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DEPARTMENT/COLLEGE:	Alumni Relations
NAME:	Katie Neu
DATE:	4/11/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Marcie Otteman – Executive Director of Alumni Relations and Development Strategies; Katie Neu – Assistant Director of Alumni Engagement

What group of advisors or representatives is engaged, and with what frequency?

Members of the community of 220,000+ living alumni that are members and allies of minoritized groups to engage with the university post-graduation.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

CMU Alumni Relations aims to increase the number of events and initiatives targeting minoritized populations, increasing the engagement from these communities post-graduation.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

We will know that this initiative is effective by measuring the number of attendees, especially first-time attendees that we have attend these events and initiatives, the engagement analytics from social media, and the outreach regarding events involving these minoritized populations in the future.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Funding to aid in the cost for initiatives and events that are targeting these specific populations and increase engagement for alumni.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

We will collect post-event survey data that will measure our intended outcomes for the events and initiatives. We expect to capitalize on the 220,000+ living alumni that are a members of these minoritized groups or allies to these groups.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Internal training initiatives to increase awareness of engaging in dialogue across difference as it relates to communicating with members of these minoritized populations.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

We will know that the initiative is effective by coordinating intentional trainings with our staff. We will measure effectiveness utilizing pre-training and post-training surveys.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Collaboration with the Office of Diversity and Inclusion to increase the number of events and engagement of minoritized populations, as well as intergroup dialogue training for staff members. Additional partnership will be forged with University Communications to reach the maximum number of CMU affiliates.

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Marcie Otteman, Katie Neu

Resources

Describe the unit resources dedicated to each initiative described above:

Staff time, financial contribution

DEPARTMENT/COLLEGE:	Athletics
NAME:	Cristy Freese
DATE:	3/4/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Cristy Freese, Executive Associate Athletic Director until June 30, 2019, TBD

What group of advisors or representatives is engaged, and with what frequency?

We have created an Athletic Diversity Council which includes the following staff:
Diversity Initiatives – Angie Moss, Ashlee Villarreal, Felicia Jefferson
Equity Initiatives – Rachel Blunt, Dylan Fittchet, Eddy Goddoy
Inclusion Initiatives – Jewel Cotton, Matt DePeaw, Andre English and SAAC representation

We meet every other month to discuss initiatives as we prepare to submit for FY20. Next academic year, we will meet once per month to move forward with current year initiatives and prepare for the following year.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Extension of Athletic Department's Blazing at Path to Success program to identify & assist coaches and administrative staff with the goal of preparing women and minorities for Head Coaching positions, and senior level administrative positions, within athletic departments.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Athletic Department will identify a minimum of 2 staff members for this program. They will participate in the Athletic Department's Blazing a Path to Success Program. (See attached) Along with the scheduled programming, each coach/staff will have a senior level mentor from athletic department. Each mentee will attend one professional development program from the NCAA. (i.e. Next Up, NCAA Minority Coaches Program, NCAA Leadership Institute, WeCoach, Coaches Academy). Each mentee will have a mock interview with CMU Athletic Director. The goal of this program is to prepare individual mentee for a head coach or senior leadership position. Athletics would request funding for the participants to attend the identified NCAA program.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Athletic Department will increase advertising of positions to include Leaders in Women's Sports and MOAA for every staff and coaching position. Athletic department will identify a campus or regional program to train hiring managers.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

A yearly review of athletic department job postings will be done by Angie Moss. Angie Moss will identify hiring training program for senior staff.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. For the past 3 years, the athletic department has sent one or two staff members to the NCAA Inclusion Forum. As we continue this, we would like to be more intentional about bringing ideas back to campus and implementing them for future initiatives.
2. Chip Chats – Student Athlete advisory Council is partnering with CMU Diversity Education and Sapphire Cureg for small group “chats” led by Diversity Education.
3. SAAC will have a Diversity & Inclusion Committee to work on yearly SAAC/Athletic Department initiatives as well as MAC Diversity & Inclusion Week/programming.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Identified staff members who attend 2019 NCAA Inclusion Forum will take ideas to educate department and present to ADC for discussion on future initiatives. Athletics would request funding to attend 2020 NCAA Inclusion forum.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

NCAA, CMU Diversity Education and Sapphire Cureg

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

TBD – Cristy Freese retiring June 30, 2019

Resources

Describe the unit resources dedicated to each initiative described above:

DEPARTMENT/COLLEGE:	CAM – College of the Arts and Media
NAME:	Andrew Spencer
DATE:	3/15/19

Internal Process:

Who organizes the unit’s diversity efforts and communicates with the UDEIC?

The Associate Dean of CAM, currently Andrew Spencer

What group of advisors or representatives is engaged, and with what frequency?

The CAM Diversity, Equity and Inclusion Committee will assist in promoting, engaging, and encouraging these initiatives. This committee will meet monthly, at a minimum.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- 1) A year-long speaker/event series program that is coordinated across/between CAM departments, with a theme on diversity. This program would be planned out for the year and should capitalize on other events and partnerships with other groups on campus. These events would showcase creative approaches to themes of diversity and would meet the goal of increasing the visibility of themes of diversity and underrepresented groups on campus. The series will include speakers, panels, performances, film screenings, and art exhibitions. CAM can provide additional resources to coordinate and publicize these events.
- 2) Create a "film school" in conjunction with the CMU Film Festival. The vision is to invite high school and community college students to come to campus and participate in the event which has CAM faculty present several hour-long sessions to educate students about production techniques, aesthetics, acting, music/scoring, etc. A portion of the film school would be devoted to diverse filmmakers and related topics. But even more importantly, this would be a recruitment tool to bring in a diverse and inclusive group of students to see CMU and our college. Finding a way to bring groups of students with little to no cost to them would be ideal. That might be able to be funded through external and/or internal grants.
- 3) Create an “Expanding Diversity in Curriculum Workshop”. This workshop will help faculty reassess their curriculum and teaching materials with a goal of making them more inclusive in terms of content and accessibility. Perhaps this can be planned with CETL or the Office of Diversity Education.
- 4) Barstow Artist-In-Residence Position - With an endowment from Stephen L. Barstow the Department of Art and Design is able to bring in a visiting artist every fall semester. Every third year we would search for an artist who whose background and/or creative research increases the diversity within our department. If implemented as policy the department will need to vote on this, but we expect support.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- 1) Measurable number of CAM sponsored events that focus on diversity, inclusion, and equity. Also measurable number of years this program series exists.
- 2) Increased participation of diverse high school students in the CMU Film Festival.

- 3) Increase in diversity, inclusion, and equity components in both MCS and teaching syllabi.
- 4) Change in selection criteria for Barstow Residency in the Department of Art and Design.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Encouraging departments to credit work on diversity, equity and inclusion within their bylaws to help with RTP decisions. There has been a movement to do this across campus with varying results. CAM endorsement and support of this concept would yield changes in departmental by-laws.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

As bylaws get updated, departmental criteria for RTP will show adjustments to include efforts in the areas of diversity, equity and inclusion

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

A new faculty orientation run by the college. One of the core goals of this orientation, which would take place throughout the first year, would be to systematically introduce new faculty to resources and knowledge required to successfully acclimate to the university. Hosting orientation at the college level would allow new faculty to form relationships with colleagues at the same stage as them, and to offer a broader institutional perspective than that of the individual departments (although some knowledge would be tailored to individual departments). Part of this orientation could include pedagogy on diversity in the curriculum and classroom, as well as other topics related to diversity.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

First year faculty will be the target audience. The measurable outcome will be participation. Less easy to measure will be the increased institutional knowledge of junior faculty, and their increased participation and/or use of university resources. Measurable increase in diversity, equity, and inclusion components of teaching syllabi.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

All of the initiatives listed above are collaborative across the fine arts, or the college as a whole. Art and Design, Broadcast and Cinematic Arts, Communication, Journalism, Music, Theater & Dance

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

CAM Associate Dean and CAM Diversity, Equity, and Inclusion Committee

Resources

Describe the unit resources dedicated to each initiative described above:

Funding from CAM will be determined by the yet to be announced budget. The Associate Dean would have the initiative added to her/his duties.

DEPARTMENT/COLLEGE:	CBA - College of Business Administration
NAME:	Misty Bennett
DATE:	7/8/2019

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Misty Bennett, Assistant Dean
Amy Swaney, Accounting Faculty Member (UDEIC member 2019-20) and Luis Perez-Batres, Management Chairperson (UDEIC member 2018-19)

What group of advisors or representatives is engaged, and with what frequency?

<p>Externally, we engage several advisory groups on at least a bi-annual or more frequent basis, including our executive board and alumni advisory board with representation by companies such as PwC, Deloitte, Ernst & Young, and Dow Chemical who have a vested interest in DEI initiatives. We have a student chapter of the National Association of Black Accountants as well as a relationship with the Public Companies Accounting Oversight Board. The CBA is a member of the PhD project, which helps us recruit from underrepresented faculty networks. Finally, we have diverse alumni networks including the CBA Women in Leadership network.</p> <p>Internally, the Dean's Advisory council is engaged with communications about DEI events and initiatives. Student learning communities are groups of faculty engaged around student learning and success, and we have an active group of student advisors in the Student Advisory Council. Starting 2019-20 a college-wide DEI committee will be developed, which will include both CBA faculty and students.</p>

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

<ol style="list-style-type: none"> 1.) The National Association of Black Accountants Student Chapter - NABA's mission is: Equipping students for cultural, academic, and professional responsibility & success. All ethnicities & majors welcomed! "Lifting as We Climb" They focus on reaching a diverse population that is underrepresented in accounting and business and host a variety of events, including offering professional headshots for students on LinkedIn, hosting study tables, bringing in guest speakers and companies like Ernst & Young, Deloitte, PwC, and Dow to recruit students. We would like to encourage them to send some of their members to the national NABA conference as well as other regional meetings. 2.) The Women In Business (WIB) RSO – This is a new RSO started by a CBA student and is open to all majors with a focus on helping develop young women for careers in business. Last year they put on networking and dinner etiquette/professionalism events. We would like to connect them with alumni for a formal Women in Business mentoring program, which is a program the CBA has run in the past but not recently. We would work with our own alumni and development office to pair successful female alumni with our students to provide mentorship. 3.) Student retention project – This project is headed by Luis Perez-Batres and focuses on retaining students who are first generation, Pell Grant eligible, or would otherwise contribute to the diversity of our student body. A group of faculty mentors will work with Pathways to train student mentors who could mentor freshmen in a peer mentoring relationship.

- 4.) New Venture Competition (NVC) – increasing diversity in judges, team coaches/mentors, and student teams. The NVC has in the past not had many female judges and has lacked gender diversity amongst the student teams as well. We will host a speaker from the Office for Diversity, Equity & Inclusion for the faculty, staff, and coaches about implicit bias and the value of diversity and will work with our own executive roundtable and alumni and development office to secure more female and minority judges and coaches/mentors for the 2020 NVC. We will also send NVC staff to diverse student group meetings, such as NABA and WIB to recruit students to participate in the event.
- 5.) Strategic plan to increase diversity in faculty – The Dean’s Advisory Council will work in collaboration with the Dean’s office and appropriate university groups to identify diversity metrics that can be tracked, which will include not only percentage of underrepresented groups by department and faculty rank, but also research initiatives that enhance or study diversity. This will also include outreach efforts to obtain percentages and underutilized goals and training when initiating searches for faculty and staff positions in the CBA.
- 6.) Alumni outreach – The CBA already brings alumni on-campus for many events, including Dialogue Days where we have them speak in classes. We will work with our alumni and development office to bring more diverse individuals to campus to speak to our student groups. These individuals are already in our alumni network but there have not been prior efforts to engage them specifically in a coordinated fashion. Many of these individuals could also serve as judges or coaches for the New Venture Competition, which would support initiative #4 above.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

1. NABA - We will measure number of students who attend the national NABA and/or regional conferences, as well as scholarships received (two of our female African-American students in the group last year got \$10,000 scholarships from the PCAOB. We hope to be able to send students to the national meeting of NABA. We sent one student last year and she received a scholarship from Wells Fargo while there.) We will also track student membership and attendance/participation at events.
2. Women in Business - We will measure the number of events this group puts on this year, including participation and membership. We will launch the mentoring program, will measure how many female alumni, and we have a survey we can use to track mentor/mentee satisfaction with the relationship at the end of the program.
3. Student Retention Project - We propose measuring success in terms of the diversity of students served by the initiative and in terms of their acceptance rate into our CBA, which requires a 2.5 GPA average. We may also compare historic acceptance rates into our CBA, from diverse student populations.
4. NVC – we will track a percentage increase in female coaches and judges and will track percentage increase in racial and gender diversity in our student teams. We will also track the number of entrepreneurial ideas that promote diverse products (an example from last year was an on-campus solution for vending machines that sell African-American hair products).
5. Success in the strategic plan should end the 2020 academic year with a complete set of metrics with complete data.
6. We will record the number of outreaches to our diverse alumni and will record percentage increase in diverse alumni presenters during the 2019-2020 academic year.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. NABA - The group is open to all and helps to correct underrepresentation of minority groups in the field of Accounting and Business. These groups historically have a more difficult time finding connections with top Accounting and Business firms; NABA hosts events where recruiters from these firms come to campus to meet our students.
2. Women in Business – This group is open to all and represents a variety of majors in the CBA.
3. Student Retention project – Oftentimes, first generation, Pell grant eligible, and multicultural students are not as aware about the steps needed to enhance their success odds. Through mentoring and informing them of fitting opportunities available to them, we will be expanding “fair access” to all that CMU has to offer in every rank and program, within the CBA.
5. Strategic Plan initiative – As part of the strategic plan initiative, we will address pay equity and include metrics around equity in our strategic plan.
7. Comfort Room Policy – We have a new comfort room in Grawn Hall that could be used for religious prayer, meditation/reflection, and breastfeeding. We do not have a policy in place yet and have not advertised the space to those groups who could use it. We will develop a policy for use as well as a mechanism to reserve the room and will communicate to staff and students through list serve news announcements, displays on our visual screens, announcements at the fall faculty meeting, encouraging faculty to announce to students, and signage.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

1. Student membership and participation in events; specifically, we hope to improve participation in the annual NABA conference.
2. Student membership and participation in events; we will strive to make sure this group actively markets and recruits new members from diverse groups.
3. We will compare student retention rates of students enrolled in this initiative/program and compare it to that of similar students and all CMU students not enrolled in this initiative or similar initiatives.
5. We will measure success by having data in place that provide direction for improvement in regard to pay equity by the end of 2020.
7. We will track use of the room and will make sure the announcements are all made and policies followed.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. First, it is important to mention that our student groups focusing on diversity are not just limited in membership; both NABA and Women in Business have open and inclusive membership; they are also not restrictive based on major
8. Student learning communities – We have open, interdepartmental communities formed around our CBA student learning goals. These groups focus on student success for all. They were newly created last year and for the next year we will ask the student learning communities to consider ways to add inclusive best practices to our outreach efforts and communications to students. This will include adding student members to the groups, which were formerly only made of faculty.
9. Faculty interest communities – At our fall 2019 faculty meeting we will open faculty interest communities for the first time around personal interests or hobbies such as music, sports (e.g., a bowling group, a golf group), theatre, art. These were proposed by junior faculty two years ago at

a retreat but had not been adopted. We will have signup sheets this fall at the college meeting with the hope that interest groups will bring together people from different departments and with diverse backgrounds to build a collegial and inclusive environment across the CBA.

10. Inclusive workplace training – we would like to bring in a speaker from the Office for Institutional Diversity, Equity, and Inclusion for our spring faculty meeting about how to build an inclusive workplace.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

8. Student Learning Communities will report on their outreach efforts to students and number of students in their meetings
9. Faculty interest communities are going to be organic and we will not make an intentional effort to track them as the hope is to be informal and more comfortable for faculty to join (i.e., participation is not coerced).
10. Multiple groups in the CBA would benefit from bringing in an expert on inclusion in the workplace. We would like to host a speaker for our NABA and Women in Business groups, as well as our New Venture Competition mentors and students.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

We will be partnering with several groups to help us successfully carry out these initiatives including the Office of Institutional Diversity, Equity, and Inclusion, the Pathways program, the Office of Institutional Research, and

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

- #1 – NABA - Amy Swaney
- #2 – WIB – Misty Bennett
- #3 – Student retention – Luis-Perez Batres
- #4 – NVC – Misty Bennett and Bruce Marble
- #5 – Strategic Plan – Misty Bennett and Karl Smart
- #6 – Alumni Outreach – Melodie Boling
- #7 – Comfort Room Policy – Sarah Ransom and Misty Bennett
- #8 – Student Learning Communities – Misty Bennett
- #9 – Faculty Interest Groups – Misty Bennett
- #10 – Inclusive Workplace Training – Misty Bennett and Karl Smart

Resources

Describe the unit resources dedicated to each initiative described above:

We will have faculty and staff donating time to each of these initiatives, but we would like to request the following:

- #1 – NABA - \$250 to have as “grant” money to pay the membership fee for students of financial need so they may join this group
- #1 – NABA - \$1,500 to support two students to travel to the annual NABA conference. Our college and the school of accounting would help with the remainder of the travel costs to be able to fully fund two students.
- #2 – WIB - \$600 to help this group sponsor events for their mentoring program
- #3 – Student-retention program - \$2,500 – to pay student mentors an hourly rate of \$10/hr to meet with identified at-risk students throughout the semester
- #4 – NVC – No request for resources
- #5 – Strategic Plan – No request for resources
- #6 – Alumni Outreach – No request for resources
- #7 – Comfort Room Policy – No request for resources
- #8 – Student Learning Communities – No request for resources
- #9 – Faculty Interest Groups – No request for resources
- #10 – Inclusive Workplace Training – No request for resources

DEPARTMENT/COLLEGE:	CEHS, College of Education and Human Services
NAME:	Megan Goodwin
DATE:	4/15/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Megan Goodwin, Interim Associate Dean

What group of advisors or representatives is engaged, and with what frequency?

CEHS has formed a college Diversity, Equity and Inclusion Committee. Membership includes faculty, staff and student(s) from departments and other units in the college. When all slots are full, membership will be 13. Currently, we are seeking a 2nd student member. Our CEHS committee has not established our 2019-2020 meeting schedule but anticipates meeting regularly (at least monthly) throughout the academic year. Subgroups of membership will work on each initiative.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Develop a college wide recruitment and retention plan with implementation steps for expanding diversity of faculty, staff, and students enrolled in CEHS programs and employed in the college.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Many questions have emerged regarding the status of CEHS in relation to diversity, equity and inclusion. As such, we plan to review current diversity status, establish goals, and develop action steps and a timeline for the college to increase the diversity of our faculty, staff and students. Our completion of each of the following will confirm our achievement of planned outcomes:

1. Collect baseline data from university resources regarding diversity of faculty, staff, and students.
2. Review existing reports, and current policies and practices designed to increase diversity of faculty, staff, and students at CMU with a particular focus on what we know about why students, faculty and staff come to CMU and why they leave.
3. Develop a CEHS plan for the college that establishes goals, action steps and timeline.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Establish a common understanding of the evolving area of gender identification and the implications for faculty and staff interactions with students.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Use CEHS Welcome Back Meeting to engage faculty and staff in a special program focused on gender identification issues and the implications for pronoun and language use in academic settings. A guest speaker, external to CMU, will be invited to talk with faculty about this topic and facilitate some small group

interactions. The primary goal is to have faculty and staff leave the Welcome Back Meeting with some concrete steps that can be taken to modify syllabi, change classroom practice, or modify unit/center practices to communicate support for student involvement in the classroom and activities of the college.

A follow up contact with faculty and staff (e.g., short survey) asking for feedback on changes they made following the Welcome Back meeting will provide evidence of effectiveness of the initiative and help us plan for future sessions on identified topics.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Establish at least one universally designed restroom (including gender neutral and accessible) in each of the CEHS buildings (Wightman, Finch, and EHS Building). This will be a multi-year project because it includes multiple units across campus and has financial implications for the college.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Year 1 – Identify a restroom in each building that could be designated, with signage as gender neutral. Purchase and post signage.

Year 1 and 2 – explore concepts of universal design of spaces, with special focus on restroom spaces.

Year 3 – Prepare feasibility, seek funding to create a universally designed (including gender neutral) restroom space in each of the CEHS buildings: Wightman Hall, EHS Building, Finch.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

All of our planned initiatives are college wide so achievement of our goals will require collaboration across all college units (departments and centers).

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Members of the CEHS Diversity, Equity and Inclusion Committee will be responsible for identifying what tasks are needed to achieve each goal and setting a plan for completing those tasks. It is anticipated that subgroups of the college committee will each initiative but other college members will be encouraged to contribute.

Resources

Describe the unit resources dedicated to each initiative described above:

We do not anticipate expenses for our Diversity Initiative. Our equity initiative will require some funds for an honorarium (approx.\$500) for our speaker, mileage (\$100), and possible breakfast with members of the Diversity, Equity and Inclusion committee (\$100). Preparation of materials and any costs associated for the Welcome Back Meeting/Workshop will be covered by CEHS. Signage for 3 restrooms (1 each in the EHS building, Wightman Hall, and Finch) will be approximately \$200.

CEHS is requesting the following support for our 2019-2020 initiatives:

\$700 for Welcome Back Meeting

\$200 for signage

Total: \$900

DEPARTMENT/COLLEGE:	CLASS, College of Liberal Arts & Social Sciences
NAME:	Christi Brookes
DATE:	4/4/19 – updated 5/30/19

Internal Process:

Who organizes the unit’s diversity efforts and communicates with the UDEIC?

Christi Brookes

What group of advisors or representatives is engaged, and with what frequency?

- *Diversity working group:* Lane Demas (HST), Jessica Harman (ELI), Nicole Sparling (ENG)
- *Equity working group:* Deb Poole (PSY), Lissa Schwander (SASW), Roberto Mendoza (WLC), Ben Thomason (HST—grad student)
- *Inclusion working group:* Sara Moslener (PHL/REL), Kyla Stepp (PSC), Cedric Taylor (SASW)

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- a. Develop an intentional plan with the Saginaw Chippewa for expanded collaborative work, marketing, and other initiatives (work on a plan for support of Ojibwe language instruction in local schools; possible residential community partnership on reservation; GAsip with Ziibiwing and CRM/Museum studies).
- b. Expand CLASS commitment to decreasing distance between our students and Detroit/Grand Rapids institutions, particularly diversity-related sites (i.e., Charles Wright Museum). College-sponsored bus trips and lectures? Teaming with alumni office for more diversity-related “CMU Nights” beyond Detroit’s sport teams? (i.e., “CMU Day at the Motown Museum”) through college connections to cultural institutions around state.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

For both, we will produce a plan and report on the advancement at the end of 2019-2020. At the end of the year, we’d take stock of both for metrics. Since both of these are iterative, it is hard to know who they’d reach yet.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- a. Among our most valuable resources at CMU are the working relationships between students and faculty members that result in students obtaining disciplinary experiences and the presentations/publications that are tickets into graduate programs. In return, faculty members who collaborate with students gain work-power that advances their research programs and careers. But these collaborations are not always distributed equitably. First-generation students, those from under-represented groups, and financially stressed students do not always seek and participate in these life-changing collaborations, and only faculty members with grants can afford to hire student assistants. When we shared the following idea with Phame Camarena, Honors Director, we discovered that he earlier suggested a similar idea and is willing to partner with CLASS by doubling our

funding for a pilot test. **Our proposal is to pilot test a set of small scholarships that would pay hourly wages for students to work with faculty members on a research project or creative endeavor.** The program infrastructure would provide data on the demographic characteristics of student-faculty professional partnerships, and consultations with Admissions, General Council, and other stakeholders would determine what program policies, designed to level the playing field, are permissible and compatible with ongoing CMU initiatives.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Student participation in the program in such a program will demonstrate effectiveness, followed up by analysis of the results of the pilot. It would reach students primarily.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- a. Train faculty and staff on use of diacritical marks in college/department/unit correspondence, signage, etc.
- b. Develop a plan to broaden commitment to intergroup dialogue within college (faculty intergroup dialogue, resources to support, etc.)
- c. Create a Faculty Learning Community for faculty who teach IVA/IVB/IVC or related courses addressing various forms of discrimination. This would be a place for sharing pedagogical strategies, especially around issues of white privilege/fragility, creating more inclusive learning environments, dealing with hot moments in the classroom, etc. In this, we would also develop a platform for CLASS that would outline the college's commitment to teaching IVA/IVB/IVC courses (use for marketing CMU and CLASS courses). We would also encourage faculty to collaborate across courses, so students are not studying racism/discrimination/minorities in a silo (professor swap like Honors faculty?). There could also possibly be a IVA/IVB/IVC symposium that would allow faculty or students to present research or discuss current events with possible required attendance from students in those classes.
- d. Foster RSOs exploring DEI issues with intentional interactions and partnerships.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

For (a), participation in the program will determine the success of the initiative. It will be college wide. For (b), we'll create a plan for future work. For (c), we will begin with discussions and perhaps a training around talking about potentially difficult issues in the classroom for the CLASS faculty teaching in the IVA/B/C classes. For (d), we'll work with the college DAC to identify the RSOs and work to find ways in which to support them.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Most of the initiatives are collaborative, intergroup dialogue GA, Honor's College

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Dean's office and identified collaborative partners listed in each initiative.

Resources

Describe the unit resources dedicated to each initiative described above:

Diversity A & B Initiative – Dean’s office and faculty. Equity Initiative - \$5,000 from university; other. Inclusion A, B, C, & D Initiatives – Dean’s office and faculty and training for units in college.

DEPARTMENT/COLLEGE:	CMED, College of Medicine
NAME:	Tina Thompson
DATE:	4/15/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Tina Thompson in consultation with the various College of Medicine units (education, clinical, faculty affairs, admissions, student affairs)

What group of advisors or representatives is engaged, and with what frequency?

The dean's counsel was notified of the request for initiatives early on. Ideas for proposals were solicited from individual units. Two initiatives were the result of a leadership perceived need, one as part of our CQI (recruitment and retention of a diverse faculty/staff), one following comments from the CMU community (incorporating diversity into promotional materials. The third initiative resulted from a perceived educational need brought forward by student experiences in the clinical space and a faculty champion.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Updating promotional materials for CMU Health Care Services to better represent the patient base that we currently serve and wish to serve.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Outcomes will be assessed by an increase in the number of publications that have diverse representation. We expect to reach the community (patient population) that we serve as well as the CMU students, faculty and staff community. Promotional materials are included on our website, sent out via US mail and inter-office mail.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Inclusion of the new, complete antidiscrimination statement in the Medical Faculty Employment Handbook and Medical Student Handbook.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Outcomes will be assessed by an increased awareness the CMU anti-discrimination policy and its use in recruitment and retention efforts of the school.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Healthcare today is complex. A population highly impacted by medical education and identified as a marginalized group both by society and healthcare is the LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual) community. Therefore, we choose this population to begin our journey of inclusiveness. The LGBTQIA patient population requires a great amount of understanding and advocacy to truly participate in today's healthcare and benefit from its care providers and clinicians. A dangerous amount of disease and poor outcomes for this community are directly related to our inability to provide an environment of trust and understanding. From the moment they walk into an institution every person, sign and form they come into contact with greatly impacts their experience and ability to benefit from our services. The solution lies more in understanding three key areas of development of inclusion: preparation, action, collaboration.

Preparation:

The preparation tasks begin with assessment of our current community climate regarding LGBTQIA community. Each group of stakeholders (students, support staff, resident physicians, faculty clinicians, professors of undergraduate medical education, and administration of the clinical and basic sciences and community members impacted by our teaching) would look within assigned areas of the college and community for pre-identified markers of diversity and inclusion. These assessments would occur over a 30-60 day period and a report would be prepared by each interdisciplinary group to present in the action phase to follow.

Action:

Taking the valuable information from the community climate assessment an educational series will be developed targeting the basics of understanding for the LGBTQIA community, the needs from the stakeholders, and development of action plans will be assessed and designed during this interactive community "town hall" styled event. There will be an establishment of timeline with a goal for returning to the town hall to discuss progress and results of the aforementioned action plans. A debrief will be held to understand roadblocks, success and valuable lessons learned during the implementation phase.

Collaboration:

All of the above takes place with the support of, acknowledgement of and participation in teams comprised of each valuable level of our learning community. The preparation taking assessment of the current climate and environment, and the subsequent action plans are completed as a cooperative working towards inclusion goals that span our entire environment and that which it impacts.

We will strive to create carefully selected teams that equalize the members and allow for creativity, open discussion and impactful outcomes. These groups should not only be aimed at investigating the named task of inclusion of the LGBTQIA community, but also to acknowledge underlying themes that disturb inclusiveness in subgroups such as race, ethnicity, creed, origin, expression, and others.

The goal of the community diversely created groups is to establish a sense of ownership for the goals and initiatives they create and undertake. In other words, to not create an "orders from above" or "mandates from policy" result from the efforts of the group. This will inspire a theme of community assessed, created and implemented plans for improvement of inclusion to meet the needs of all those represented.

The inclusion efforts that are defined above will be the responsibility of the steering committee, that will be known as CMED LGBTQIA Inclusion Preparation, Action, and Collaboration Team (CMED LGBTQIA Inclusion PACT) "The Pact" that will be created from a group of students, support staff, resident physicians, faculty clinicians, professors of undergraduate medical education, administration of the clinical and basic sciences and community members impacted by our teaching. This group will represent those that we feel are the most valuable stakeholders in making impactful change. This group will be responsible for

Summary of Initiatives 2019-2020

the design of programming that will require an estimated 3-4 meetings initially and then possibly quarterly meetings for progress assessment. They will also be responsible for directing the communication and collaboration efforts between the later created teams that will mostly be handled through assignment of responsibility and monitored through the quarterly meetings.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

These are yet to be determined but at a minimum:

1. increased awareness of the needs of the community
2. using this information to increase awareness of healthcare providers to the best practices in the care of LGBTQIA community
3. development of enduring curricular materials across the continuum of medical education to include specific learning objectives on healthcare needs of the LGBTQIA patient.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

The CMED LGBTQIA Inclusion Preparation, Action, and Collaboration Team (CMED LGBTQIA Inclusion PACT) will include stakeholders from across the medical school and the community we serve.

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

1. Eric Nelson and Jade Johnson
2. Georgette Russell
3. Brian Tessler and Tina Thompson

Resources

Describe the unit resources dedicated to each initiative described above:

DEPARTMENT/COLLEGE:	CSD, Communication Sciences and Disorders
NAME:	Mark Lehman
DATE:	4/17/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Theresa Jones

What group of advisors or representatives is engaged, and with what frequency?

Faculty, staff, office professionals, undergraduate and graduate student leadership. Monthly meetings are scheduled. Additional meetings may be scheduled with student leadership.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Recruit, accept and retain diverse undergraduate and graduate cohorts and faculty/staff that reflect the demographic characteristics of the CMU community and target the under-represented populations in the profession.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- A) Average demographics of previous 3 years in terms of established parameters of diversity (culture/ethnicity, first generation students, gender identity, gender) for undergraduate and graduate cohorts and faculty/staff of the department. (year one)
- B) Assess 2019-2020 undergraduate and graduate admissions to determine if target has been met.
- C) Set target for the 2020-2021 undergraduate and graduate cohorts. (year one)
- D) Reach department consensus of diversity targets/priorities and where we will obtain data. (year one)
- E) Incorporate ASHA's most recent data regarding underrepresented populations in the field and use to direct diversity targets. (year one)

This initiative will impact potential undergraduate and graduate students, current students, faculty/staff of the CSD department and the university community.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Evaluate feasibility of a CSD Diversity, Equity and Inclusion RSO or subcommittee of current RSO(s).
2. Leverage alumni, clinical instructors (preceptors) for high school visits, education fairs and mentoring programs that target underrepresented populations in the professions

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- 1A) Develop presentation for department RSOs. (year one)
- 1B) Get on agendas for department RSOs. (year one)
- 1C) Get feedback from department RSOs regarding need for subcommittee and/or separate RSO. (year one)

This initiative impact those applying for admission into the university, underrepresented populations in the state and CSD fields, faculty/staff and students in the CSD, AUD and SLP programs and the university at large.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- 1. Develop a plan for handicap access to observation rooms.
- 2. Collaborate with the university community to ensure students with ASD are supported academically and socially.
- 3. Establish preferred name operations/procedures for clinic consistent with University policy.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- 1A) Meet with CHP and Carls Center decision makers to investigate need and feasibility. (year one)
- 2A) Identify a champion/committee to advance this initiative. (year one)
- 3A) Develop procedures in light of University policy to be used in CHAS clinic. (year one)
- 3B) Investigate additional training for our clinics in working with individuals who are transitioning or have transitioned. (year one)

This initiative will impact community members who are receiving services through our clinics; faculty/staff, OP, ST, undergraduate and graduate students who are interacting with our clients.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Diversity: CSD Chair, CSD Division Directors, CSD Clinic Directors, CSD Admissions Committees, University Diversity-Equity-Inclusion Council, Academic Planning, council of Chairs, ASHA
Equity: Student Disability Services, College of Health Professions
Inclusion: Facilities Management, Carls Center for Clinical Care and Education, Health Care IT, College of Health Professions

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Diversity: CSD department, Equity: CSD department, Inclusion: CSD Department

Resources

Describe the unit resources dedicated to each initiative described above:

Diversity: Time/Service of Admissions Committee and CSD Chair, Equity: Time/Service of faculty/staff, Inclusion: Time/Service of clinic directors, chair

DEPARTMENT/COLLEGE:	CSE, College of Science and Engineering
NAME:	David Patton
DATE:	3/13/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

For 2019-2020, leadership from the dean's office will organize the diversity efforts for CSE. CSE leadership: Acting Dean, Jane Davison; Associate Dean, Pete Vermeire; Acting Associate Dean, David Patton. David Patton will communicate with the UDEIC.

What group of advisors or representatives is engaged, and with what frequency?

Currently, the Dean's Advisory Council (DAC), which is made up of department chairs, program directors, and the deans, serves as the advisory body for DEI initiatives. This will possible change as we receive feedback on some of the 2019-2020 initiatives.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Initiative 1: Launching an Environmental Engineering Program in Fall 2019. This initiative is expected to address a significant lack of gender *diversity* within the School of Engineering. Nationally, woman participate in environmental engineering at a much higher rate than in the areas of mechanical, and electrical engineering.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

This is a long term, and expensive, initiative, but our measure of success will be improved gender diversity for both faculty and students within the School of Engineering and each of the individual programs within the school. Our hope is that improving the diversity of the School through the environmental program will lead to greater diversity in all of the programs.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Initiative 3: Participate in AAC&U-TIDES (Teaching to Increase **Diversity** and **Equity** in STEM) Institute. CMU Mathematics Professor Katrina Piatek-Jimenez will be attending the 2019 AAC&U TIDES Institute in June. The expectation is that Dr. Piatek-Jimenez will share what she learns and collaborate with colleagues across the college to improve pedagogical approaches within CSE to support students historically underrepresented in STEM fields. The goal of the TIDES program is: "to increase the learning outcomes and retention of students historically underrepresented in the computer/information sciences and related STEM disciplines. The project will pursue two specific aims:

- develop and implement curricula that will enhance underrepresented STEM student interest, competencies and retention rates; and

- empower STEM faculty to adopt culturally sensitive pedagogies and sustain the necessary changes in practice required for relevant and inclusive STEM teaching.”

<https://www.aacu.org/tides>

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Measures of success will be developed after Dr. Piatek-Jimenez completes the institute and begins to share what she learned with CSE's DAC and faculty. Note: It is likely that this initiative will provide the foundation for the development of a standing CSE DEI committee beyond the DAC.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Initiative 2: Seek funding from **A**) National Science Foundation (NSF) – ADVANCE Program, and **B**) the Howard Hughes Medical Institute (HHMI) – Inclusive Excellence: Engaging All Students in Science.

- A) The purpose of the NSF ADVANCE program is to address issues of **inclusion** and **equity** for **women faculty and administrators** within STEM disciplines. A working group has been identified and will begin working on a proposal this spring. The NSF provides the following description of the program and its goals:

“The goal of the National Science Foundation's (NSF) ADVANCE program is to increase the representation and advancement of women in academic science and engineering careers, thereby contributing to the development of a more diverse science and engineering workforce. ADVANCE encourages institutions of higher education and the broader science, technology, engineering and mathematics (STEM) community, including professional societies and other STEM-related not-for-profit organizations, to address various aspects of STEM academic culture and institutional structure that may differentially affect women faculty and academic administrators. As such, ADVANCE is an integral part of the NSF's multifaceted strategy to broaden participation in the STEM workforce, and supports the critical role of the Foundation in advancing the status of women in academic science and engineering.”

<https://www.nsf.gov/crssprgm/advance/>

- B) The purpose of the HHMI program is to address issues of **inclusion** and **equity** for students from all backgrounds in science. A working group has been identified and will begin working on a letter of intent to be submitted in July. The HHMI provides the following description of the program and its goals:

“HHMI promotes leadership in science education through peer-reviewed grants competitions for four-year colleges and universities. The competitions enable HHMI to highlight important national issues in science education, support science faculty in addressing these challenges, and encourage institutions to become leaders in science education excellence.

Inclusive Excellence (IE) represents a new strategy for HHMI's grants to institutions. Grants help institutions build their capacity to effectively engage all students in science throughout their undergraduate years, especially those who come to college via nontraditional pathways.”

<https://www.hhmi.org/developing-scientists/inclusive-excellence>

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Measures of success will be determined through the proposal development process and will be communicated to the UDEIC once the proposals are complete.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

(see initiatives)

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Initiative 1: Dean's Office, CSE, School of Engineering.

Initiative 2: Dean Jane Davison with collaboration from faculty members representing CSE departments.

Initiative 3: Dean's Office, Dr. Katrina Piatek-Jimenez.

Resources

Describe the unit resources dedicated to each initiative described above:

(see initiatives)

DEPARTMENT/COLLEGE:	Enrollment and Student Services
NAME:	Evan Montague
DATE:	05/24/2019

Multi-Media Production

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Stan Shingles, Assistant Vice President, University Outreach

What group of advisors or representatives is engaged, and with what frequency?

Dr. Lee Furbeck, Executive Director, Admissions; Shaun Holtgrieve, Executive Director, Student Affairs; Dr. Evan Montague, Executive Director, Student Success

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?

CMU has so many services and resources available to our students that it can sometimes feel overwhelming to students. First time to college, and even more so first-generation college students are sometimes reluctant to seek out support resources. The development of student stories/voices from diverse student backgrounds that share their experiences will provide a mechanism to support diversity and inclusiveness. When student hear from peers about academic and support programming this helps to normalize the experience and facilitate engagement. **This initiative calls for the development of engaging video vignettes** that illustrates inclusion and access to CMU academic and student support programming. The content could be deployed via the WEB, through personalized email and on CMU social media channels. Three to five programs would be highlighted the first year considering areas such as MAC Scholars, Pathways Scholars, Native American Programs, McNair Scholars, IMPACT Programming, Inclusion Assistants, and Intergroup Dialogue.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

The new content can be disseminated in a number of ways including personalized email. The open and click through rates would be monitored to determine the message impact. Each program highlighted could also track the effectiveness of messaging pre and post deployment. The content could also be coupled with prospective student messaging to track overall application and yield rates for specific student populations.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?

First generation students don't know what they don't know about a college. They also feel that everyone else knows how to complete or participate in a process. This initiative will provide a new method to introduce students to things that they might not know and would really benefit from. This directly addresses equity by providing messaging to students designed to engage them in academic and student support resources in support of their success.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

The new content can be disseminated in a number of ways including personalized email. The open and click through rates would be monitored to determine the message impact. Each program highlighted could also track the effectiveness of messaging pre and post deployment. The content could also be coupled with prospective student messaging to track overall application and yield rates for specific student populations. We would also seek out student feedback to assess the initiative.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?

The development of student stories/voices from diverse student backgrounds that share their experiences will provide a mechanism to support diversity and inclusiveness. When student hear from peers about academic and support programming this help to normalize the experience and facilitate engagement.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

The new content can be disseminated in a number of ways including personalized email. The open and click through rates would be monitored to determine the message impact. Each program highlighted could also track the effectiveness of messaging pre and post deployment. The content could also be coupled with prospective student messaging to track overall application and yield rates for specific student populations. We would also seek out student feedback to assess the initiative.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

The development of high quality, multi-media assets could be used across the University. The information would provide a vehicle for sharing resources with all student segments, prospective, new and continuing populations. Student Success Centers (both residential and academic) as well as admissions, student success, residential life and specific programmatic units would collaborate and utilize the content.

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Stan Shingles, Evan Montague, Program Leads

Resources

Describe the unit resources dedicated to each initiative described above:

This initiative request is for \$5,000 for the development, scripting, editing and deployment of high-quality student narratives.

DEPARTMENT/COLLEGE:	Enrollment and Student Services
NAME:	Stan Shingles, ESS, AVP University Recreation; Jennifer Evanuiik, Executive Director, Office of Global Engagement; Tracy Nakajima, Director, International Student Scholar Services
DATE:	May 24, 2019

Student Transportation

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Stan Shingles, Assistant VP, University Recreation

What group of advisors or representatives is engaged, and with what frequency?

Dr. Lee Furbeck, Executive Director, Admissions; Shaun Holtgreive - Executive Director, Student Affairs; Dr. Evan Montague, Executive Director, Student Success; Jennifer Evanuiik, Executive Director, Office of Global Engagement

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?

This initiative will support extending current transportation opportunities for current CMU International Students. Currently, the Division of Enrollment and Student Services (ESS) supports charter bus services for CMU students to/from to Detroit Metro Airport, and to Chicago Union Station. These services are offered in August prior to the start of school, Thanksgiving break, Fall Semester break, Spring Semester start, Spring Break, and end of school.

This initiative will allow expanded van services options at scheduled times to support international student travel to Detroit Metro, and also, Chicago O'Hara airports.

Currently, new students are provided with transportation options only from Lansing and only for a short period of time. Students who fly in to alternative airports, or are returning, need to rely on the limited public options or pay for private transportation. A more nimble, pickup service from several airports could be utilized not only by international students, but by all students.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Ridership of this expanded transportation option and the number of students served would measure the success of this initiative. Connecting international students and other CMU students to the transportation options they desire would also be a measure of success. This initiative will allow CMU to better bridge the transportation gap for international students who are finding it difficult to travel to/from CMU. This initiative will support CMU's efforts to expand International student enrollment by offering this service.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?

This transportation option would allow CMU to better serve our international students population, and when successful will become another selling point to prospective international students interested in attending CMU.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

This initiative would be available to all students but would be focused on connecting international students who have shown the greatest need. Frequency of use, and satisfaction of student will be the criteria used to measure effectiveness. Increased international student enrollment can be an additional measure of effectiveness.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?

This initiative would be available to all students but would be focused on connecting international students who have shown the greatest need. This initiative will support inclusion by promoting better access to CMU, especially for International Students. Current students have expressed difficulty in getting to and from CMU, especially to major transportation hubs for international flights.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

This initiative will be collaborated with the Office of Admissions, Office of Global Engagement, and ESS Administration

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

ESS Administration - Stan Shingles or designee; Admissions - Lee Furbeck or designee; Office of Global Engagement - Jennifer Evanuk or designee

Resources

Describe the unit resources dedicated to each initiative described above:

Currently there is funding allocated by ESS to support charter bus services to/from CMU for students to Metro Airport, and to Chicago Union Station. These services are offered in August prior to the start of school, Thanksgiving break, Fall Semester break, Spring semester start, Spring break, and end of school. This service is charged to students and ESS currently provides funding to offset cost when the buses do not fill. The Office of Global Engagement also offers various ride opportunities for International Students. Students are picked up in Lansing after traveling there on the Michigan Flyer Bus Service. This option is limited in serving students' needs.

Funding Request for this new initiative: \$5,000. This cost will include van rentals, staff costs and marketing of this service.

DEPARTMENT/COLLEGE:	Finance and Administrative Services Division, FAS
NAME:	Lori Hella
DATE:	4/18/19, updated 5/23/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Lori Hella is the FAS division representative to the UDEIC

What group of advisors or representatives is engaged, and with what frequency?

FAS Leadership Team: Jonathan Webb, Bill Yeagley, Joe Garrison, Mary Hill, Cal Seelye, Lori Hella, Barrie Wilkes. The FAS Leadership Team meets monthly; matters related to UDEIC initiatives are added to the agenda as needed.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Explore potential of recognition as a veteran-friendly employer through the Michigan Veteran Affairs Agency.
2. Members of the FAS team will participate in a CMU diversity training program.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Goal 1 will be met if CMU achieves veteran-friendly employer recognition. Being recognized as a veteran-friendly employer may help in recruiting veteran staff and faculty and thereby influence recruitment of veteran students. Measurable outcome will be participation in CMU diversity training programs. Each FAS unit will be responsible to measure participation.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Bias awareness – Members of the FAS team will participate in Reachbeyondbias.com - CMU's bias awareness assessment. This will be a first step to raise individual awareness to the importance of and need for diversity training.
2. Performance Reviews – Implement revised Diversity competencies as part of the staff performance review system.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Measurable outcome will be participation in CMU's bias awareness assessment. Each FAS unit will be responsible to measure participation. Less directly measurable is increased sensitivity to the impact of bias and the importance of/receptiveness to diversity training efforts.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Department based initiatives – will depend on departmental needs. Each department will undertake an initiative to improve inclusion. Examples include:

- Inclusion-based training such as SafeZone training, unconscious bias, or possibly training to help understand other personalities/perspectives such as Myers/Briggs or similar training. Such training could be brought to departments or individuals could attend training.
- "Inclusion" luncheons – taking team members who don't frequently interact with one another to lunch to get to know one another as individuals and colleagues.
- Encourage members of the department to attend one of the cultural activities on campus – soup and substance, dialogue across differences, shared governance gathering, etc. as examples.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Measurable outcome will be implementation of inclusion initiatives within each department, and participation in that initiative. Each FAS unit will be responsible for implementing and measuring participation. Less directly measurable is the impact on fostering a more welcoming environment.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Each of the Department leaders within FAS will be responsible for carrying out initiatives within their department. HR will be responsible for exploring potential recognition as a veteran-friendly employer and launch of the revised performance review document.

Resources

Describe the unit resources dedicated to each initiative described above:

DEPARTMENT/COLLEGE:	The Herbert H. & Grace A. Dow College of Health Professions
NAME:	Gregory R. Zimmerman
DATE:	12/6/2019

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Gregory R. Zimmerman, Associate Dean Ex-Officio Member of college committee serves as representative to UDEIC.

What group of advisors or representatives is engaged, and with what frequency?

The Herbert H. & Grace A. Dow College of Health Professions has formed a Diversity, Equity and Inclusion Committee (DEIC) comprised of faculty/staff representatives including: Bethany Brown (Chair), Shayesteh Jahanfar (Chair-Elect), Kechi Iheduru-Anderson, Lana Ivanitskaya, , Sharon Kahn, Raweh Khasawneh, Stacey Lim, Susan Naeve-Velguth, Rene Shingles, Dimitrios Zikos and Greg Zimmerman. The committee meets bi-monthly.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Provide draft strategies/language in support of programmatic accreditation requirements that demonstrates institutional diversity/equity/inclusion commitment to students, faculty and staff (i.e., program goals, recruitment, retention, etc.).

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

1. The DEIC will finalize strategies/language by end of Spring 2020 semester and disseminate to departments/divisions/programs for use in program materials including accreditation reports.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Provide support to lactating faculty/staff/student parents.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

1. Identify and communicate private space available for use by lactating parents as well as changing tables in select restrooms.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Develop a plan for greater inclusion of off-campus learners in on-campus activities and vice-versa (on-campus students interacting from off-campus health professionals) to improve learning, professional networking and collaboration.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

1. Complete plan and implement at least 2-3 events during AY19/20.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Multiple collaborations spanning programs, departments and divisions across numerous initiatives. At this time, no inter-college collaborations are noted.

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

The Herbert H. & Grace A. Dow College of Health Professions Diversity, Equity and Inclusion Committee; Department and Program faculty, staff.

Resources

Describe the unit resources dedicated to each initiative described above:

Primary resources promise to be time/work/office supplies in order achieve numerous initiatives. At this point, budget outlay is unknown until remaining initiative baseline data can be established and more concrete objectives can be planned and carried out.

DEPARTMENT/COLLEGE:	Office of Research and Graduate Studies
NAME:	Sarah Hall
DATE:	3/8/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Sarah Hall

What group of advisors or representatives is engaged, and with what frequency?

In-Unit Representatives

David Ash - Vice President for Research and Dean of Graduate Studies
 Mary Montoye - Executive Director, Research and Graduate Studies
 Melinda Brakenberry - Associate Director, Sponsored Projects
 Sarah Hall - Coordinator, Post Award Sponsored Projects

Meeting Frequency

2 - 3 meetings per semester as needed

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Proposed Initiative #1: Restructure Graduate Assistant funding given to colleges to ensure that there is additional funding specifically dedicated to increasing diversity by recruiting and supporting underrepresented students. Each college will be given funding to support an additional Graduate Assistant. With this initiative we hope to increase the presence of underrepresented students in particular areas of study.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

How outcomes/effectiveness will be measured: We hope to see at least 50% of the colleges utilize this additional Graduate Assistantship.
Reach and scale of initiative: We hope to reach graduate students who are currently underrepresented in their chosen course of study. Colleges will have to report on how this additional funding was utilized to support underrepresented students.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Proposed Initiative #2: Host a brown bag luncheon twice a semester, which will focus on increasing awareness and understanding the broader impacts of research and its impact on equity. Possible topics/presenters include: successful externally-funded faculty who increases access to participation in research with diversity supplements, faculty who ensure broader access to their research through various methods, the impact that programs such as McNair have had on students and faculty, etc. How this addresses equity: With this initiative we hope to highlight current methods of broadening access to research, and inspire more individuals to look for ways to do so themselves.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

How outcomes/effectiveness will be measured: We hope to have a minimum of 10 participants at each session, and see an increase in related externally funded requests. Reach and scale of initiative: We hope to reach faculty, staff, and students engaged in, or interested in being engaged in, research and making it more accessible.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Proposed Initiative #3: Coordinate with Student Disability Services to update website so that it includes information regarding making laboratory settings safe and accessible to all. How this addresses inclusion: With this initiative we hope to provide support for safe participation in laboratory settings for anyone with a particular need that is not currently being met.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

How outcomes/effectiveness will be measured: For this first year, success will be measured by the completion of the website update. Reach and scale of initiative: We hope to reach any student that needs additional support/accommodation in able to safely participate in a laboratory setting.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Proposed Initiative #3 would be a collaboration with Student Disability Services (ESS).

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Proposed Initiative #1: College of Graduate Studies. Proposed Initiative #2: Office of Research & Graduate Studies/Office of Research Compliance. Proposed Initiative #3: Office of Lab & Field Safety

Resources

Describe the unit resources dedicated to each initiative described above:

Resources for the proposed initiatives include existing internal funding, staff time, and on-campus facilities.

DEPARTMENT/COLLEGE:	P&A Council
NAME:	Dan Odykirk
DATE:	4/17/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Theresa Jones

What group of advisors or representatives is engaged, and with what frequency?

P&A Council

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

P&A Council will work to publish at least one listing for on-campus and off-campus resources for diverse groups on campus (i.e., restaurants, barbershops, salons, etc.)

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Provide at least one link in P&A minutes during the 2019-2020 academic year. (year one) This initiative will have potential to reach all members of the P&A workgroup through the minutes.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

P&A Council will actively promote diverse P&A workgroup members to attend monthly meetings and diversity events and baseline attendance over the 2019-2020 academic year.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Develop or investigate if there is currently a survey or demographics to baseline attendance and value of meetings/minutes over last year that will be presented electronically at the Leadership Conference. (year one) This initiative will have potential to reach all members of the P&A workgroup.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

P&A Council will develop a diversity track to present to planning committee of the annual Leadership Conference.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Develop break-out session (content, objectives, format, speakers, etc.) for leadership conference that focuses on working with individual who are transitioning gender and/or name policies and knowledge of general cultural competencies. (year one) This initiative will reach the campus community at large. We will measure attendance, evaluate the session and seek input for future "Diversity Track" options for the future.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Diversity: will investigate collaboration with Office of Diversity, Equity and Inclusion Communications Officer
Inclusion: Leadership Conference Planning Committee (Enrollment Student Services Division), Instructors of Cultural Competence Courses, Affinity Group Organizers/representatives

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Theresa Jones, Sharon Kahn, Council at large

Resources

Describe the unit resources dedicated to each initiative described above:

1. Fee for access to Qualtrix
2. Release time for those responsible for initiatives (time to be determined)

DEPARTMENT/COLLEGE:	President's Division
NAME:	Sapphire Cureg
DATE:	April 25, 2019

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Sapphire Cureg

What group of advisors or representatives is engaged, and with what frequency?

President's Office Division- Workgroup: MaryJane Flannagan - Special Assistant to the President, Kathy Lasher- Executive Director, Office of Civil Rights & Institutional Equity, Sapphire Cureg - Director, Office of Diversity Education, Manuel Rupe – Vice President & General Counsel, Sherry Knight – Associate VP, University Communications, Toby Roth – Government & External Relations. Meeting frequency: 2-3 meetings per semester and as necessary.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Proposed Initiative # 1: Provide Implicit Bias Training to search committee members and to participants of the Leadership Excellence HR professional development series designed to give them a safe place to learn about unconscious bias, how to recognize their own biases, and how to be mindful about combatting them in workplace decision-making. The initiative will include workshops and hands-on sessions and if done well, provide opportunities for CMU employees to learn how implicit bias can impact the pool of qualified diverse applicants, interviewing practices and that ultimately can hinder or enhance the overall recruitment process. By providing an awareness training like this one, CMU can reap the rewards through improved and increased creativity that rich and diverse workforces bring to CMU.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- We are hopeful that offering Initiative # 1 will contribute to:
- An increase in number of new staff garnered from diverse talent pools.
 - A larger pool of diverse qualified applicants.
 - An increase in innovative and more expansive outreach activities.
 - Improvements in interviewing processes that reduce bias.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Proposed Initiative # 2: Provide on-line anti-harassment and discrimination training to search committee members that will help them to better recognize intimidation, harassment, macroaggressions, microaggressions, and sexual misconduct and its impact on potential inequities in employment – for example people of color and other marginalized groups being discriminated during the hiring process.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- Increase number of reporting.
- Increase number of completed Intersections Trainings for search committee members.
- Participants assessment of their Intersections training experiences to better understand their needs.
- Improved hiring approaches – for example, during the interview process, strive to identify and change existing practices that present barriers to different groups.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Proposed Initiative # 3: Develop and implement a Spring 2019 Inclusion Summit that will provide an opportunity for all CMU members to share experiences, value differences and learn from each other and grow to make the University a more inclusive place where everyone can fully feel valued and respected. Designed to be highly interactive and participatory, the Summit will tackle issues relevant to CMU campus and inclusive facilitations to foster continuous social change.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- Program evaluation survey with questions about perceptions of diversity, welcome-ness and trust to establish a baseline or improvements overtime.
- Self -reported narratives about relationships among diverse groups.
- Participation/attendance records.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

All proposed initiatives are collaborative and across the CMU community as a whole.

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

The Presidents’ Division workgroup (representatives) will assist in planning, coordinating and implementing trainings. In particular, OIDE&I, ODE & OCRIE will work on program content/materials, collaborate with CMU partners to promote/advertise, develop and collect surveys and to lead trainings.

Resources

Describe the unit resources dedicated to each initiative described above:

Staff time for workshop development; content and materials, promotions, communications, surveys, evaluations, possibly “Train the Trainer” workshops.

DEPARTMENT/COLLEGE:	Provost Office/Academic Division
NAME:	Kate Caszatt
DATE:	4/15/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Kate Caszatt

What group of advisors or representatives is engaged, and with what frequency?

1. Orientation Videos for New International Students

- Office of International Affairs
- English Language Institute
- UCOMM, CETL, and OIT
- Registered Student Organizations
- Staff in units who will be featured in the videos (e.g. Registrar, Residence Life, Writing Center, Counseling Center, etc.)

Frequency: OIA and ELI are leading the initiative and will thus will be engaged most frequently. Other units listed will be asked to provide support as the videos are conceived, recorded, and uploaded to CMich websites. Units will also be engaged as needed to do updates or revisions.

2. Staff Training for Engaging with the International Student Population

- Office of International Affairs
- English Language Institute
- Potentially Diversity Education and/or MDEC to contribute content and partner in delivery
- CETL and or Human Resources to partner with in terms of advertising and hosting the trainings for staff/faculty

Frequency: OIA will lead the initiative and will engage the other units as needed to develop and deliver the content (a couple times per semester).

3. Women in Technology Event Expansion

- Office of Information Technology
- TRIO programs (In Detroit)
- local schools

Frequency: as needed for yearly event or other planned events as part of expansion

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- #1 is directly related to supporting international student success, which should result in greater recruitment and retention.
- #2 is tangentially related in the sense that training staff/faculty to engage with the international student population will create a more inclusive environment which could result in greater recruitment and retention.
- 3: Hopefully broaden the diversity of attendance at the event(s).

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- #1 In the long run, we hope to retain international students at the same or greater rates than domestic students, and to increase our overall international student enrollment. In the short term, we plan to get feedback about the usefulness of the videos (via anecdotal and surveys) and tracking amount of website visits and video watch count.
- #2 In the long run, we hope to retain international students at the same or greater rates than domestic students, and to increase our overall international student enrollment. In the short term, we plan to get feedback about the usefulness of the trainings (via anecdotal and surveys) and tracking participation in the trainings.
- 3: attendance records, anecdotal, and survey feedback

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- #1 Supports international student onboarding and initial integration to campus, including introductions to important campus resources. By making customized videos, we can ensure that international students receive the information in a way that is most useful to them and creates a welcoming atmosphere that encourages them to use the resources.
- 3: creating easier access to opportunity to attend events for population that may otherwise not be able to attend

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

- #1 The goal is for international students to feel more informed about campus resources, to feel welcome to use those resources, and to actually utilize them. This will be measured by feedback from the students as well as from the campus offices featured in the videos (surveys).
- 3: attendance records, anecdotal, and survey feedback

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

- #1 Supports international student onboarding and initial integration to campus, including introductions to important campus resources. By making customized videos, we can ensure that international students receive the information in a way that is most useful to them and creates a welcoming atmosphere that encourages them to use the resources.
- #2 Staff will develop an improved skillset to engage the international student population, with the goal of creating a more welcoming and inclusive environment.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

#1 The goal is for international students to feel more informed about campus resources, to feel welcome to use those resources, and to actually utilize them. This will be measured by feedback from the students as well as from the campus offices featured in the videos (surveys).
 #2 Staff will develop an improved skillset to engage the international student population, with the goal of creating a more welcoming and inclusive environment. This will be measured via surveys of those who attended the trainings as well as feedback from international students on their perceptions of their interactions with staff on campus. It would be ideal to utilize an instrument such as the IDI to measure staff intercultural competency, if this type of initiative had support from other administrators.
 3: attendance records, anecdotal, and survey feedback

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Orientation Videos for New International Students

1. Office of International Affairs
2. English Language Institute
3. UCOMM, CETL, and OIT
4. Registered Student Organizations
5. Staff in units who will be featured in the videos (e.g. Registrar, Residence Life, Writing Center, Counseling Center, etc.)

Staff Training for Engaging with the International Student Population

1. Office of International Affairs
2. English Language Institute
3. Potentially Diversity Education and/or MDEC to contribute content and partner in delivery
4. CETL and or Human Resources to partner with in terms of advertising and hosting the trainings for staff/faculty

Women In Technology Event Expansion

- Office of Information Technology
- TRIO programs (In Detroit)
- local schools

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

Office of International Affairs & English Language Institute. Office of International Affairs (and potentially ELI). Office of Information Technology.

Resources

Describe the unit resources dedicated to each initiative described above:

#1 Staff time to develop content, filming, editing of materials; cost of technological tools (filming, editing, uploading) and web space (COMM, CETL and/or OIT), use of filming locations on campus, possible incentives for participants in video; tracking of video clicks, and survey responses. OIA and ELI will share these costs; we may also be able to cost share with COMM, CETL, and/or OIT.

#2 OIA staff time to develop content and materials, to work with campus partners to advertise, and to lead trainings; Location on campus to hold trainings; Cost of materials for training; survey collection and attendance tracking; staff time to participate in training

3: Funding for Food and transportation, advertising/outreach to local Detroit area schools (working with TRIO), event planning and coordination, tracking of attendance, creation of and sending surveys out? Outreach to leaders/presenters for events (any/what costs associated there?), student volunteers for presenting?

DEPARTMENT/COLLEGE:	SGA, Student Government Association
NAME:	Brett Houle
DATE:	3/12/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

The appointed Diversity Committee Chair, which sits under the Vice-President's office in the Student Government Association. This person is appointed by the Executive Board of SGA (President, Vice-President and Treasurer). Currently, I am the Diversity Chair until 04/08/2019 in which my term ends.

What group of advisors or representatives is engaged, and with what frequency?

The group of people engaged includes the SGA Diversity Committee, which consists of an average of 30-35 members as well as the Executive Cabinet which includes 20 appointed and elected individuals who represent different aspect of SGA.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

By updating out bylaws and making the Diversity Chair required to have 2 programs a year (1 per semester) that foster diversity education and discussion on issues, SGA will be able to reach the voices of multiple students.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

We will measure outcome throughout the tracking of numbers per event and look for an increase. We expect to reach all members of the CMU community from all walks of life to hope that they attend these events and bring their perspectives.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

By working with different programs on campus, such as the CLO and admissions, the SGA will work to help create promotional materials/website listing resources to everyone that may need them (fair access to resources)

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

We expect to reach all students across campus, specifically starting with the freshmen class at their beginning of their education. We would measure outcome by looking at the number of services we have and finding if they increased overtime.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

By updating membership acceptance policies with the Office of Student Activities and Involvements, SGA has required that all RSOs when renewing their registration agree that they will not discriminate against membership in regards to identifiers including: age, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

With this and through the help of the SAI office, we will be able to reach every RSO to help promote inclusivity throughout campus in students' life.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Inclusivity – Office of Student Activities and Involvements

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

SGA Diversity Committee & SGA Executive Cabinet

Resources

Describe the unit resources dedicated to each initiative described above:

Both the committee and Executive Cabinet are all responsible for the initiatives.

DEPARTMENT/COLLEGE:	University Libraries
NAME:	Kathy Irwin
DATE:	4/8/19

Internal Process:

Who organizes the unit's diversity efforts and communicates with the UDEIC?

Kathy Irwin

What group of advisors or representatives is engaged, and with what frequency?

DEI Committee Members include library employees Amie Pifer, Anita Gordon, Ann Kucera, Aparna Zambare, Hytham Dali, Kari Chrenka, Kathy Irwin, Lisa Wilczak, Marian Matyn, Mike Curcuruto, Rebecca Renirie, Sandra Standish, Stephanie Mathson, Susan Powers, and Jeremy Cunningham, King-Chavez-Parks Future Faculty Fellow, University DEI Council Graduate representative. Meetings at least once a month.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Host a human library event during spring semester 2020. A human library event fosters positive conversations and a safe place to ask and answer difficult questions. We would like to provide a forum to educate people and expose them to issues related to diversity, equity, and inclusion. The event will feature a group of diverse speakers who are willing to have one on one conversations with participants. We will provide a safe environment that fosters one-on-one conversations.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

The target audience is the campus community. Others may attend as well. We will ask participants and attendees to complete an evaluation of their experiences. This project maps to the libraries' strategic plan – Goal 3, Objective 2, Strategy 1.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

CMU Libraries will develop a needs assessment to better understand the library experiences of patrons who identify with underrepresented groups or other special populations within the university (e.g. international students, students of color, transfer students, students with disabilities, etc.). Through focus groups and interviews, we will seek to answer the following research questions:

1. How welcoming and accessible are our collections, website, building and services?
2. What needs do various demographic groups have that the libraries could better meet?

This project will begin as a pilot, and will be an iterative process that involves stakeholders throughout the CMU community. We will consult with college faculty who have expertise in focus group methods to help us design the research protocol and to facilitate the focus group sessions.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

The target audience is underrepresented groups and other special populations within the university (e.g. international students, students of color, transfer students, students with disabilities, etc.). We will ask focus group participants to complete an evaluation of their experiences. During the research design, we will identify ways to follow up with participants a year later to measure any changes they have experienced.

The project will produce the following deliverables: a report, transcripts from focus groups, summary statistical data, and individual transcript data and cumulative group data. Based on the results, we will revise existing or implement new practices that support a welcoming environment such as service expectations and best practices, changes to signage and wayfinding, etc. This project maps to the libraries' strategic plan – Goal 3, Objective 2, Strategies 1 and 2.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

Install automatic door openers on entries to bathrooms located on the 2nd, 3rd, and 4th floors of Park Library, in the Clarke Historical Library, and in Java City. Currently, only two first floor bathroom doors have automatic door openers. However, there are 12 bathrooms within in the Park Library. Guests who need assistance opening doors should not have to travel to a different floor or part of the library to use the bathroom.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

The target audience is individuals who need assistance opening doors. However, all students, employees, and community members will benefit. We could measure the success of the project by conducting a brief survey before and after the equipment is installed. We will meet or exceed national standards, <https://adata.org/factsheet/opening-doors-everyone>

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

Although CMU Libraries does not intend to collaborate directly with other units to achieve mutual goals, we plan to work with individuals and groups throughout the university to implement the Human Library event, to design the needs assessment instrument, and to lead focus groups. For the Human Library event, we will reach out to various constituencies on campus and in the community to identify individuals willing to be human “books.” We will work through units such as International Affairs, Multicultural Academic Student Services, Native American Programs, Student Disability Services, Office of LGBTQ+ Services, the Veteran’s Resource Center, RSO’s, Homeless Shelter, and religious communities. For the needs assessment we will work with faculty who are skilled in qualitative research methods. Suggested faculty include: a. Possible contacts: Mary Senter, Brittany Fremion, Laura Cochrane, Frim Ampaw, Ethan Kolek, and Matt Johnson as well as retired CMU employee, Ulana Klymyshyn. We will work with CMU student groups and departments or programs to identify students who may be willing to participate in the focus groups.

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

DEI Committee members will participate in planning and implementing at least one of these initiatives. Human library event planning committee: Susan, Ann, Stephanie, Hytham, Anita, Mike, Kari. Co-chairs not yet selected. **DEI needs assessment committee:** Rebecca, Kathy, Marian(co-chair), Amie, Lisa, Aparna (co-chair), Sandra, Jeremy. Brad Stambaugh, the library's Business Manager, will oversee the work on the bathroom doors.

Resources

Describe the unit resources dedicated to each initiative described above:

Employee time to plan, market, and implement initiatives and to attend events.
SharePoint team site for the committee and for sharing information with employees.

Equity Initiative: Needs assessment
Budget: Estimate: \$200-\$300. Includes food for the focus groups and appreciation gifts (gift cards, library branded items). We will fund this project using existing library funds.
Space: Library spaces will be used for this project.
Technology:

- i. Recording equipment (computers, audio, video)
- ii. Transcription software
- iii. Conference software (WebEx)

Other:

- i. Release Forms
- ii. IRB approval (Debbie Giesler)

Diversity Initiative:
The **Human Library** event will take place at the Park Library and will include refreshments. We will fund this project using existing library funds.
Budget: Estimate: \$200-\$300. Includes food for the event and possible prizes (gift cards, library branded items). We will fund this project using existing library funds.
Space: Library spaces will be used for this event.
People/Partners/Collaborators:

- i. Libraries: DEI Committee members, library student employees
- ii. Other CMU: students and employees to serve as books
- iii. Community: community members to serve as books

Inclusion Initiative:
We've requested a quote for installing handicapped power doors on ten bathrooms. We will fund this project using existing library funds.

DEPARTMENT/COLLEGE:	University Communications
NAME:	Ari Harris
DATE:	4/15/19 – updated 5/21/19

Internal Process:

Who organizes the unit’s diversity efforts and communicates with the UDEIC?

Ari Harris, Assistant Director of Communications and member of the Diversity, Equity and Inclusion Council

What group of advisors or representatives is engaged, and with what frequency?

Harris is currently supported by: Sherry Knight, associate vice president. Heather Smith, director of communications. Abby Dean, director of integrated marketing. Amy White, design director.

Diversity, Equity and Inclusive Initiatives:

Diversity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. We will create a University Communications diversity, equity and inclusion committee comprised of staff from each of our function areas (marketing, graphic design and public relations/communications). This committee will meet regularly to identify training opportunities, review progress on initiatives and suggest opportunities for our team’s development.
2. Intentional recruitment of diverse interns with an eye on preparing future employees.
3. Intentional recruitment of staff to diversify our team.
4. Develop a student advisory group to collaborate and advise on efforts to advance diversity and inclusion on our campus.
5. Partner with Institutional Diversity, Equity and Inclusion Council to develop and promote a glossary of terms to help campus stakeholders understand how CMU interprets terms such as diversity, equity and inclusion.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Our goal is a more diverse team. We will measure our increased, focused efforts on recruitment of interns and staff, and our success in hiring more diverse candidates for open positions.

Equity

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Utilize social media channels to highlight events and programs of interest to diverse audiences.
2. Implement a vlogger segment promoting events and programs around campus with an emphasis on programs focused on diversity, equity and inclusion.
3. Ensure that training opportunities and opportunities for advancement on the team are open to all staff members.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

These initiatives will heighten awareness of events and programs taking place around the university, which will in turn increase fair access to opportunities offered at Central Michigan University. We will measure trainings and professional development opportunities as part of annual performance reviews.

Inclusion

How will your 2019-2020 initiatives address each of the three areas of emphasis?:

1. Request training with A.T. Miller for our whole team.
2. Require each University Communications team member to attend at least one diversity/equity/inclusion-focused training each semester.

How will you measure outcomes or know that the initiative is effective? Who do you expect to reach with the initiative at what scale?

Materials (print, web, digital, video, photo) produced by University Communications will better reflect CMU's diversity, enabling us to better relate to all audiences, including current and prospective students, faculty, staff, parents, alumni, donors, and community members. Members of the University Communications team will understand and embrace best practices in working with, as well as communicating to and about, people across differences.

Collaborative Initiatives:

If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).

University Communications regularly collaborates with departments, divisions and units across the university and will work closely with the Office of Institutional Diversity, Equity and Inclusion to communicate goals and priorities.

Accountability

List the person(s) of group(s) responsible for carrying out each of your 2019-20 initiatives:

University Communications Diversity, Equity and Inclusion Committee, led by Ari Harris.

Resources

Describe the unit resources dedicated to each initiative described above:

Unit resources dedicated to the outlined initiatives include current resources, primarily staff time. We also will submit a funding request for the development of our student advisory committee. The budget request includes cost of a CMU logo item, such as a shirt or padfolio (cost to order reflects required minimum order — items may be used across multiple years), orientation/onboarding materials and food, end-of-year celebration and general meeting supplies. Based on comparable student advisory groups on campus, we anticipate a budget request of \$1,000.