



**A Call to Action:
Strategic Plan for Diversity, Equity, and Inclusion at Central Michigan University
2023 – 2028**

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”
— James Baldwin

Introduction

Historically, Central Michigan University has sought to ensure an accessible education to individuals who lacked access points to a college degree. While its early curricula were more in alignment with the normal school tradition, CMU has since grown into its own, garnering a wide array of educational opportunities for an increasingly diverse student population. CMU has cultivated its own narratives, traditions, and identities along the way. While there are several instances of actualizing the ideals of diversity, equity, and inclusion in CMU’s history, we have room for improvement as an institution.

At Central Michigan University, diversity is the ability to demonstrate representation of an array of identities, backgrounds, perspectives, and talents. **Diversity** work seeks to lessen homogeneity to strengthen communities, environments, and ecosystems. Diversity offers choice, options, and more equitable representation across curricula, pedagogy, policy, and practice. It also nurtures innovation, creativity, and a richness of experience. In turn, **equity** is a mindfulness towards ensuring that the opportunities and resources made readily available to all, are also cultivated and shared in a manner that takes context, nuance, and specificity into account.

Inclusion is the act of operationalizing diversity to ensure communities, departments, and units provide equitable opportunities for engagement to a diverse population. Diversity offers a seat at the table; inclusion ensures everyone at the table feels heard and valued. On college campuses, inclusion can emerge in the form of financial equity (e.g., opportunities for financial aid, grant funding for minoritized scholars, properly financing diversity initiatives), social diversity (e.g., relationships/mentorships built across identity, clubs and organizations providing open-access membership, affinity groups for faculty, staff, and students, sustained dialogue initiatives), curricular diversity (e.g., inclusion of critical methodologies, the use of intentional dialogue techniques, studies led by researchers of diverse backgrounds, course readings curated with purpose, the use of universal design in the classroom), and structural diversity (e.g., audio/visual accessibility, spiritual space, room décor, intentional displays in the library, gender neutral restrooms, space for nursing caretakers, railings, ramps, and wheelchair accessible spaces).

Justice seeks to remedy inequities which stem from systemic oppression and other social issues. From policy implementation to procedural reviews, justice targets bias, discrimination, and stratifications with intentionality and offers corrective action. It involves reflexivity, interrogation, and a willingness to invest in holistic improvements. At CMU, justice is diversity, equity, and inclusion put into practice.

Belonging makes considerations for how individuals experience day-to-day interactions with campus and the surrounding community, paying specific attention to those who are most vulnerable within the community. These considerations disrupt policy, practice, and procedures that target or exclude populations, and offers multifaceted support which takes a diverse range of needs into account. We strive for a campus culture where everyone is welcomed and appreciated. We endeavor to achieve these goals through the cultivation of more inclusive praxis, curricula, pedagogy, programs, and policies to ensure a sense of security and belonging throughout campus.

Active engagement in Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB) allows CMU to nurture a holistic learning environment, rich with different experiences, ideas, and modalities for involvement. Pluralistic learning and research generates a stronger appreciation for difference and fosters the open exchange of ideas and inspiration, as well as new access points for collaboration. The full implementation of diversity, equity, inclusion, justice, and belonging at CMU would demonstrate a commitment to social change by affording traditionally underserved populations with a quality education,

preparing all students to serve as global citizens, improving the statistical underrepresentation of minoritized folk in critical fields of study, and utilizing cutting-edge research to address societal needs.

Inculcated within CMU's mission, vision, and values is a focus on deliberate and conscious elevation as part of cultural change that is equitable and inclusive. When these changes are activated, the change process creates pathways for an openness to person-centered belonging, whether applied to students, faculty, staff, or community members. The six pillars on which the Leadership Standards rest are such that transformative leadership becomes inevitable when practiced with consistency, transparency, and reliability. Our transformative leadership standards therefore endeavor to build upon CMU's core values in ways that create a campus culture of authenticity and belonging. Such a culture offers a universal experience where integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation are apparent.

While each of the Leadership Standards are salient in cultivating healthy social change among each segment of the institution, *A Call to Action* leverages the standard, "Proactive, Responsible, and Accountable", to guarantee CMU's DEIJB goals come to fruition. Specifically, this document requires faculty, staff, and administration throughout campus to utilize the following accountability strategies in executing the DEI Strategic Plan:

- Determine how each unit will embed the DEI Strategic Plan into daily operations.
- Complete established methods and tasks within their established timeframe.
- Conduct an annual review of progress towards completion.
- Administer the assessment tools identified by the University Diversity, Equity, and Inclusion Council (UDEIC) to properly assess and evaluate progress towards completion.
- Document and disseminate findings on progress towards completion.
- Employ accountability resources to maintain our focus on goal realization.
- Provide accountability resources with the support they require to serve as effective advocates.
- Attend to unit-level deficiencies within the allotted timeframe.

Within the Office for Institutional Diversity, Equity, and Inclusion, we acknowledge the myriad ways students, faculty, staff, and community partners have contributed to the DEIJB gains we have observed at CMU. It's worth mentioning that amid

multiple pandemics, each constituency has persisted in working towards addressing systemic societal issues that emerge on our campus. Still, it is important for CMU to find different ways to amplify these efforts in a sustained and accessible manner to broaden awareness and bring attention to our collective progress. Thus, the 2023-2028 Strategic Plan for Diversity, Equity, and Inclusion will set into motion the task of assessing our effectiveness in DEIJB, enhancing existing opportunities, in addition to implementing strategies which will advance the institution's focus on rigor, relevance, and excellence.

Process

Near the close of the fall 2021 semester and into the spring of 2022, UDEIC worked alongside educational consulting group EAB to chart out a timeline for cultivating and institutionalizing a five-year DEI Strategic Plan. We reviewed past data available in former strategic plans and surveys, which were further contextualized by data emerging from recent OIDEI listening sessions. During the 2021-2022 academic year, UDEIC held listening sessions with students, staff, and faculty.

Three priorities emerged from these efforts, which now serve as the foundation for the 2023-2028 DEIJB Strategic Plan:

1. Diversify Faculty and Staff
2. Equalize Graduation Rates
3. Foster a More Inclusive Community

In concordance with the development of the DEI Strategic Plan, OIDEI also administered a culture and climate survey to CMU community members. The survey was disseminated by the external consultant group, Viewfinder, throughout the month of October. Findings from the survey will further inform the DEI Strategic Plan implementation process, in addition to bolstering institutional aims to enhance opportunities for inclusion and belonging.

Strategic Plan for Diversity, Equity, and Inclusion

DIVERSIFY FACULTY & STAFF

1. Goal: Attract, Recruit, and Hire Diverse Faculty & Staff

Objective: Increase number of minoritized faculty and staff across units.

Strategies/Tasks:

2023	<ul style="list-style-type: none"> • Focus on recruitment, policy changes and implementation. • Establish congruence in HR/FPS processes that systematize promising DEIJB practices. • Enhance and execute Diversity Advocate training across disciplines and functional areas. • Develop a systemic process for strategic hiring. • Examine departmental recruitment/hiring bylaws and procedures. • Broaden onboarding and socialization techniques. • Centralize recruitment and retention information/resources.
2024	<ul style="list-style-type: none"> • Measure effectiveness of policy review. • Measure effectiveness of Diversity Advocate enhancements. • Seek feedback on process from selection/placement resulting from opportunity hire. • Review and revise process for strategic hiring. • Review and revise socialization programs.
2025	<ul style="list-style-type: none"> • Assess alignment of resource allocations with articulated recruitment needs. • Examine the lived experiences of minoritized faculty and staff recruited between 2022-2025. • Continue to revisit and strengthen articulated updates to hiring policies and procedures.
2026	<ul style="list-style-type: none"> • Scale-up funding structure dedicated to the advancement of faculty and staff diversification. • Scale-up onboarding and socialization techniques.
2027	<ul style="list-style-type: none"> • Review and revise effectiveness of funding structure and resource allocations towards faculty and staff diversification. • Analyze effectiveness of socialization initiatives. • Analyze effectiveness of Diversity Advocates program. • Review and revise centralized recruitment and retention information/resources.
2028	<ul style="list-style-type: none"> • Analyze faculty and staff 2020 – 2028 demographic statistics for observed changes. • Initiate climate and culture review centering faculty. <ul style="list-style-type: none"> ○ Focus groups, roundtable discussions, departmental meeting discussions

- Initiate climate and culture review centering staff.
 - Focus groups, roundtable discussions, departmental meeting discussions
- Scale-up processes for strategic hiring.

Expected Outcomes:

- Increased number of minoritized faculty and staff across units.
- Enhanced institutionalization of culturally significant recruitment and retention techniques.
- Enhanced feelings of inclusion and belonging.
- Enhanced student experience, particularly in the areas of curricular, pedagogical, and praxis development, as well as representation.

Accountability Resources:

- Search Committees, Search Chairs
- FPS, HR, OCRIE, and OIDEI
- Departments and Deans
- Academic Planning and Analysis
- UDEIC

2. Goal: Advance Central Michigan University’s Commitment as an Equitable and Inclusive Community

Objective: Increase faculty and staff understanding of contexts related to diversity, equity, inclusion, justice, and belonging.

Strategies/Tasks:

2023	<ul style="list-style-type: none"> • Develop funding structure for faculty and staff development. • Develop, pilot, and offer robust DEIJB curricular offerings for faculty and staff. • Provide diverse modalities for DEIJB professional development resources and workshops. • Provide variety in session foci (e.g., implicit bias, human trafficking, Indigenous ways of knowing, etc.). • Assess effectiveness of established unit-based DEIJB workshops and trainings. • Encourage faculty and staff enrollment in courses and certificate options available at CMU.
2024	<ul style="list-style-type: none"> • Enhance scope of workshop and training capabilities. • Review and revise efficiency of professional development and workshop modalities. • Review and revise effectiveness of funding structure and resource allocations towards faculty and staff development. • Review and revise the ways learning and growth are recognized in personnel employment review.
2025	<ul style="list-style-type: none"> • Evaluate effectiveness and breadth of session foci. • Review and revise/update session foci.

	<ul style="list-style-type: none"> • Design protocols to measure impact of faculty/staff learning upon the student experience.
2026	<ul style="list-style-type: none"> • Review and revise effectiveness of DEIJB curricular offerings for faculty and staff.
2027	<ul style="list-style-type: none"> • Analyze impact of faculty/staff learning upon the student experience.
2028	<ul style="list-style-type: none"> • Analyze increased understanding of faculty and staff employed between 2023 – 2028. • Adjust, as appropriate, funding structure for faculty and staff development.

Expected Outcomes:

- Increased faculty and staff understanding of contexts related to diversity, equity, inclusion, justice, and belonging.
- Enhanced awareness of historical and contemporary DEIJB concepts and contexts.
- Improved campus climate and culture.
- Decreased instances of discrimination and harm caused by university personnel.

Accountability Resources:

- Office of the Provost
- College Deans, Associate/Assistant Deans
- Department Chairs
- OIDEI Diversity and Inclusion Fellow
- Diversity Education

3. Goal: Retain Diverse Faculty and Staff

Objective: Sustain diversity and equity amongst faculty and staff across units.

Strategies/Tasks:

2023	<ul style="list-style-type: none"> • Launch climate study to faculty, staff, and students. • Finalize selection of culturally significant assessment instrument. • Examine departmental promotion/tenure bylaws and procedures. • Develop pathway programs focused on sustained leadership and intentional promotion praxis. • Design and implement structured mentoring and socialization programs. • Allocate funding for strategic professional development opportunities. • Review capital plan to ensure structural diversity is inculcated in future construction projects. • Develop data analysis structure for exit survey completion. • Establish/re-establish affinity associations.
2024	<ul style="list-style-type: none"> • Implement class and comp review.

	<ul style="list-style-type: none"> • Conduct exploratory analysis of workload parity. • Embed the recognition of culturally informed modes of research, pedagogy, and service within tenure/promotion processes. • Embed culturally significant assessment instrument in performance evaluations and reviews. • Analyze relationship between faculty and staff demographics, and promotion/tenure bylaw and procedures. • Review and revise leadership pathway programming. • Streamline institutional separation processes to include completion of exit surveys. • Support the growth and development of affinity associations.
2025	<ul style="list-style-type: none"> • Assess alignment of resource allocations with articulated retention needs. • Initiate second iteration of climate and culture review. • Analyze relationship between faculty and staff demographics, and leadership pathway programming. • Continue to revisit and strengthen articulated updates to tenure/promotion policies and procedures. • Analyze effective usage of culturally significant assessment instrument in performance evaluations and reviews. • Analyze data emergent from exit surveys; utilize a data-driven response to address voluntary departures. • Explore community-based approaches to increasing structural diversity in Mount Pleasant.
2026	<ul style="list-style-type: none"> • Scale-up socialization and mentoring programs. • Scale-up resources available in broader Mount Pleasant community. • Review and revise funding structure for affinity association operations. • Analyze effectiveness of tenure/promotion processes in recognizing culturally informed modes of research, pedagogy, and service.
2027	<ul style="list-style-type: none"> • Review and revise effectiveness of funding structure and resource allocations towards faculty and staff retention. • Analyze effectiveness of socialization and mentoring programs. • Review efforts established to garner structural diversity on campus.
2028	<ul style="list-style-type: none"> • Analyze faculty and staff 2020 – 2028 demographic statistics for observed changes. • Initiate climate and culture review centering faculty. <ul style="list-style-type: none"> ○ Focus groups, roundtable discussions, departmental meeting discussions • Initiate climate and culture review centering staff. <ul style="list-style-type: none"> ○ Focus groups, roundtable discussions, departmental meeting discussions • Scale-up processes for socialization and mentoring. • Analyze development of structural diversity on campus and in Mount Pleasant.

Expected Outcomes:

- Sustained diversification of faculty and staff across units.
- Enhanced student experience, particularly in the areas of curricular, pedagogical, and praxis development, as well as representation.
- Enhanced feelings of inclusion and belonging.
- Advancement of CMU’s commitment to demonstrating rigor, relevance, and excellence.

Accountability Resources:

- Office of the Provost
- FPS, HR, OCRIE, and OIDEI
- Deans and Associate/Assistant Deans
- Department Chairs
- Academic Planning and Analysis
- UDEIC

EQUALIZE GRADUATION RATES

1. Goal: Decrease Stratifications Persisting Between White Students and Black, Indigenous, People of Color (BIPOC) Students

Objective: Identify and address barriers that prohibit BIPOC students from graduating within 4 years.

Strategies/Tasks:

2023	<ul style="list-style-type: none">• Examine how costs may serve as barriers to BIPOC student graduation rates.<ul style="list-style-type: none">○ Tuition/loans, access to scholarships and employment, housing, dining, cost of living, financial wellness, healthcare.• Analyze potential financial disparities disproportionately impacting BIPOC students.• Finalize selection of culturally significant assessment instrument.• Educate faculty and staff on resource provisions and referral processes for services on and off campus.
2024	<ul style="list-style-type: none">• Develop funding structure to reduce inequities emergent from financial analysis.• Embed culturally significant assessment instrument in evaluating course engagement and the impact of campus resources.
2025	<ul style="list-style-type: none">• Initiate second iteration of climate and culture review.• Utilize findings drawn from analyses to inform budgetary development.• Assess and revise funding structures developed to reduce cost as a barrier to BIPOC student success.• Review and revise educational resources cultivated to educate faculty and staff providing support to BIPOC students.
2026	<ul style="list-style-type: none">• Utilize findings drawn from assessments to create data-informed approaches to tackling financial disparities.• Review and revise educational opportunities designed to develop faculty and staff providing support to BIPOC students.
2027	<ul style="list-style-type: none">• Review and revise data-driven funding structures developed to reduce inequities.

	<ul style="list-style-type: none"> Review and revise effectiveness of culturally significant assessment instrument.
2028	<ul style="list-style-type: none"> Analyze student 2020 – 2028 graduation rates for observed changes.

Expected Outcomes:

- Identification of barriers prohibiting BIPOC students from graduating within 4 years.
- Established social justice approach to eliminating barriers to student success.
- Increased access among BIPOC students to resources contributing to student success.
- Decreased gaps in graduation rates between White students and BIPOC students.
- Advancement of CMU’s commitment to demonstrating rigor, relevance, and excellence.

Accountability Resources:

- Academic Planning and Analysis
- OIDEI
- Division of Student Affairs
- Student Recruitment and Retention
- UDEIC

2. Goal: Reduce Curricular/Co-Curricular Challenges Contributing to Gaps in BIPOC Student Graduation Rates

Objective: Encourage use of inclusive praxis and pedagogical strategies that support BIPOC student success.

Strategies/Tasks:

2023	<ul style="list-style-type: none"> Analyze infrastructure supporting accessibility needs to identify gaps in resources. <ul style="list-style-type: none"> ○ Mobility, vision and hearing impairments, course availability/flexibility, accommodations, leave/absence policies, English as a second language, testing, etc. Incorporate DEIJB lens within curricular review. Develop data analysis structure to measure the utilization of holistic course offerings and support services. Assess effectiveness of unit-based DEIJB interventions, curricula, and initiatives dedicated to eliminating barriers to BIPOC student success.
2024	<ul style="list-style-type: none"> Develop funding structure to reduce inequities emergent from accessibility analysis. Analyze unit-based assessment and evaluation of DEIJB interventions, curricula, and initiatives dedicated to eliminating barriers to BIPOC student success. Review and revise resources designed to offer examples of diverse curricula, pedagogy, and practice.
2025	<ul style="list-style-type: none"> Utilize findings drawn from analyses to inform curricular, pedagogical, and programmatic development. Examine the lived experiences of minoritized students enrolled between 2022-2025.

2026	<ul style="list-style-type: none"> • Scale-up DEIJB interventions, curricula, and initiatives dedicated to eliminating barriers to BIPOC student success. • Review and revise funding structure developed to reduce inequities emergent from accessibility analysis.
2027	<ul style="list-style-type: none"> • Review and revise efforts to incorporate DEIJB lens within curricular review. • Review and revise data analysis structure designed to measure the utilization of holistic course offerings and support services.
2028	<ul style="list-style-type: none"> • Initiate climate and culture review centering students. <ul style="list-style-type: none"> ○ Focus groups, roundtable discussions, residence hall and student organization discussions.

Expected Outcomes:

- Decreased curricular/co-curricular challenges contributing to gaps in BIPOC student graduation rates.
- Increased awareness of culturally informed pedagogy and praxis among faculty and staff.
- Increased implementation of culturally informed pedagogy and praxis.
- Increased feelings of inclusion and belonging among BIPOC students.

Accountability Resources:

- Office of the Provost
- Division of Student Affairs
- OIDEI
- Deans, Associate/Assistant Deans
- Department Chairs
- General Education Review Committee
- Curricular and Instructional Support
- Academic Planning and Analysis

3. Goal: Enhance Opportunities for Holistic Development and Socialization Among BIPOC Students

Objective: Remove or reduce barriers for BIPOC students to engage in growth and development on and off campus.

Strategies/Tasks:

2023	<ul style="list-style-type: none"> • Launch climate study to faculty, staff, and students. • Finalize selection of culturally significant assessment instrument. • Develop pathway programs focused on transitioning BIPOC students to campus and throughout their next four years. • Design and implement structured mentoring and socialization programs. • Allocate funding for strategic personal, professional, psychological, and identity development opportunities. • Review capital plan to ensure structural diversity is inculcated in future construction projects.
-------------	---

	<ul style="list-style-type: none"> • Examine funding structure for affinity spaces and organizations.
2024	<ul style="list-style-type: none"> • Assess and revise resource allocations designated for DEIJB-focused student support services. <ul style="list-style-type: none"> ○ Transportation, emergency care, healthcare, psychological services, housing, dining/food security, employment, caretaker resources, financial wellness, etc. • Embed culturally significant assessment instrument in performance evaluations and reviews. • Analyze relationship between faculty and staff demographics, student demographics, and student retention. • Review and revise pathway programming. • Support the growth and development of affinity spaces and organizations.
2025	<ul style="list-style-type: none"> • Assess alignment of resource allocations with articulated retention needs. • Initiate second iteration of climate and culture review. • Analyze relationship between student demographics and pathway programming. • Analyze effective usage of culturally significant assessment instrument in evaluation of DEIJB-focused student support services. • Explore community-based approaches to increasing structural diversity in Mount Pleasant.
2026	<ul style="list-style-type: none"> • Scale-up socialization and mentoring programs. • Scale-up resources available in broader Mount Pleasant community. • Review and revise funding structure for affinity space and organization operations.
2027	<ul style="list-style-type: none"> • Review and revise effectiveness of funding structure and resource allocations towards BIPOC student retention. • Analyze effectiveness of socialization and mentoring programs. • Review efforts established to garner structural diversity on campus.
2028	<ul style="list-style-type: none"> • Analyze student 2020 – 2028 demographic statistics for observed changes. • Scale-up processes for socialization and mentoring. • Analyze development of structural diversity on campus and in Mount Pleasant.

Expected Outcomes:

- Increased availability of holistic development and socialization opportunities for BIPOC students.
- Improved demonstration of structural diversity on and off campus.
- Increased engagement among BIPOC students in educational opportunities available on and off campus.
- Increased feelings of inclusion, belonging, and representation.

Accountability Resources:

- Office of the Provost
- Division of Student Affairs
- OIDEI, UDEIC
- Academic Planning and Analysis

FOSTER A MORE INCLUSIVE COMMUNITY

1. Goal: Embed Focus on DEIJB Within CMU’s Mission, Core Strategies, and Operations

Objective: Create and sustain an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout its daily operations. This dimension refers to the objectives and strategies that enable the institution to create a supportive climate, where differing perspectives and experiences are valued.

Strategies/Tasks:

2023	<ul style="list-style-type: none"> • Develop and revise CMU’s mission. • Identify structure for units to promote DEIJB-centered community engagement. • Explore professional development opportunities that will enhance Board of Trustees/ Administrative/Senior Officer proficiency related to DEIJB issues. • Create a process to strengthen and communicate the role of DEIJB in CMU’s core strategies and operational documents.
2024	<ul style="list-style-type: none"> • Develop senior administrator and supervisor DEIJB accountability audit to ensure consistent evaluation of DEIJB efforts. • Assess effectiveness of embedded DEIJB focus within CMU’s mission. • Examine existing structures designed to encourage DEIJB-centered community engagement.
2025	<ul style="list-style-type: none"> • Pilot senior administrator/supervisor DEIJB accountability audit. • Assess effectiveness of promising practices developed to communicate the role of DEIJB in CMU’s core strategies and operational documents.
2026	<ul style="list-style-type: none"> • Review and revise senior administrator/supervisor DEIJB accountability audit. • Assess effectiveness of Trustee/Administrative/Senior Officer DEIJB training and development.
2027	<ul style="list-style-type: none"> • Embed implementation of senior administrator/supervisor DEIJB accountability audit within all units and departments. • Review and revise process developed to communicate the role of DEIJB in CMU’s core strategies and operational documents. • Analyze and report systemic, longitudinal changes made to CMU’s mission, core strategies, and operational documents between 2020 and 2027.
2028	<ul style="list-style-type: none"> • Assess effectiveness of senior administrator/supervisor DEIJB accountability audit. • Assess effectiveness of strategy and policy review procedures in relationship to campus climate study.

Expected Outcomes:

- Increased focus on DEIJB within CMU’s mission, core strategies, and operations.
- Institutionalized commitment to accomplishing CMU’s DEIJB objectives.
- Institutionalized accountability for accomplishing CMU’s DEIJB objectives.
- Enhanced DEIJB skill sets among CMU leadership.

Accountability Resources:

- Office of the President
- OIDEI
- Office of the Provost
- HR, FPS
- UDEIC

2. Goal: Create a Culture that Allows All to Thrive

Objective: Develop an inclusive and psychologically safe educational environment.

Strategies/Tasks:

2023	<ul style="list-style-type: none">• Streamline and systematize DEIJB pathways from recruitment, admission, and orientation, through completion of the student experience.• Assess effectiveness of available culturally informed accountability and reporting measures.• Assess effectiveness of available restorative practice offerings.
2024	<ul style="list-style-type: none">• Evaluate, discuss, and identify what is core to CMU’s culture, which allows for people from diverse backgrounds to thrive.• Evaluate, discuss, and identify items requiring revision, which serve as barriers for people from diverse backgrounds to thrive.• Educate and inform faculty and staff on their role and responsibility as it relates to bolstered student DEIJB pathways.• Create safe ways for people to surface issues that may aid leadership in understanding their depth and breadth.
2025	<ul style="list-style-type: none">• Reassess campus culture and continue to develop in-depth discussions surrounding inclusivity and belonging.• Explore opportunities to enhance accountability and reporting measures.• Develop contemporary approaches to restorative practice across units.
2026	<ul style="list-style-type: none">• Evaluate effectiveness of student DEIJB pathways.• Assess effectiveness of faculty and staff DEIJB workshops centering their role in the successful recruitment, enrollment, and retention of students.
2027	<ul style="list-style-type: none">• Expand upon restorative practice offerings.• Expand upon culturally informed accountability and reporting measures.
2028	<ul style="list-style-type: none">• Analyze student demographics in relationship with student DEIJB pathways data.• Assess effectiveness of restorative practice offerings.• Assess effectiveness of culturally informed accountability and reporting measures.

Expected Outcomes:

- Increased feelings of safety.
- Increased feelings of inclusion and belonging.
- Decreased instances of retaliation, intimidation, and harassment.

Accountability Resources:

- OCRIE
- University Ombuds Office
- OIDEI
- UDEIC
- Office of the Provost
- Division of Student Affairs
- Student Recruitment and Retention

3. Goal: Cultivate an Inclusive, Welcoming Community Off-Campus

Objective: Engage Mt. Pleasant, Isabella County, Saginaw Indian Chippewa Tribal citizens, and community organizations to surface and discuss DEIJB needs.

Strategies/Tasks:

2023	<ul style="list-style-type: none">• Work alongside community partners to explore contemporary DEIJB needs.• Design and implement DEIJB community collaborative programs.• Allocate funding for strategic collaborations with community partners.• Review CMU capital plan in alignment with the Saginaw Indian Chippewa Tribe and Mt. Pleasant capital plan to ensure structural diversity is inculcated in future construction projects.• Invest in regional affinity associations.• Outline collaborative protocols that address DEIJB-related incidents within the region.
2024	<ul style="list-style-type: none">• Embed the engagement with culturally informed programs and service projects between the Saginaw Indian Chippewa Tribe, Isabella County, and CMU.• Embed culturally significant assessment instrument in governance and decision-making structures.• Analyze relationship between faculty, staff, and student demographics, with local laws and procedures.• Support the growth and development of regional affinity associations.
2025	<ul style="list-style-type: none">• Assess alignment of resource allocations with articulated DEIJB needs.• Initiate regional climate and culture review.• Revisit and strengthen articulated agreements with community partners through a DEIJB lens.• Revisit and strengthen updates to local laws and procedures.

	<ul style="list-style-type: none"> Analyze effective usage of culturally significant assessment instrument in governance and decision-making structures. Analyze data emergent from DEIJB-related incidents in relationship to collaborative responses to these incidents. Explore community-based approaches to increasing structural diversity in Mount Pleasant.
2026	<ul style="list-style-type: none"> Scale-up DEIJB socialization and mentoring programs. Scale-up DEIJB resources available in the region. Review and revise funding structure for regional affinity association operations.
2027	<ul style="list-style-type: none"> Review and revise effectiveness of funding structure and resource allocations towards community-based DEIJB efforts. Analyze effectiveness of DEIJB socialization and mentoring programs. Review efforts established to garner structural diversity in the region.
2028	<ul style="list-style-type: none"> Analyze area demographic statistics for observed changes. Scale-up processes for DEIJB socialization and mentoring. Analyze development of structural diversity on campus, in Mount Pleasant and Isabella County.

Expected Outcomes:

- Increased collaboration with community partners in attending to DEIJB needs.
- Increased engagement among BIPOC students in educational opportunities available on and off campus.
- Increased feelings of inclusion, belonging, and representation.

Accountability Resources:

- Government and External Relations
- OIDEI, UDEIC
- CMURC
- Saginaw Indian Chippewa Tribal Council
- Mt. Pleasant Boards and Commissions