The Duderstadt Center
Digital Media Commons (DMC)

Diversity, Equity and Inclusion Strategic Plan
Five-Year Strategic Objectives, Measures and FY19 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

“At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.”

-President Schlissel, the University of Michigan

Goals: Diversity, Equity and Inclusion:

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

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

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

Rationale: Mission, Vision, Values of the Duderstadt Center DMC

The Duderstadt Center’s DMC unit works to provide the University of Michigan community with the tools and collaborative space for creating the future. Located on the University of Michigan’s North Campus, the Center houses the Art, Architecture, and Engineering Library, ArtsEngine, the Center for Entrepreneurship (CFE), the College of Engineering Computer Aided Engineering Network (CAEN), the Computer & Video Game Archive, the Digital Media Commons (DMC), and the Millennium Project. The building provides a nexus for creative and
technological innovation across disciplines.

The Center’s creative resources include a gallery, state-of-the-art video and audio recording studios, visualization spaces, design studios, and a fabrication studio. Professional consultants and developers within the DMC working group support the Center’s creative resources, providing a broad range of expertise to help students, faculty, and staff create, collaborate, research, teach, and learn.

Student staff within the Student Program of the DMC help support each of the resource centered spaces, gaining experience in customer service and project management, while they develop technical skills to complement their academic goals. Professional consultants and developers work with student staff to create an environment in which all members of the community have equitable access to resources, and agency to learn.

The Duderstadt Center is committed to providing tools, opportunities, and experiences that facilitate the connection of people and ideas across difference. To properly support this vision, the constellation of unique perspectives and ways of knowing within the U-M community need to be holistically recognized. This strategic plan will guide the process of creating a more inclusive environment at the Center, where all members of the U-M community have more equitable opportunities to connect, collaborate, and innovate. To best do that work, this strategic plan will primarily center on the DMC working group and expand into the future.

II. Planning Process Used

Planning Leads
Janine Driver, Student Program Coordinator, Academic Initiatives
Ken Panko, Director of the Duderstadt Center

Planning Team
Duderstadt Center Leadership
- Dan Fessahazion, Associate Director, Emerging Technology
- Linda Knox, Associate Director, Academic Initiatives
- Robert Newcomb, Associate Director, Media & Studio Arts
- Mark Scott, Facilities Manager

Duderstadt Center DEI Committee
- Alexis Amor Brinkerhoff, OS and Applications, Emerging Technologies
- Tom Bray, Converging Technologies Consultant, Academic Initiatives
- Sarah Chen, Student Staff Alumna, Academic Initiatives
- Anna Brooks; Student Audio Assistant, Media & Studio Arts
- Stephen Eberle, Technology Manager, Media & Studio Arts
- Nishant Jalgaonkar, Student Fabrication Consultant, Emerging Technologies
- Jin Kim, Student Media Assistant, Media & Studio Arts
Planning Process Summary

The Duderstadt Center committed to preparing a five-year Diversity, Equity and Inclusion Strategic Plan in February 2018. The planning and data collection process was centered on the DMC employee community, consisting of student staff, professional staff and administrators. With only six months to prepare the plan, the implementation leads quickly acknowledged that the data collection process would need to expand into the coming fiscal year. The implementation leads and DEI committee worked to develop a plan that has the flexibility to change overtime, meeting the needs of the many constituencies of the Center. The planning process for the Center included the initiatives listed below.

1. A community rollout
   a. In February 2018, the strategic planning process was rolled out to DMC staff and administrators in their regular monthly meeting. A presentation by the implementation leads explained the history of the strategic planning process at the University, and highlighted the importance of developing a plan specific to the DMC working group. Their presentation included a list of planning goals, objectives and intentions. Following the meeting, every employee and student staff member of the DMC received an email recapping the presentation. The email included additional resources and ways to become involved in the planning process. An open invitation to ask questions and provide feedback was also included in the correspondence. The implementation leads contacted administrators asking for their support in the rollout of the planning process. Administrators encouraged employees within their teams to get involved in the and pose questions about the development of the strategic plan. Throughout the strategic planning process, the implementation leads also sent DEI updates via email to facilitate transparency and call for participation across the DMC teams.

2. The development of a Duderstadt DEI Committee
   a. As a fundamental piece of the planning process, the implementation leads worked to build a committee of dedicated DMC staff to be in conversation about DEI at the Center, and the development of the strategic plan. Members were recruited from the professional and student staff of the DMC working group. The committee met biweekly with the goals of collecting input around policy that impacts DEI at the Center, developing cultural competency skills through trainings, and building community across DMC teams. The DEI committee worked intentionally throughout the six month planning timeframe to hear and amplify as many voices as possible, while learning about their own impact on DEI at the Center.

3. Focus group discussions
   a. In April and May 2018, DEI focus group discussions were conducted among DMC employees at the Center. In consideration of organizational power structures, focus group discussions were divided into three areas of collection based on employment role: student staff, professional staff and administrators. This division allowed for unique constituencies to more transparently share their experience and unique needs. All employees of the DMC, including students and staff, were invited and encouraged to participate. The focus group discussions were designed to honor culturally
responsive research practices, working to support an environment in which participants of diverse, intersectional identities had the opportunity to co-create knowledge around DEI at the Center. The questions asked in the focus groups were developed in conversation with the four planning domains that drive the University’s DEI strategic process. The focus group discussions were designed to support the following outcomes:

i. Assess the needs of employees across and between roles conveyed through experience
ii. Gather data around the four planning domains of the strategic plan
iii. Co-construct knowledge around DEI at the Duderstadt Center

4. Intragroup DEI idea generative workshops
   a. The focus group findings unearthed a lack of inclusion felt between teams within the DMC community. DMC employees found it difficult to be vulnerable in sharing their experiences around colleagues and administrators outside of their immediate working group. The DEI committee facilitated intragroup idea generative workshops to create environments in which employees felt more empowered to share their ideas linked to DEI. Committee members were trained in inclusive facilitation skills and asked to develop their own workshop for their respective teams. These workshops provided them the opportunity to use language their colleagues were comfortable with, develop their own community guidelines, and facilitate in a way that met the needs of their unique groups. The workshops were utilized to collect feedback around DEI at the Center, while honoring the experiences of those in the room. These workshops are ongoing, and input collected after the strategic plan is submitted will be used to shape action items in the coming year.

5. DEI brainstorming session
   a. The DEI implementation leads facilitated a DEI brainstorming session in which professional staff across DMC teams collaborated to cultivate policy ideas around DEI at the Center. These sessions were meant to hold space for DMC staff to collectively impact the development of objectives in the strategic plan.

6. Acknowledgement of future data collection
   a. The DMC was not included in the U-M Climate Scan because of the organizational restructure taking place during the scan’s deployment. This impacted the ability of the DEI implementation leads to understand the experiences of the community. In consideration of this lack of data, a quantitative climate scan will be conducted among DMC employees in Fall 2018.
   b. With only six months to prepare the plan, the DEI committee acknowledges that the data collection process will need to expand into the coming fiscal year. Data will need to be collected from the unique constituencies that make up the community of the Center existing outside of the DMC. Those communities include but are not limited to:
      i. The Art, Architecture, and Engineering Library
      ii. ArtsEngine
      iii. The Center for Entrepreneurship (CFE)
      iv. The College of Engineering Computer Aided Engineering Network (CAEN)
      v. The Computer & Video Game Archive
      vi. The Millennium Project
III. Data and Analysis: Key Findings

Summary of Data
The data used to inform the strategic plan was collected from only one constituency of the Center; the DMC employee group. The DEI implementation leads chose to frame their research around one constituency as the beginning of a larger in depth data collection process. A series of focus group discussions and idea generative workshops were held to work towards understanding the experience of those working specifically within the employee group of the DMC. As the strategic planning process moves into the future, quantitative and qualitative research will be produced across constituencies and working groups to provide a more holistic understanding of the DMC climate.

Key Findings, Themes and Recommendations

Focus Group Findings
Mixed methods analysis revealed 3-4 themes within each planning domain across employee roles of the DMC (student staff, professional staff and administrators). These themes work towards understanding the needs of each role independently, and the needs of the employee community as a unit. Each domain is divided into sub-categorical themes that reflect the trends found in focus group discussions, as reflected below.

Domain A: Recruitment, Retention and Development
● Students, staff and administrators agreed that the Center excels in diverse representation of skills and interdisciplinary approaches, promoting an appreciation of unique communities
● Students, staff and administrators expressed a serious need for recruiting and hiring a more diverse professional staff/administrative team as it relates (but isn’t limited) to gender, race, ethnicity, and (dis)ability at the Center
● Professional and student staff agreed that the Center needs to better support incoming staff across identities in efforts to increase retention

Domain B: Education and Scholarship
● Community centered programming and the support of DEI projects at the Center has positively impacted the experience of DMC employees including students, professional staff and administrators
● Professional and student staff as well as administrators called for more intentional programming around DEI that allows employees to connect across difference
● Student staff and professional staff expressed their need for foundational DEI trainings that better prepare them to work with diverse communities.

Domain C: Promoting an Equitable and Inclusive Community
Both professional staff and students, as well as administrators expressed a need to increase their collective awareness of how unconscious bias can influence decision making, communication and conflict. The identities of those in positions of power are impacting the experiences of those around them, creating a lack of inclusion and equity.

Professional staff and student staff are committed, and take seriously, making everyone who walks into spaces at the Center feel welcome.

As expressed across employee groups, there is a lack of collaboration between administrative teams that is fueled by conflict, negatively impacting the experiences of professional and student staff.

While there is a strong sense of belonging cultivated within the DMC teams, employees as a whole (including student and professional staff as well as administrators) are not feeling valued or appreciated between teams, causing a lack of inclusion.

Domain D: Service

Professional and student staff, as well as administrators are energized around making the public spaces more accessible to unique communities as it relates to (dis)ability, gender, sexuality, race, and beyond.

Administrators and professional staff called for service design, as it relates to meeting the needs of diverse communities, to be wider reaching and more intentional at the Center.

Professional staff and administrators called for data from users to be collected in efforts to identify the unique needs of the Center’s community.

Administrators, professional and student staff agreed that the building is not accessible for multiple identity groups and urgent attention needs to be paid to this area.

Intragroup DEI Idea Generative Workshops

Workshops were facilitated within DMC employee teams. DEI committee members facilitated the workshops in a manner that was consistent with the needs of their unique groups. Facilitators found great value in the conversations that emerged and intend on continuing the workshops into the coming year. The workshops allowed the DEI committee to leverage the inclusion felt within groups to unearth powerful ideas from unique teams at the Center. The workshops allowed the themes listed below to emerge:

Domain A: Recruitment, Retention and Development

- There is a call by professional staff for more clarity around job expectations, requirements, and hiring decisions for students, staff and administrators.
- Professional staff called for more diversity, broadly defined, across leadership and staff positions, and for steps to be taken to diversify applicant pools when hiring.
- Professional and student staff shared a concern for the lack of diverse representation in marketing materials.
- Professional staff called for a specific budget to support student participation in DEI activities and professional development opportunities as a way to better retain students.

Domain B: Education and Scholarship

- Professional and student staff are passionate about making spaces less intimidating through more accessible marketing materials.
• Professional and student staff are seeking more education and support around conflict resolution, personal development and professional development

Domain C: Promoting an Equitable and Inclusive Community
• There is a serious need for more transparency within the DMC community. Student staff felt far away from decision making processes, and professional staff felt left out of important conversations
• Professional students and staff expressed their needs for more and better communication across and within teams at the Center
• Student staff are interested in the creation of supportive spaces to develop professionally in their roles

Domain D: Service
• Professional and student staff have major concerns around the accessibility of the spaces at the Center and the communities that are not able to fully utilize the Center’s resources

_all-staff DEI brainstorming session_

The all staff DEI brainstorming session allowed participants across DMC teams to share concerns that impact the community as a whole. DEI committee members actively participated alongside staff from unique teams. The session functioned to collect feedback and build community. The brainstorming session produced the themes listed below.

Domain A: Recruitment, Retention and Development
• Professional staff called for more intentional consideration of the spaces in which interviews are held at the Center
• There was a need expressed by professional staff for more communication around the hiring process in efforts to better retain and support staff
• Professional staff shared their need for a more diverse applicant pool to hire from

Domain B: Education and Scholarship
• Professional staff spoke to the need of all employees at the Center to be more culturally competent
• Professional staff are interested in developing their educational understanding of DEI and in particular, learning about the impact of unique identities on the student experience

Domain C: Promoting an Equitable and Inclusive Community
• A more consistent onboarding process is needed by professional staff in efforts to feel a stronger sense of belonging within the DMC’s community
• A stronger communication system is needed by professional staff to facilitate community between teams
• Professional staff have a need for more systems of recognition and validation outside of their specific working groups

Domain D: Service
• Professional staff are interested in developing more supportive models around long distance learning
Professional staff have a need to better understand which users the DMC leaves out in their customer service model

Professional staff are concerned of the gaps in the customer service approach of the DMC as it relates to accessibility

**Demographics**

Prior to the strategic planning process, the DMC had never collected data as it related to DEI from its constituencies separately from campus-wide or Library DEI efforts. The DEI implementation leads did not have access to the demographic data of key constituency groups because responses from the DMC staff to the U-M Climate Scan were not reported separately from the Library. Through the development of this strategic plan, the Center has committed itself to better understanding the demographic makeup of the DMC community. This has been reflected in the objective section of the strategic plan.

**Summary of Key Findings and Themes**

The findings of the focus groups, idea generative workshops and brainstorming session, highlight the complex and dynamic needs of DMC employees (including professional staff, student staff and administrators) as it relates to DEI. Across roles (professional and student staff, as well as administrators) employees were most concerned about creating a more inclusive environment and recruiting and hiring a more diverse student and professional staff/administrative team as it relates (but isn’t limited) to gender, race, ethnicity, and (dis)ability at the Center. A serious shift in culture is required to meet the needs of DMC employees as it relates to these concerns. For a shift of this magnitude to be successful, initiatives that come out of the strategic planning process must be taken seriously, communicated widely and be actively supported by the entire DMC community.

Professional and student staff shared their interest in more DEI centered conversations and programs. Employees across groups expressed their appreciation of the spaces recently created by the committee linked to DEI, and their passion to continue dialogue in the future. Professional and student staff shared their need for more support and resources as it relates to building connections between teams and having access to learn more about the users they service. The need for community, and space to develop personally and professionally, was a theme that emerged across all employee levels at the Center.

**Recommendations**

The findings that shaped this plan are incomplete due to the lack of representation across DMC working groups in the data collection process as well as a lack of input from the users of the Duderstadt Center and the non-DMC groups that also work there. The Center houses multiple employee groups outside of the DMC, and services a broad range of unique user communities. A more intentional data collection process that works to understand the experience of users and unique employee groups needs to be developed as a driving force in the strategic planning process. The data collected in the coming years needs to breathe change into the strategic plan, allowing for more constituencies to be supported in the process.

As the objectives in this plan grow into the future, there also needs to be intentional space for
community members to share their feedback as it relates to the plan and the constituencies it impacts. The Center’s employee community is heavily invested in improving their service models as they relate to DEI, but they need more consistent transparency to feel supported enough to facilitate the change.

IV. Strategic Objectives, Measures of Success and Action Plans*

The Duderstadt Center will work towards the objectives listed below in creating a more equitable, diverse, and inclusive community. The strategic plan for the Center supports students, staff, faculty, and community members. The strategic objectives that drive the plan fall into four domains identified by the University. Each of the strategic objectives is accompanied by measures of success over 5 years, and action items for the fiscal year. The strategic objectives are organized by domain and can be found as listed below. Section VI organizes each of the strategic objectives, measures of success and yearly action items in a table format.

Domain A: Recruitment, Retention and Development  
Domain B: Education and Scholarship  
Domain C: Promoting an Equitable and Inclusive Community  
Domain D: Service

The Center’s strategic plan has a considerable number of action items that are linked to better understanding the community that it services. In recent years, the Center has experienced changes in leadership and functionality. This plan will intentionally operate to explore and interrogate the nuances that exist between the past of the Center and its movement into the future as it is connected to DEI.

Vital Strategies covered in this plan include:
- Hiring and Selection  
- Recruitment  
- Career Advancement  
- Diversity skills  
- Climate enhancing activities  
- Pathways for conflict resolution

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

IV. A. Recruitment, Retention and Development

Strategic Objective 1

Better understand the compositional diversity of DMC employee group

Key Constituency (for Objective 1)
Staff and student staff
Measures of Success (for Objective 1)
1. The completion of a DMC-centered climate survey
2. A findings report shared with the DMC community
3. A revised strategic plan incorporating findings of demographic analysis
4. An expanded strategic plan that considers constituencies housed outside of the DMC working group

FY 19 Actions (for Objective 1)
● Partner with Soundrocket to conduct a climate survey of the student staff, professional staff and administrators of the DMC
● Work with University partners to better understand the diverse constituencies of North Campus
● Share analysis findings with the DMC community, leaving space for reflection and feedback
● Revise the strategic plan to reflect findings of compositional analysis
● Meet with unique units housed in the Center to better understand their relationship to the strategic plan including but not limited to: the Art, Architecture, and Engineering Library, ArtsEngine, the Center for Entrepreneurship (CFE), the College of Engineering Computer Aided Engineering Network (CAEN), the Computer & Video Game Archive, the Digital Media Commons (DMC), and the Millennium Project

Primary DEI Goal (for Objective 1)
Diversity, Equity

Strategic Objective 2
Increase the diversity among DMC employees at the Center through a more comprehensive hiring process

Key Constituency (for Objective 2)
Students, Staff

Measures of Success (for Objective 2)
1. The implementation of inclusive hiring practices that are standardized across DMC teams
2. The increase of diversity among DMC employees across roles over time
3. A more diverse applicant pool throughout the DMC hiring processes

FY 19 Actions (for Objective 2)
● Partner with university HR to understand and develop best practices for inclusive hiring and implement them in the DMC’s hiring process
● Ensure that everyone who participates in DMC hiring has been informed of these best practices and receives relevant training

Primary DEI Goal (for Objective 2)
Diversity, Equity
Other Applicable Domain (for Objective 2)
Promoting an Equitable and Inclusive Community

Strategic Objective 3
Create and implement an onboarding process designed to better support incoming DMC student staff and professional staff

Key Constituency (for Objective 3)
Students, Staff

Measures of Success (for Objective 3)
1. The development and implementation of a DMC onboarding schema that explicitly addresses difference, support models and DEI goals as set forth in this plan
2. Positive needs assessment from the year 5 climate scan results as it relates to the DMC onboarding process
3. The retention of a more diverse DMC student and professional staff

FY 19 Actions (for Objective 3)
- Conduct a needs based assessment of the onboarding process for DMC students and staff
- Share results of DMC needs based assessment with DMC employee community
- Develop and implement an annual orientation for all DMC Student Program members that explicitly addresses DEI
- Begin to develop a DMC DEI training for all incoming professional staff

Primary DEI Goal (for Objective 3)
Diversity, Inclusion

Other Applicable Domain (for Objective 3)
Promoting an Equitable and Inclusive Community, Education and Scholarship

Strategic Objective 4
Evaluate and improve practices that support the success, retention and promotion of a diverse staff within the DMC

Key Constituency (for Objective 4)
Students, Staff

Measures of Success (for Objective 4)
1. An increase in the number of career path development and advancement opportunities for DMC professional staff
2. The implementation of new techniques for building DMC community with attention to retaining staff
3. Year 5 climate scan data that shows a more positive relationship between DMC staff and professional development

**FY 19 Actions (for Objective 4)**
- Collect data as it is linked to professional development for professional and student staff
- Share findings of climate scan with the DMC employee community
- Work with University HR to better understand best practices linked to professional development
- Develop a series of DMC professional development opportunities that respond to climate scan results
- Empower DMC administrators to work with staff in understanding what their team's specific professional development needs are

**Primary DEI Goal (for Objective 4)**
Diversity, Inclusion

**Other Applicable Domain (for Objective 4)**
Promoting an Equitable and Inclusive Community

### IV. B. Education and Scholarship

**Strategic Objective 1**
Facilitate learning across difference through a series of DEI centered programming

**Key Constituency (for Objective 1)**
Students, Faculty, Staff

**Measures of Success (for Objective 1)**
1. Increase the number of opportunities for faculty, students, and staff to connect across difference through intentional programming
2. Increase the participation of DMC students and staff attending DEI programs at the Center
3. Partner with an increased number of units in hosting DEI centered programming
4. The incorporation of DEI programming into the structure of the Student Program

**FY 19 Actions (for Objective 1)**
- Develop an assessment tool to measure the impact of DEI programming
- Continue a programming series with an intention to have DEI linked conversations
- Co-facilitate and host Identity Workshops open to all students, faculty and staff in collaboration with Taubman College of Architecture and Urban Planning as funded through a grant out of the Office of Diversity, Equity and Inclusion at U-M
- Develop and facilitate DEI related programming specifically for the DMC Student Program community

**Primary DEI Goal (for Objective 1)**
Inclusion, Diversity

Other Applicable Domain (for Objective 1)
Service, Promoting an Equitable and Inclusive Community

**Strategic Objective 2**
Prepare DMC employees to better support and facilitate inclusive teaching and learning within DMC spaces

*Key Constituency (for Objective 2)*
Students, Staff, Faculty

*Measures of Success (for Objective 2)*
1. The development of tools available in support of inclusive teaching and learning within the DMC working group
2. The collection of feedback from instructors, users and employees on their needs linked to inclusive teaching and learning in the DMC's spaces
3. Increase in the number of DMC consultants who receive cultural competency training, or participate in workshops linked to DEI

*FY 19 Actions (for Objective 2)*
- Include DEI considerations in the consultation of DMC spaces
- Develop training resources that better prepare DMC employees to more inclusively provide consultation
- Meet with Services for Students with Disabilities office to discuss methods to inclusively support students with disabilities in the DMC's unique spaces
- Invest in developing the cultural competency skills of DMC professional and student consultants through trainings and workshops

*Primary DEI Goal (for Objective 2)*
Inclusion

Other Applicable Domain (for Objective 2)
Service, Promoting an Equitable and Inclusive Community

**IV. C. Promoting an Equitable and Inclusive Community**

**Strategic Objective 1**
Improve internal DMC staff dynamics to create a more equitable and inclusive climate

*Key Constituency (for Objective 1)*
Students, Staff
Measures of Success (for Objective 1)
1. Successful completion of a DMC climate scan incorporating professional and student staff
2. The implementation of interventions designed to address internal DMC climate issues as found in the climate scan
3. The improvement of internal communications across DMC teams as measured by a needs assessment
4. The completion of a formal review centering on equitable treatment of DMC staff and admins as it relates to salary, opportunities and promotions

FY 19 Actions (for Objective 1)
- Conduct a climate scan of DMC professional and student staff, sharing results with the DMC community
- Begin the development of an internal DMC communications plan
- Begin the formal reviews of salary, opportunities, and promotions of DMC staff and admins in partnership with university HR
- Partner with Human Resources to share information about existing pathways for conflict resolution
- Review the University’s Diversity, Non-discrimination and Conflict Resolution Policy and Procedure with the DMC community
- Improve DMC transparency by sending regular DEI update emails, and calling for active participation in DEI conversations

Primary DEI Goal (for Objective 1)
Inclusion, Equity

Other Applicable Domain (for Objective 1)
Education and Scholarship

Strategic Objective 2
Foster a positive climate that encourages the DMC employee group to embrace DEI as core values driving work at the Center.

Key Constituency (for Objective 2)
Students, Staff

Measures of Success (for Objective 2)
1. The incorporation of consideration of commitments to promoting a diverse, equitable, and inclusive environment into DMC performance evaluations
2. Tracking the number of DMC staff and administrators that participate in DEI training
3. An increase in the number of community centered programming for DMC students, staff and administrators to participate in
4. The incorporation of DEI initiatives into each DMC team's yearly plan
FY 19 Actions (for Objective 2)

- Begin conversations with HR in improving performance evaluations as they are linked to DEI competencies
- Assess training needs and coordinate trainings for DMC staff and administrators that increase cultural awareness of diversity, broadly defined
- Create a DEI statement that includes a clear declaration of the Center's belief in the importance of DEI as a guiding core principle
- Offer ongoing community driven events for DMC employees across difference to connect at the Center
- Continue to support a DEI DMC staff committee that is responsible for assessing the unit climate yearly and assisting with moving the strategic plan forward

Primary DEI Goal (for Objective 2)
Inclusion, Equity

Other Applicable Domain (for Objective 2)
Education and Scholarship

Strategic Objective 3
Create a more equitable and inclusive environment for users across identities at the DMC.

Key Constituency (for Objective 3)
Students, Faculty, Staff

Measures of Success (for Objective 3)
1. Increase in the number of feedback systems for users to share their experience at the DMC
2. An assessment of user experience as it relates to DEI
3. The increase in opportunities for students, faculty and staff to participate in DEI centered programming
4. The deployment of intervention strategies in response to user centered assessment

FY 19 Actions (for Objective 3)
- Begin developing a user centered assessment tool in collaboration with DMC employee groups
- Develop an online feedback form linked to DEI and accessibility at the DMC
- Host DEI transparency meetings each semester
- Develop and host DEI centered programming for students, faculty and staff

Primary DEI Goal (for Objective 3)
Inclusion

Other Applicable Domain (for Objective 3)
Education and Scholarship, Service
**Strategic Objective 4**

Improve onsite accessibility.

**Key Constituency (for Objective 4)**
Students, Faculty, Staff

**Measures of Success (for Objective 4)**

1. The number of physical changes to the building linked to accessibility
2. The number of partnerships with accessibility experts in determining changes in the building
3. Compliance with recommended accessibility guidelines
4. An increase in the number of workshops or programming events that educate around accessibility

**FY 19 Actions (for Objective 4)**

- Begin to explore funding that would support accessibility changes to the building
- Review the Center's current spaces for accessibility and inclusiveness in coordination with the ADA Coordinator and the Office for Institutional Equity
- Offer training for DMC professional/admins and student staff that explores principles of user centered design
- Explore options to receive feedback on our accessibility efforts through focus groups or other qualitative approaches

**Primary DEI Goal (for Objective 4)**

Inclusion, Equity

**Other Applicable Domain (for Objective 4)**

Education and Scholarship, Service

**IV. D. Service**

**Strategic Objective 1**

Effectively incorporate DEI into the customer service model of the DMC.

**Key Constituency (for Objective 1)**
Students, Faculty, Staff

**Measures of Success (for Objective 1)**

1. Measure the change in accessibility rating in user centered assessment
2. The creation and moderation of a more accessible and inclusive website
3. The number of changes within spaces or around approaches that support a more inclusive customer support model
FY 19 Actions (for Objective 1)

- Assess and share the ways in which DEI is currently incorporated in the customer service model at the DMC
- Explore university best practices to better support users through an inclusive user-centered customer service model
- Work with each DMC team to explore options to more inclusively provide customer support in their respective spaces
- Work with university partners to better support international students, and students whose first language is not English
- Ensure all DMC websites are ADA-compliant in coordination with the ADA Coordinator and the Office for Institutional Equity

Primary DEI Goal (for Objective 1)
Inclusion, Diversity, Equity

Other Applicable Domain (for Objective 1)
Education and Scholarship, Promoting an Equitable and Inclusive Community, Recruitment, Retention and Development

Strategic Objective 2
Communicate DEI as guiding principles of the DMC community to the public.

Key Constituency (for Objective 2)
Students, Faculty, Staff

Measures of Success (for Objective 2)
1. The addition of a DEI section to the DMC website
2. The creation and sharing of marketing materials that elaborate on DMC's relationship to DEI
3. The completion of a DMC website and social media audit to ensure language and images reflect diversity, broadly defined

FY 19 Actions (for Objective 2)
- Create a DEI section on the DMC's website
- Increase visibility of DEI resources to DMC students, professional staff and users at the Center
- Communicate the importance of honoring and celebrating difference to the DMC's constituencies
- Create a DEI statement and printable statement flyer
- Utilize university marketing strategies to better reflect the diversity of the Center through branding on the website, social media pages and physical spaces

Primary DEI Goal (for Objective 2)
Inclusion, Diversity, Equity
Strategic Objective 3
Recruit and support a more diverse user community.

Key Constituency (for Objective 3)
Students, Staff, Faculty

Measures of Success (for Objective 3)
1. An increase in diversity across user demographic surveys overtime
2. The development and implementation of new outreach strategies to reach wider communities
3. The establishment of a working group to assess opportunities to expand efforts to reach broadly diverse groups of students, faculty and staff

FY 19 Actions (for Objective 3)
● Utilize user demographic assessment to develop outreach strategies to better support diverse communities
● Begin to explore financial resources to support an equitable representation of student projects
● In collaboration with University resources, begin to develop a marketing strategy that intentionally considers outreach to broadly diverse groups of students, faculty and staff
● Partner with a broad range of units to share Duderstadt resources with a larger audience
● Host DEI transparency meetings for students and faculty to share their voice around policy, working to provide diverse communities with more agency in decision making at the Center

Primary DEI Goal (for Objective 3)
Diversity, Inclusion

Other Applicable Domain (for Objective 3)
Promoting an Equitable and Inclusive Community

V. Goal-related Metrics – unit measures tracked over time

University wide Metrics
The University has identified the following metrics that will be tracked centrally:
**Diversity**
Makeup of freshman class, diversity of faculty at all levels, diversity of staff, diversity of workforce overall, diversity of students overall, completion rates for all students at all levels
- Headcount
- Race/ethnicity
- Sex
- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)
- Graduation Rates

**Equity**
Number of reported incidents, reports on adverse impacts

**Inclusion**
Results on UM climate measures of faculty, staff and students
- Satisfaction with overall UM climate/environment
- Semantic aspects of the general climate of UM campus overall
- Semantic aspects of the DEI climate at UM campus overall
- Feeling valued at UM campus overall
- Feeling of belongingness at UM campus overall
- Assessment of UM institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at UM campus overall
- Feeling able to perform up to full potential at UM campus overall
- Feelings of academic growth at UM campus overall
- Feelings of discrimination at UM campus overall

**University wide Metrics**
As the Center is empowered to track more consistent data, this section will be utilized to record local measures as they are tracked across time. This section will work to demonstrate the impact of the strategies and actions developed for the Center’s community. This section will track measures exploring:

**Diversity**
Makeup of workforce, Make up of supervisor cohort

**Equity**
Demographics of the pool of employees promoted in the past year, demographics within salary bands of employees
Inclusion
The number of participants in skill and cultural training opportunities, climate survey results by area

VI. Action Planning Tables

VI. A. Recruitment, Retention and Development

<table>
<thead>
<tr>
<th>#</th>
<th>Key Constituency</th>
<th>Strategic Objective</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned (measurable, specific)</th>
<th>Group/persons accountable</th>
<th>Resources needed (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff and Student Staff</td>
<td>Better understand the compositional diversity of DMC employee group</td>
<td>The completion of a DMC-centered climate survey.</td>
<td>Partner with Soundrocket to conduct a climate survey of the student staff, professional staff and administrators of the DMC. Share findings with the DMC community. Revise the strategic plan to reflect findings of compositional analysis.</td>
<td>Leadership team</td>
<td>Funding for Soundrocket Climate Scan</td>
</tr>
<tr>
<td>2</td>
<td>Staff and Student Staff</td>
<td>Increase the diversity of DMC employees at the Center through a more comprehensive hiring process.</td>
<td>The development and implementation of inclusive hiring practices that are standardized across DMC teams. More diverse applicants to DMC positions. Increase in diversity among DMC employees across roles overtime.</td>
<td>Partner with university HR to understand and develop best practices for inclusive hiring and implement them in the DMC’s hiring process. Ensure that everyone who participates in DMC hiring has been informed of these best practices and receives relevant training.</td>
<td>Leadership Team, HR</td>
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<tr>
<td>3</td>
<td>Staff and Student Staff</td>
<td>Implement an onboarding process designed to provide better DEI-related support to</td>
<td>The development and implementation of a DMC onboarding schema that explicitly addresses difference, support models and</td>
<td>Conduct a needs assessment of the onboarding process for professional and student staff.</td>
<td>Leadership Team, HR, DEI Committee</td>
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<tr>
<td>#</td>
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<tr>
<td></td>
<td>Staff and Student Staff</td>
<td>Evaluate and improve practices that support the success, retention, and promotion of a diverse staff.</td>
<td>Greater clarity about and an increase in career development and advancement opportunities for DMC professional staff.</td>
<td>Collect data on professional development activity for professional and student staff.</td>
<td>Leadership Team, HR, DEI Committee</td>
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<td></td>
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<td></td>
<td>Implementation of community-building measures targeted at staff retention.</td>
<td>Share findings of climate scan with the DMC employees.</td>
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<td></td>
<td>Year 5 climate scan data that shows a more positive relationship between DMC staff and professional development.</td>
<td>Work with HR to better understand professional development best practices.</td>
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<td></td>
<td>Develop a series of DMC professional development opportunities that respond to climate scan results.</td>
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<td>Empower DMC administrators to work with staff in identifying their team's specific professional development needs.</td>
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</table>

**VI. B. Education and Scholarship**
| 1 | **Staff and Student Staff** | Facilitate learning across difference through a series of DEI centered programming. | Increase the number of opportunities for faculty, students, and staff to connect across difference through intentional programming. 

- Increase the participation of DMC students and staff attending DEI programs at the Center 
- Increase in DEI programming undertaken with partner groups from North Campus and around the university. 
- Incorporation of DEI programming into the structure of the Student Program. | Develop an assessment tool to measure the impact of DEI programming. 

Deliver programming that promotes DEI-related conversations. 

Co-facilitate and host Identity Workshops open to all students, faculty and staff in collaboration with Taubman College of Architecture and Urban Planning as funded through a grant out of the Office of Diversity, Equity and Inclusion at U-M. 

Develop and facilitate DEI-related programming specifically for student staff. | DMC Staff, DEI Committee | Programming Funding |

| 2 | **Staff and Student Staff** | Prepare DMC employees to better support and facilitate inclusive teaching and learning within DMC spaces. | Development of techniques and tools that support inclusive teaching and learning that DMC staff can help faculty and students use. 

- The collection of feedback from instructors, users and employees on their needs linked to inclusive teaching and learning in the DMC's spaces. 
- Increase in the number of DMC consultants who receive cultural competency training, or participate in workshops linked to DEI. | Include DEI considerations in the consultation of DMC spaces. 

Meet with Services for Students with Disabilities office to discuss methods to inclusively support students with disabilities in the DMC's unique spaces. 

Invest in developing the cultural competency skills of professional and student staff through trainings and workshops. | DMC Staff, Leadership Team, DEI Committee |
### VI. C. Promoting an Equitable and Inclusive Community

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff and Student Staff</td>
<td>Improve internal DMC staff dynamics to create a more equitable and inclusive climate.</td>
<td>Successful completion of a DMC climate scan incorporating professional and student staff. Implementation of interventions designed to address internal DMC climate issues found in the climate scan. The improvement of internal communications across DMC teams. The completion of a formal review centering on equitable treatment of DMC staff and admins as it relates to salary, opportunities, and promotions.</td>
<td>Conduct a climate scan of DMC professional and student staff, sharing results with the DMC community. Develop a DMC internal communications plan. Conduct a formal review of salaries, opportunities, and promotions of DMC staff and admins in partnership with university HR. Partner with Human Resources to share information about existing pathways for conflict resolution. Review the University’s Diversity, Non-discrimination, and Conflict Resolution Policy and Procedure with the DMC community. Improve DMC transparency by sending regular DEI update emails, and calling for active participation in DEI conversations.</td>
<td>DMC Staff, Leadership Team, DEI Committee, HR</td>
<td>Soundrocket funding</td>
</tr>
<tr>
<td>2</td>
<td>Staff and Student Staff</td>
<td>Foster a positive climate that encourages DMC staff members to embrace DEI as core values driving work at</td>
<td>The incorporation of consideration of commitments to promoting a diverse, equitable, and inclusive environment into</td>
<td>Begin conversations with HR on including DEI competencies into performance evaluation form and processes.</td>
<td>DMC Staff, Leadership Team, DEI Committee, HR</td>
<td>Programmin Funding</td>
</tr>
<tr>
<td>3</td>
<td><strong>Staff and Student Staff</strong></td>
<td>Create a more equitable and inclusive environment for users across identities at the DMC.</td>
<td>Increase in the number of feedback systems for users to share their experience at the DMC.</td>
<td>Begin developing a user-centered assessment tool in collaboration with employee groups at the Center.</td>
<td>DMC Staff, Leadership Team, DEI Committee</td>
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<td>Implementation of regular assessments of user experience as it relates to DEI.</td>
<td>Develop a DEI and accessibility-related online feedback form for users of the DMC.</td>
<td>Programing Funding</td>
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<td>Increase in opportunities for students, faculty and staff to participate in DEI centered programming.</td>
<td>Host DEI transparency meetings each semester.</td>
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<td></td>
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<td></td>
<td>The deployment of intervention strategies in response to user-</td>
<td>Develop and host DEI centered programming for students, faculty and staff.</td>
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the Center.

DMC performance evaluations.

Tracking the number of DMC staff and administrators that participate in DEI training.

An increase in community-centered programming and participation by DMC students, staff, and administrators.

The incorporation of DEI initiatives into each DMC team's yearly goals.

Assess training needs and coordinate trainings for DMC staff and administrators that increase cultural awareness of diversity, broadly defined.

Create a DEI statement that includes a clear declaration of the Center's belief in the importance of DEI as a guiding core principle.

Offer ongoing community driven events for DMC employees across difference to connect at the Center.

Continue to support a DEI DMC staff committee that is responsible for assessing the unit climate yearly and assisting with moving the strategic plan forward.
### VI. D. Service

<table>
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<tbody>
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<td>1</td>
<td>Staff and Student Staff</td>
<td>Effectively incorporate DEI into the customer service model of the DMC.</td>
<td>Improvements in users’ rating of how accessible the DMC’s spaces and services are as measured in user satisfaction assessments.</td>
<td>Assess and share the ways in which DEI is currently incorporated in the customer service model at the DMC.</td>
<td>DMC Staff, Leadership Team, DEI Committee</td>
<td>Capital funding to address infrastructure accessibility issues.</td>
</tr>
<tr>
<td>2</td>
<td>Staff and Student Staff</td>
<td>Communicate DEI as guiding principles of the DMC community to the public.</td>
<td>The creation and sharing of marketing materials that elaborate on DMC's relationship to DEI.</td>
<td>The completion of a DMC website and social media audit to ensure language and images reflect diversity, broadly defined.</td>
<td>Create a DEI section on the DMC's website. Increase visibility of DEI resources to DMC students, professional staff and users at the Center. Communicate the importance of honoring and celebrating difference to the DMC's constituencies. Create a DEI statement and printable statement flyer. Utilize university marketing strategies to better reflect the diversity of the Center through branding on the website and social media pages and</td>
<td>DMC Staff, Leadership Team, DEI Committee</td>
</tr>
</tbody>
</table>

The creation and moderation of a more accessible and inclusive website.

The number of changes within spaces or around approaches that support a more inclusive customer support model.

Support users through an inclusive user centered customer service model.

Work with each DMC team to explore options to more inclusively provide customer support in their respective spaces.

Work with university partners to better support international students, and students whose first language is not English.

Ensure all DMC websites are ADA-compliant in coordination with the ADA Coordinator and the Office for Institutional Equity.
| 3 | Staff and Student Staff | Recruit and support a more diverse user community. | An increase in diversity across user demographic surveys over time. The development and implementation of new outreach strategies to reach wider communities. The establishment of a working group to assess opportunities to expand efforts to reach broadly diverse groups of students, faculty and staff. | Utilize user demographic assessment to develop outreach strategies to better support diverse communities. Explore potential funding for recruiting and supporting projects by students from underrepresented communities. In collaboration with University resources, begin to develop a marketing strategy that intentionally considers outreach to broadly diverse groups of students, faculty and staff. Partner with a broad range of units to share Duderstadt resources with a larger audience. Host DEI transparency meetings for students and faculty to share their voice around policy, working to provide diverse communities with more agency in decision making at the Center. | DMC Staff, Leadership Team, DEI Committee |

**VII. Plans for Supporting, Tracking and Updating the Strategic Plan**

The Duderstadt Diversity, Equity and Inclusion Strategic Plan implementation lead (Ken Panko) is the key contact for stewardship of the plan. He will be assisted by the Duderstadt DEI Committee and the Leadership Team of the DMC in tracking and supporting the plan implementation. These groups will conduct a review of the plan and collect feedback and additional ideas to be implemented throughout the year. A midyear status report will be prepared by the previously mentioned groups, as well as an evaluation of the progress measures for the fiscal year.