organization to realize our goals of becoming a more diverse, inclusive, and equitable unit. These reflections were then posted on the walls of the event space, and staff walked through reading and considering the points made by their colleagues and adding comments and suggestions of their own. All notes were then converted into digital sticky notes using the online platform Miro. These comments were synthesized into themes, and staff were encouraged to work within their teams to consider opportunities for near-term action.

In January 2023, we established a new DEI Working Group, with 1 to 3 members representing each of the six teams within CAI, with the goal of having proportional team representation. This group was facilitated by our DEI co-leads, James DeVaney and Cait Hayward. At our first meeting in

February, we took on processing the comments shared by our colleagues in September along with the goals (called OKRs - Objectives, and Key Results) we established as a Unit for the 2022-23 fiscal year, into the groupings of *People*, *Process*, and *Product*. At our second meeting, we completed this categorization project, and took time to explore objectives set by other units in their Year 5 DEI 1.0 plans for inspiration. One of our DEI co-leads, Cait Hayward, then consolidated the grouped digital sticky notes into thematic objectives. The DEI Working Group's third meeting was joined by the CAI Leadership Team. Small groups worked together to take each draft objective and complete a logic model for that item. We then reviewed these logic models asynchronously over the course of a week, refining the proposed objectives and action items before sharing them out with the full CAI staff for additional feedback. Over the course of two weeks, staff members left feedback that helped the working group to further clarify our objectives, add and refine our action items, and ensure that our draft plan was informed by the broad perspectives of staff at CAI.

The working group met for a fourth and final meeting to brainstorm metrics to evaluate our current state and progress towards achieving our metrics. We also voted on the most important action items to include as priorities in our unit plan. We then invited all staff from across the Center to share metric ideas and vote on action item priorities. The DEI co-leads then compiled the iterated objectives, action items, and metrics into the format requested for the strategic plan document, and produced a first draft of the holistic plan. The draft plan was then shared with DEI 2.0 Working Group and the CAI Leadership team (May 1 - May 7), and finally with all staff (May 8 - 11) for feedback and iteration before being finalized (May 12) and submitted to ODEI.

Data and Analysis: Key Findings

Summary of Data:
As described in our planning process summary above, the data that informed our DEI 2.0 Strategic Plan are as follows:

- Fall 2021 All-Staff Climate Survey Report [1](numeric scale data)
- Fall 2022 All-Hands Climate Report review and culture brainstorm (recorded on sticky notes at the event, and qualitatively coded into thematic areas)
- FY 2022-23 CAI Organizational DEI goals (established in a Google Doc, broken into per-item sticky notes and coded into thematic areas for the purpose of this analysis)
- Iterative feedback from CAI working group, leadership team, and all staff (collected ad hoc throughout the process)

Looking across these data sources, we observed nine themes emerge that we've worked to address in our objectives and action items in our Strategic Plan. We also want to note that, on the basis of this data, we anticipate setting goals and taking actions to address needs that will not be included in the report given the emphasis on units' need to prioritize efforts and share high-level action items.

Key Findings, Themes and Recommendations:

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[1] From the time the survey was taken until the time our group discussed the results, our staff makeup changed. 27 of the people who were on staff when the survey was completed have left the organization, while 29 new staff have joined. Still, we explored all issues earnestly as well as kept our eyes open for new issues that may have arisen.

Cultural Makeup & Norms

A common reflection from our staff after reading the Fall 2021 Climate Report was recognition around the degree to which CAI is made up of fairly homogenous staff in regards to our political orientation (> 90% liberal) and age (~ 80% of staff are between 30-50) - we knew this experientially, but seeing it numerically still gave us pause. A theme that emerged from staff feedback was how important it is for us to be mindful of our own makeup (both where we tend to be similar, and where we are not), and to be intentional about seeking training to learn about other perspectives. A positive part of our culture that staff reflected on together was how we actively integrate DEI-supportive language in our everyday conversation.

Balance & Wellness

Staff shared concerns about work/life balance, mental health, and the statistics revealed in the Fall 2021 report that women and BIPOC were particularly likely to experience low sleep quality. This spurred discussion around what resources are available to staff to get support from CAI and the university in support of mental health, particularly as we all continue to navigate the ongoing stress of the global pandemic, and how to surface concerns about workload to our supervisors and leadership team. While the SPG governing sick days does not explicitly support Mental Health days, we are committed to helping all staff at CAI feel supported, be encouraged to develop meaningful practices to support their well-being and mental health, and know how to navigate the U-M benefits system to take time as necessary. Staff who have family care responsibilities shared positive feedback about how supportive and flexible CAI is as a workplace.

Communication Expectations and Practices

Another theme that emerged from the data is staff's desire for clearer guidance regarding how to give and receive good and actionable feedback, including performance feedback, feedback about culture, and feedback about product design. We have crafted an action item to directly address this need, clarifying and iterating existing pathways, and establishing new feedback mechanisms where needed.

In regards to our product work, staff contributed to thoughtful conversations about the challenging nature of different communication styles. As a unit that partners with faculty and staff from across U-M's diverse areas of expertise, we know that expertise is often demonstrated through effective use of technical language; in tension with this is the importance of using plain language to effectively communicate with our audiences, particularly keeping in mind the challenges that global learners face (e.g., they are likely to be learning in a second language). We intend to approach this set of feedback by seeking out additional training for staff around communication styles broadly, how to navigate spaces where partners may have different communication styles, and how and when to leverage plain language.

Conversations like these can yield disagreement; much of this can and should be resolved by the people involved working together to listen, learn from each other, and come to consensus. However, this is not always possible it is essential that all staff know about the various resources available to them as members of the U-M community to navigate conflict resolution. We set a specific action item to ensure awareness of this support mechanism for all staff.

DEI Integration & Evaluation in Products

CAI Staff shared feedback at various points in our data collection process that while we talk about DEI quite a bit there are more opportunities to take meaningful action. They want to see more diverse content-sourcing practices, more integration of DEI-informed design processes into our work, and more evaluation of impact and outcomes through DEI lenses. This aligns with goals identified in CAI's FY2022-23 Organizational DEI goals to more fully integrate DEI into workstreams, from content-sourcing, to production techniques, to evaluation. As part of this, we've talked in multiple venues about wishing to collaborate with other units on DEI initiatives and amplify university efforts around DEI goals by seeking partnerships with units like ODEI.

Outreach, Hiring & Recruiting

We have made many strides in establishing equitable and inclusive recruitment and hiring processes. Based on staff feedback, we plan to further systematize these practices, including requiring all staff to complete relevant trainings on avoiding unconscious bias, engaging in continuous conversation about equitable and inclusive hiring processes, using inclusive language in job postings, critically evaluating when we require or recommend that degrees are necessary qualifications, and proactively offering candidates supportive mechanisms (inquiring as to preferred name and pronouns, offering captioning and other accommodations, etc.) to ensure a welcoming and inclusive interview experience.

Staff Development, Career Pathways, and Retention

In the All-Hands conversations, discussions with the working group, and comments shared on our draft objectives, staff expressed a desire to better understand the university HR practices, particularly around salary and advancement. We have been working to take action on these challenges through an objective in our organizational goals for 2022-23 to establish a system where our Associate Director for Talent Management and Organizational Development attends each team meeting to review the university's practices and answer any questions and we expect to continue to systematize that practice going forward.

Similar to other units across the university, and higher education broadly, we also have concerns about job turnover, with colleagues particularly leaving to take industry jobs that offer higher salaries and more established career paths. To address this, we also have an action item for our Associate Director of Talent Management and Organizational Development to collaborate with the leadership team to build out career pathways within our organization where possible. As a unit that has brought on expert staff that have not always been employed at the university, this is an essential but challenging need.

In reviewing the Climate Report, we observed that women and BIPOC report feeling like they have to work harder than their peers to be valued, and that BIPOC colleagues feel less satisfied with life than their peers. We see opportunities to address this through multiple action items in our strategic plan, including iterating and establishing clear feedback mechanisms, designing additional career pathways within the organization, and supporting more intentional efforts to integrate DEI principles into our process and products.

Onboarding and Ongoing Training

We have received feedback from new staff that our onboarding process can be overwhelming, and have established an organizational goal to continue to iterate and evaluate this important experience. A challenge inherent to our area of focus is that all staff need to be committed to continuous learning. Helping U-M be and lead in educational innovation requires us to consistently upskill, and DEI principles and practices have emerged as a particular area of focus for intentional evolution. Staff report needing to gain further expertise in production techniques to create DEI-supportive content and technologies, including skills such as studio lighting for BIPOC, accessibility practices for content design and software development, and training in navigating diverse communication strategies.

Advocacy within the U-M Infrastructure

Given the innovative and fast-paced nature of our work, we have experienced numerous situations where staff have taken on higher-level responsibilities, but then faced challenges within the existing HR system to be recognized for that growth with adjustments to their salary and titles, creating pay inequities. Another challenge we've observed goes beyond implementing exemplary career development practices. We also see opportunities for a large and established institution to strengthen its ability to respond with agility to complex and rapid staffing changes that, when left unaddressed, create negative impacts on unit-level culture. As a leadership team, we aim to work closely with University HR to address these situations proactively.

Strategic Objectives, Measures of Success and Action Plans*

Introduction:

The CAI plan covers CAI staff (both current and prospective), CAI partners (typically U-M faculty and staff), CAI student collaborators, the U-M community (including U-M alumni), and global learners. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three 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 multi-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:
Be an environment that attracts and retains diverse staff and collaborators and supports equitable career development and advancement through clear and inclusive policies and practices and access to a transparent HR system

Metrics:
- Leverage ODEI-provided metrics to annually review staff diversity breakdown on race/ethnicity and gender over time
- Internal Climate survey measures around staff awareness and comfort navigating the HR system and career advancement expectations

Actions:
1. HR will continue work with leadership to create and highlight career pathways where possible for roles at the Center
2. Create processes/visuals to help leadership to track staff career progression, promotion, and retention
3. Make information about equity reviews and the reclassification process accessible to all staff on CAI's intranet and review with staff at yearly team meetings

Primary DEI Goal: Diversity

STAFF, PARTNERS, STUDENT COLLABORATORS

Strategic Objective 2:
Actively foster a balanced and supportive work climate through facilitating meaningful connections and collaboration that honor diverse perspectives and help us to realize our organizational mission

Metrics:
- Internal climate survey, conducted twice each year, to evaluate staff and student collaborator job satisfaction, wellbeing, and climate perceptions
- Post-onboarding survey responses

Actions:
- Ensure clear mechanisms for providing feedback throughout the year, including regular 1:1 meetings between staff and supervisors where supervisors are encouraged to regularly engage with staff about their overall wellbeing, work-life balance, and any schedule adjustments; twice-yearly internal staff climate surveys; yearly performance reviews, and ad hoc mechanisms to handle elevation of urgent incidents and manage conflicts. Some of this will involve creating new pathways for feedback, while others are well-established mechanisms that we need to remind everyone of regularly (like the route to report

harassment and/or discrimination to the Equity, Civil Rights & Title IX Office). A key principle of these feedback mechanisms is for feedback to flow in multiple directions - from supervisees to supervisors and unit leadership, from supervisors to supervisees, and from leadership to all staff

- Continue process of inviting staff to complete structured exit interviews and review responses to identify actionable steps to take in response
- Leveraging the learning done through the "Creating Climates Resistant to Sexual Harassment" training and incorporating a new anti-harassment statement into policies, events, and learning experiences (note that the statement will be shared with the Equity, Civil Rights & Title IX Office for feedback and iteration)
- Convene a discussion among supervisors and leadership team about consistent approaches to equitable workload balance thoughtful adjustments among individuals of different needs/statuses
- Publicize and incorporate an organizational statement crafted by CAI's Leadership team in support of our commitment to creating a climate and culture resistant to sexual harassment into our policies, templates and processes.
- Publicize guidance related to the in-office and University support mechanisms for conflict resolution that speaks about the opportunity to share feedback with and seek support from Associate Director of Talent Management and Organizational Development and DEI Co-Lead Ana Dora; to engage a "skip-level" conversation where a supervisee engages in a conversation with their supervisor's boss; and to encourage staff members' understanding of when and how to report concerns for resolution to the Equity, Civil Rights and Title IX Office (ECRT) as needed.

Primary DEI Goal: Inclusivity

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 & STUDENT COLLABORATORS (PROSPECTIVE)

Strategic Objective 1:
Continue to systematically embed DEI practices and principles in our recruitment and interviewing processes

Metrics:
- Quantify hiring pool size and assess diversity with respect to gender and race over time

Actions:
1. Continue to critically evaluate if new jobs posted need formal degrees for candidates to succeed

2. Continue to explore new venues to post job ads with the goal of reaching broadly diverse applicants (We have requested support to pay for postings as part of our Diversity 2.0 Resource Request proposal)
3. Continue to standardize our interview process, including asking candidates for preferred name, accessibility needs, pronouns, accommodations, making sure captions are turned on, etc.

Primary DEI Goal: Diversity

STAFF & STUDENT COLLABORATORS (CURRENT)

Strategic Objective 2:
Facilitate an inclusive and diverse culture where we learn about and work together on applying Diversity Skills

Metrics:
- Report on number of trainings offered, percent of staff engaged, and total hours spent on formally-offered DEI training across the organization by role and level
- Internal Climate survey, conducted twice each year, to evaluate staff and student collaborator engagement and application of Diversity Skills

Actions:
- Create a DEI Community of Practice (CoP) at CAI and host engagement sessions to discuss how DEI work is integrated across our organization, to understand good practices from our peers, and to understand and apply current research
- Create space to review and understand peer efforts in this area, and explore collaborations with other units through ODEI to share examples and convene a peer group
- Host workshops/training in collaboration with other units on campus (e.g., Spectrum, CRLT, PEARS, ODEI, OGC), including on topics like:
    - Creating a climate resistant to sexual harassment
    - Intercultural competence using the intercultural development inventory
    - Unconscious bias
    - Sensitivity training
    - Difficult conversations
    - Identity and allyship
    - Ableism/anti-ableism
    - Privilege
    - Fostering inclusive and diverse perspectives
    - Diverse teamwork and communication practices

Primary DEI Goal: Inclusivity

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.

PARTNERS, U-M COMMUNITY, GLOBAL LEARNERS

Strategic Objective 1:
Source and support the creation of specific DEI-related content

Metrics:
- Report on how many initiatives that relate to DEI content strategy are sourced/produced
- Report on number of initiatives that include DEI goals and characterize their breakdown

Actions:
- Develop a process to track DEI content sourcing and goals

Primary DEI Goal: Diversity

U-M COMMUNITY, GLOBAL LEARNERS

Strategic Objective 2:
Produce products that are DEI-informed and accessible across a variety of dimensions

Metrics:
- Track diversity of expert perspectives highlighted in the portfolio
- Quantify progress on making content and technology accessible (We have requested support to hire student collaborators to conduct accessibility reviews as part of our Diversity 2.0 Resource Request proposal)
- Report learner engagement with products by gender and race/ethnicity and other diversity measures (first-generation engagement with higher education, in need of accessibility support, etc.)
- Report results of new questions on global learner surveys investigating learning perspectives regarding diversity of perspectives within and accessibility of content
- Report the quantitative relationships between tool usage and opportunity gaps
- Establish a model for evaluating the degree to which a course is DEI-supportive and complete for at least 10% of the portfolio (We have requested support to hire a postgraduate fellow to develop this model as part of our Diversity 2.0 Resource Request proposal)
- Track user research interviews conducted with broadly diverse learners (We have requested support for this as part of our Diversity 2.0 Resource Request proposal)

Actions:

- Add DEI questions to our pre- and post-surveys for content
- Establish practices to invite new faculty and departments to the innovation space, including identifying barriers to engagement and working to reduce friction, and offering honoraria to honor the labor involved (We have requested support to offset the costs associated with honoraria as part of our Diversity 2.0 Resource Request proposal)
- Identify and document how DEI practices (like selecting diverse perspectives for inclusion, and ensuring accessible materials are selected and/or created) are integrated into content production and represented in process maps and meeting design templates
- Ensure practices to achieve DEI-related objectives are embedded in the design for each project, including establishing objectives at the start; taking into account the range of voices in our community and representing broadly diverse perspectives (We have requested support to offset the costs associated with developing XR environments and situations where diverse learners feel welcome and included by leveraging a diverse pool of actors as part of our Diversity 2.0 Resource Request proposal)
- Establish a process for incorporating broadly diverse perspectives and ensuring accessibility for existing products that did not start with a DEI framework
- In our initiative proposal form, we invite requestors to share how they believe their proposed project may impact Diversity, Equity, and Inclusion broadly. We now have an opportunity to review these statements against the impact of the initiatives themselves. We plan to develop a pilot initiative to explore and compare DEI proposal objectives against impact reached in projects. Begin with a representative set of projects to test a method/approach before scaling.
- Create a comprehensive view of DEI activity across our portfolio by creating an annual report showcasing new content that addresses DEI-related themes, highlighting diverse expert perspectives shared in our initiatives, and featuring research efforts identify scalable strategies to create more equitable and inclusive learning experiences.
- Establish clear processes for addressing offensive or sensitive content
- Act as a convener and creator to help the University broadly evaluate curricular DEI outcomes and experiences leveraging large campus datasets (We have requested support to hire a postgraduate fellow to help facilitate this effort as part of our Diversity 2.0 Resource Request proposal)

Primary DEI Goal: Inclusivity

STAFF & STUDENT COLLABORATORS

Strategic Objective 3:
Be a work environment where staff are able to consistently upskill professionally to enable active support for DEI product creation

Metrics:

- Report on staff skill development needs and growth
- Internal Climate survey, conducted twice each year, to evaluate staff perceptions of skill

growth and needs

Actions:
- Host workshops for staff around product-specific skills to support diverse and inclusive communities, including topics like:
    - Building accessible software
    - Lighting for BIPOC
    - Survey question design for inclusivity
    - Data visualization best practices
    - Culturally responsive pedagogy
    - Communication strategies for effective communication with different audiences

Primary DEI Goal: Inclusivity

Goal-related Metrics – *[School, College or Unit]* Measures Tracked Over Time

Staff, Faculty, Student Collaborators, U-M Community Learners, Global Learners:
Demographic Composition
- Headcount
- Race/ethnicity
- Sex
- Age (generation cohort)

Staff:
- *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
- *Hiring Pool Diversity:* Quantify hiring pool size and assess diversity with respect to gender and race over time over time
- *Onboarding Experience:* Post-onboarding survey
- *DEI Learning Time:* Report on number of trainings offered, percent of staff engaged, and total hours spent on DEI training across the organization and by role and level

- *DEI Skill Needs & Proficiency:* Report on staff skill development needs and growth

Products:
- *DEI Sourcing:* Track consultations with CAI partners and broader U-M communities on DEI topics
- *Accessibility Support:* Quantify progress on making content and technology accessible
- *Platform Usage:* Report the quantitative relationships between tool usage and opportunity gaps
- *Course-Based Diversity Evaluation:* Create a method to evaluate the degree to which a course is DEI-supportive and complete for 10% of the portfolio. Report results
- *Global Learner DEI Scales:* Report responses to DEI questions on global learner surveys

Action Planning Tables with Details and Accountabilities

PEOPLE *(Recruitment, Retention & Development)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Staff	Be an environment that attracts and retains diverse staff and collaborators and supports equitable career development and advancement through clear and inclusive policies and practices and access to a transparent HR system	Leverage ODEI-provided metrics to annually review staff diversity breakdown on race/ethnicity and gender over time Internal Climate survey measures around staff awareness and comfort navigating the HR system and career advancement expectations	HR will continue work with leadership to create and highlight career pathways where possible for roles at the Center Create processes/visuals to help leadership to track staff career progression, promotion, and retention Make information about equity reviews and the reclassification process accessible to all staff on CAI's intranet and review with staff at yearly team meetings	CAI Operations Team, DEI Co-Lead
Staff (current), Partners, Student Collaborators	Actively foster a balanced and supportive work climate	Internal Climate survey, conducted twice each year, to evaluate staff and student collaborator job satisfaction, wellbeing, and climate perceptions	Ensure clear mechanisms for providing feedback throughout the year, including regular 1:1 meetings between staff and supervisors where supervisors are encouraged to regularly engage with staff about	CAI Leadership, CAI Operations Team, DEI Co-Lead

		Post-onboarding survey responses	their overall wellbeing, work-life balance, and any schedule adjustments; twice-yearly internal staff climate surveys; yearly performance reviews, and ad hoc mechanisms to handle elevation of urgent incidents and manage conflicts. Some of this will involve creating new pathways for feedback, while others are well-established mechanisms that we need to remind everyone of regularly (like the route to report harassment and/or discrimination to the Equity, Civil Rights & Title IX Office). A key principle of these feedback mechanisms is for feedback to flow in multiple directions - from supervisees to supervisors and unit leadership, from supervisors to supervisees, and from leadership to all staff Continue process of inviting staff to complete structured exit interviews and review responses to identify actionable steps to take in response Leveraging the learning done through the "Creating Climates Resistant to Sexual Harassment" training and incorporating a new anti-harassment statement into policies, events, and learning experiences (note that the statement will be shared with the Equity, Civil Rights & Title IX Office for feedback and iteration) Convene a discussion among supervisors and leadership team about consistent approaches to equitable workload balance and thoughtful adjustments among individuals of different needs/statuses Publicize and incorporate an organizational statement crafted by CAI's Leadership team in support of our commitment to creating a climate and culture resistant to	

| | | | sexual harassment into our policies, templates and processes.

Publicize guidance related to the in-office and University support mechanisms for conflict resolution that speaks about the opportunity to share feedback with and seek support from Associate Director of Talent Management and Organizational Development and DEI Co-Lead Ana Dora; to engage a "skip-level" conversation where a supervisee engages in a conversation with their supervisor's boss; and to encourage staff members' understanding of when and how to report concerns for resolution to the Equity, Civil Rights and Title IX Office (ECRT) as needed. | |

PROCESS *(Promoting & Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Staff & Student Collaborators	Continue to systematically embed DEI practices and principles in our approach to recruitment, hiring, and selection	Quantify hiring pool size and assess diversity with respect to gender and race over time	Continue to critically evaluate if new jobs posted need formal degrees for candidates to succeed Continue to explore new venues to post job ads with the goal of reaching broadly diverse applicants (We have requested support to pay for postings as part of our Diversity 2.0 Resource Request proposal) Continue to standardize our interview process, including asking candidates for preferred name, accessibility needs, pronouns, accommodations, making sure captions are turned on, etc.	CAI Operations Team
Staff & Student Collaborators	Facilitate an inclusive and diverse culture where we learn about and work together on applying	Report on number of trainings offered, percent of staff engaged, and total hours spent on formally-offered DEI training across	Create a DEI Community of Practice (CoP) at CAI and host engagement sessions to discuss how DEI work is integrated across our organization, to understand good practices from	DEI Co-Lead

| | Diversity Skills | the organization by role and level

Internal Climate survey, conducted twice each year, to evaluate staff and student collaborator engagement and application of Diversity Skills | our peers, and to understand and apply current research

Create space to review and understand peer efforts in this area, and explore collaborations with other units through ODEI to share examples and convene a peer group

Host workshops/training in collaboration with other units on campus (e.g., Spectrum, CRLT, PEARS, ODEI, OGC), including on topics like:
Creating a climate resistant to sexual harassment
Intercultural competence using the intercultural development inventory
Unconscious bias
Sensitivity training
Difficult conversations
Identity and allyship
Ableism/anti-ableism
Privilege
Fostering inclusive and diverse perspectives
Diverse teamwork and communication practices | |

PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Partners, U-M Community, Global Learners	Source and support the creation of specific DEI-related content	Report on how many initiatives that relate to DEI content strategy are sourced/produced

Report on number of initiatives that include DEI goals and characterize their breakdown | Develop a process to track DEI content sourcing and goals | CAI Leadership, DEI Co-Lead |
| | Produce products that are DEI-informed and accessible | Track diversity of expert perspectives highlighted in the portfolio

Quantify progress on making | Add DEI questions to our pre- and post-surveys for content

Establish practices to invite new faculty and departments | DEI Co-Lead |

	across a variety of dimensions	content and technology accessible (We have requested support to hire student collaborators to conduct accessibility reviews as part of our Diversity 2.0 Resource Request proposal) Report learner engagement with products by gender and race/ethnicity and other diversity measures (first-generation engagement with higher education, in need of accessibility support, etc.) Report results of new questions on global learner surveys investigating learning perspectives regarding diversity of perspectives within and accessibility of content Report the quantitative relationships between tool usage and opportunity gaps Establish a model for evaluating the degree to which a course is DEI-supportive and complete for at least 10% of the portfolio (We have requested support to hire a postgraduate fellow to develop this model as part of our Diversity 2.0 Resource Request proposal) Track user research interviews conducted with broadly diverse learners (We have requested support for this as part of our Diversity 2.0 Resource Request proposal)	to the innovation space, including identifying barriers to engagement and working to reduce friction, and offering honoraria to honor the labor involved (We have requested support to offset the costs associated with honoraria as part of our Diversity 2.0 Resource Request proposal) Identify and document how DEI practices (like selecting diverse perspectives for inclusion, and ensuring accessible materials are selected and/or created) are integrated into content production and represented in process maps and meeting design templates Ensure practices to achieve DEI-related objectives are embedded in the design for each project, including establishing objectives at the start; taking into account the range of voices in our community and representing broadly diverse perspectives (We have requested support to offset the costs associated with developing XR environments and situations where diverse learners feel welcome and included by leveraging a diverse pool of actors as part of our Diversity 2.0 Resource Request proposal) Establish a process for incorporating broadly diverse perspectives and ensuring accessibility into existing products that did not start with a DEI framework In our initiative proposal form, we invite requestors to share how they believe their proposed project may impact Diversity, Equity, and Inclusion	

			broadly. We now have an opportunity to review these statements against the impact of the initiatives themselves. We plan to develop a pilot initiative to explore and compare DEI proposal objectives against impact reached in projects. Begin with a representative set of projects to test a method/approach before scaling. Create a comprehensive view of DEI activity across our portfolio by creating an annual report showcasing new content that addresses DEI-related themes, highlighting diverse expert perspectives shared in our initiatives, and featuring research efforts identify scalable strategies to create more equitable and inclusive learning experiences. Establish clear processes for addressing offensive or sensitive content Act as a convener and creator to help the University broadly evaluate curricular DEI outcomes and experiences leveraging large campus datasets (We have requested support to hire a postgraduate fellow to help facilitate this effort as part of our Diversity 2.0 Resource Request proposal)	
Staff, Student Collaborators	Be a work environment where staff are able to consistently upskill professionally to enable active support for DEI product creation	Report on staff skill development needs and growth Internal Climate survey, conducted twice each year, to evaluate staff perceptions of skill growth and needs	Host workshops for staff around product-specific skills to support diverse and inclusive communities, including topics like: • Building accessible software • Lighting for BIPOC • Survey question design for inclusivity	CAI Leadership Team

			• Data visualization best practices • Culturally responsive pedagogy • Communication strategies for effective communication with different audiences	

Plans for Supporting, Tracking and Updating the Strategic Plan

Cait Hayward, Director of Research and Analytics and one of CAI's DEI co-leads will be the key contact for the plan stewardship. She will lead this work in partnership with James DeVaney, the Associate Vice Provost for Academic Innovation, Executive Founding Director of the Center, and DEI co-lead for CAI.

These groups will conduct quarterly reviews of the unit's progress on the plan along with hosting an annual All Hands event focused on DEI to engage all staff at CAI in reflecting on our current state and imagining the future we want to see realized. Quarterly reports on progress will be presented to the CAI Leadership Group as well as a final evaluation of metrics and accomplishments against the plan. Recommendations will be presented to the CAI Leadership team beginning in May 2023.