



ADVANCE Program Diversity-Equity-Inclusion Plan

S/C/Unit: ADVANCE Program
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Five Year Goals and FY17 Actions

I. Diversity Equity and Inclusion Mission: Overview

Text from President's Diversity Charge

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

Additional text specific to school, college or unit

The University of Michigan ADVANCE Program aims to improve our campus environment for **faculty** in four general areas:

- **Recruitment:** development and use of equitable faculty recruiting practices
- **Retention:** preemptive strategies to prevent the loss of valued faculty
- **Climate:** improvement of departmental climate for faculty, staff and students
- **Leadership:** development of leadership skills that allow academic leaders to encourage positive departmental climates

The values and commitments to recruit, hire, and retain a diverse faculty workforce remain central to the ADVANCE mission. Initially focusing on institutional transformation with respect to women faculty in science and engineering fields, the program has expanded to address necessary institutional changes to support the needs of a diverse faculty in all fields. It is gradually beginning to address some issues facing diverse postdoctoral fellows, and graduate

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and undergraduate students, but our direct focus is only on faculty and only faculty will be the focus of this plan.

We work directly with many departments, schools, and colleges to support their efforts to bring positive changes to the work environment. We also offer many documents (e.g., handbooks, pamphlets, handouts), research reports, lists of resources and programs (workshops, group discussions, seminars) that are designed to facilitate departmental, school, and college efforts. These are listed in appendices at the end of this report. All ADVANCE programs and resources are designed to be of value to all faculty at UM, without regard to sex, race, national origin, or other protected status.

Finally, we also assist in designing departmental climate reviews, providing evidence of potential issues to address, so that improvements can be targeted to real needs. We welcome requests to tailor our programs to specific institutional needs or goals.

In the appendices we have provided a detailed listing of our initiatives and activities, including those that were new this year. We also provide a timetable for this five-year plan.



II. Planning Process Used

Because the ADVANCE Program's primary mission is to foster diversity, equity and inclusion among the faculty, our data gathering and analysis focused on identification of areas where ADVANCE could improve or increase our efforts or our success in pursuing these goals. We began with both a review of all of the documents outlining our initiatives and programs, and followed that with a lively discussion among the leadership team and the staff. This yielded a draft list of ideas, which was then further discussed and augmented in discussions with stakeholders from across campus, as outlined below.

In sum, to create this Plan, input was sought across the 2015-16 school year from the following sources:

- Documents archived by ADVANCE
- Focused discussions with stakeholders representing many different departments, schools, and colleges with whom we have worked most closely:
 - ADVANCE Leadership Team (Cortina, Linderman, Malley, Sekaquaptewa, Stewart)
 - ADVANCE Staff (9 full-time staff members besides Malley who is on the Leadership Team: Ascione-Juska, Beard, Bliss, Burke, Herzog, Hudgins, Maihofer, Smith, Threadgill)
 - ADVANCE Steering Committee (Blair, Cole, Cortina, Fierke, Gallimore, Gyetko, Linderman, Martin, Raymond, Sekaquaptewa, Stewart)
 - ADVANCE Advisory Board (composed of past members of STRIDE drawn from Sociology/LSA and the Program in Intergroup Relations, Chemistry/LSA, Rackham, Mathematics/LSA, Materials Sciences Engineering/Engineering, Chemical Engineering/Engineering, Internal Medicine/SoM, Mechanical Engineering/Engineering, MCDB/LSA, Microbiology and Immunology/SoM, Ross, Psychology, WS/LSA, and EEB/LSA: Chesler, Fierke, Hochster, Jones, Linderman, Merchant, Perkins, Raymond, Spindler, Spreitzer, Stewart, Vandermeer)
 - ADVANCE Advisory Board for the College of Engineering (Bertacco (EECS/Engineering), Bull (Biomedical Engineering), Cohn (Industrial and Operations Engineering), Eniola-Adefeso (Chemical Engineering), Kushner (EECS, NERS), Millunchick (MSE), Perkins (Mechanical Engineering), Steiner (Climate and Space Sciences Engineering)
 - ADVANCE Advisory Board for the College of LSA (Anderson (Philosophy and WS), Burgard (Sociology), Lange (Earth and Environmental Sciences), Levina (Statistics), McCracken (Romance Languages and Literatures), Means Coleman (Communication Studies), Merrill (Asian Languages and Cultures), Montgomery (Chemistry), Ogilvie (Physics), Tucker (EEB), LaVaque-Manty (Political Science), Partridge (Anthropology and DAAS), Queen (Linguistics)



III. Data Gathering and Analysis: Key Findings

Eleven strategic areas were identified as a result of the discussions outlined in Section II above. They are noted below, with details provided in the subsequent section.

Recruitment, Retention, and Development

1. Expand the use of STRIDE-style Faculty Recruitment Workshops (FRW) and elaborate our audiences.
2. Increase follow-up after faculty recruitments
3. Expand President's Postdoctoral Fellowship Program
4. Assess turndowns and offer withdrawals campus-wide
5. Expand the New Faculty Launch Program

Promoting an Equitable and Inclusive Community

6. Increase support after departmental climate assessments
7. Expand use of ADVANCE allies, including members of advisory committees, faculty with interest in ADVANCE goals
8. Design additional interventions addressing climate issues and evaluation of faculty
9. Redevelop the Faculty Leading Change (FLC) Workshop
10. Continue to support a positive climate among ADVANCE staff members

Education and Scholarship

Many of our activities include faculty education (items 1, 5, 6, 7, 8, and 9 all do); however, none of them is primarily aimed at education.

Equally, we do considerable research in the context of our activities; however, our mission and our activities are primarily aimed at supporting institutional change and faculty development.

Service

11. Enhance family-friendly policies and supports for faculty campus-wide
12. Continue to identify unmet faculty development needs



IV. Strategic Objectives and Action Plans

To further our mission-based commitments to recruit, hire, and retain a diverse faculty, the ADVANCE Program will work toward the following particular goals over the next five years. We have categorized these goals according to the four DE&I Planning Domains outlined by DELTAA; please note, however, that many of our activities cut across more than one domain. All goals will be implemented in accordance with law and University policy. Note also that we track many kinds of metrics assessing faculty diversity annually as part of our effort to assess our own success, and that of campus-wide efforts. In addition, all ADVANCE programmatic initiatives are evaluated rigorously based on standardized metrics; refinements are made as necessary. We attempt to indicate our timeline with dates following each notation. We also present our timeline in table format in Appendix VI of this report.

Recruitment, Retention, and Development

The largest programs within ADVANCE fall into the category of recruitment, retention, and development – specifically of faculty.

1. Expand the use of STRIDE-style Faculty Recruitment Workshops (FRW)

- Continue to offer 5-6 fall workshops (including increasing the offering of advanced workshops); initiate in 2016-2017, continue through 2021
- Consider offering one or more FRW in Spring (initiate Spring 2017 or 2018, continue through 2021)
- Incorporate more explicit discussion of pipeline issues in the standard FRW (to discuss in Spring 2017 at FASTER (Friends and Allies of STRIDE Toward Equity in Recruiting) and thereafter for STRIDE to consider incorporating
- Continue to work with the health-related schools to adapt the standard FRW to fit aspects of hiring that are unique to some of the schools and colleges (e.g., one version currently underway could address how to avoid unconscious bias within the internal hiring practices that are more typical at the Medical School); initiate in 2016-2017; continue through 2021
- Develop a more systematic approach to ensuring that search committees receive “pool documents” that do not include information about the current faculty in the unit (which risks violation of privacy because of small numbers). ADVANCE research staff could initiate this process in fall 2016, and assess its efficacy and make changes to the process over time through 2021 and after

2. Increase follow-up after faculty recruitments

- Improve tracking of search outcomes (who invited, who offered, who accepted) via closer data-collection with search committees; this will require cooperation from data contacts on the ground); begin discussion with data contacts spring 2016; attempt to implement during 2016-2017; review success in summer 2017 and revise procedure for subsequent years through 2021



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- Collect post-interview feedback about search process from those who participated (e.g., search committee members); consider collecting these data during 2016-2017; if necessary, due to pressure of other commitments, initiate in 2017-2018; aim for report within one year
 - Link outcomes to report from unit on search practices used (this most likely will not be feasible until 2017-2018, but tying these two processes together, and providing feedback about the value of particular processes is an important priority over time); continue through 2021
- 3. Expand President's Postdoctoral Fellowship Program**
- Increase number of fellows (double for 3 years; then triple); ideally this would begin by doubling to 6 fellows/year in 2016-2017, and then be tripled to 9 in 2019-20, but it requires substantial resources from the Provost/President.
 - Increase professional development activities (this only becomes feasible when there are more fellows, so hinges on the preceding: not before 2017-2018).
 - Increase unit understandings of program by more direct interaction with chairs about how to use the program effectively (this is warranted most if the program expands, but should begin with outreach to affected department chairs in 2016-2017)
- 4. Assess turndowns and offer withdrawals campus-wide**
- ADVANCE conducted a study at the request of a few departments a few years ago, but the study should be repeated campus-wide and should assess reasons people turn down positions, or withdraw from consideration after visiting campus. This study requires good coordination with the search committees so could only be initiated as early as 2017 (planning year). A report could be prepared within one year, given the difficulties of collecting data like this from somewhat reluctant participants.
- 5. Expand the New Faculty Launch Program**
- Expand use of Launch Committees for new faculty campus-wide, beginning with adding two divisions in LSA and SMTD during 2016-2017. Continue expansion through 2021 as we learn about how best to handle different fields
 - Pilot and assess new model for managing Launch Committees (ADVANCE staff train conveners; unit staff manage all other aspects of the process; this will be the model in SMTD and health sciences; this will begin in 2016-2017 and continue through 2021)
 - Enhance collaboration of health sciences schools in a modified version of Launch (begin in 2016-2017 with Medicine, Dentistry and Pharmacy; continue through 2021)
 - Assess improvement in mentoring capacity beyond committees themselves (Research staff will design an assessment tool that might help us understand how faculty who serve on launch committees develop mentoring capacity through that service; to begin in 2017, and continue in 2017-2018; report disseminated and discussed within one year of data collection)

Promoting an Equitable and Inclusive Community

The mission of ADVANCE is to improve the campus environment for faculty. That said, we do think carefully about the identities, roles, needs, and interests of staff within UM ADVANCE who are supporting this mission.

For example, within ADVANCE, we strive to recruit, retain, and develop staff who reflect diversity in terms of ethnicity, gender, sexuality, ability, parent status, and social class background. In addition, all staff are supported in efforts they identify as interesting for their own professional development, as well as educational programs.

Every week ADVANCE leadership meets with the full ADVANCE staff to “check in” with all staff, make certain they have the resources needed to fulfill their job duties, and offer additional supports and resources as needed; at those meetings we also promote community by celebrating personal milestones (e.g., degree completions, birthdays, new jobs).

Every month ADVANCE research staff organize a Brown Bag presentation and lunch for all members of the unit; these Brown Bags not only offer educational benefits to both internal staff and faculty, they also help build and sustain community.

Finally we have staff celebrations of various sorts throughout the year (often a holiday party, often a baseball outing in the summer, recognition of staff leaving and arriving, etc.).

The leadership of ADVANCE is turning over at the end of summer 2016. That may make it an auspicious time for some kind of assessment of staff climate. We do note that we have found that assessing staff climates is quite difficult when staffs are small. We believe the indications of high morale, good relationships among staff members and high productivity suggest that the staff climate is overall positive—which of course does not mean that there is not room for improvement.

Finally, ADVANCE provides another kind of staff-focused resource not aimed at ADVANCE staff: each winter term STRIDE offers an educational workshop for departmental administrative staff involved in the faculty recruitment process.

Because ADVANCE is primarily a faculty-serving unit, we developed the following goals with that constituency in mind:

- 6. Increase support after departmental climate assessments**
 - Offer post-assessment support to units including:



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- Good practices document (recently developed and being tried out as pilot; used in uniform process beginning in 2016-2017 and continuing through 2021)
 - Assess value of good practices document assessed from chairs (beginning in 2016-2017 through 2021)
 - Consultation with ADVANCE leadership and/or outside experts for assistance after departmental climate assessments (more systematic offering of these resources beginning in 2016-2017 and continuing through 2021)
 - Small grants to support change efforts (begin small grant program to support departmental climate change efforts, beginning in 2017-2018 and continuing through 2021)
 - Encourage units to prepare an Action Plan after climate assessments (begin in 2016-2017; assess use of Action Plan by following up with chairs that same year and continuing through 2021)
 - Encourage use of Faculty Leading Change (FLC) Workshops (this is beginning now in 2016 and will be taken up systematically in the course of climate assessments in 2016-2017; success will be measured by applications to the FLC program through 2021)
 - Collect information from departments about what responses/activities were most/least successful in bringing about positive climate change; share this information with departments beginning the process.
- 7. Expand use of ADVANCE allies, including members of advisory committees, faculty with interest in ADVANCE goals.**
- Rely more on allies to improve flow of information to/from departments (e.g., helping with information retrieval about searches, helping departments address what they learn from climate assessments); in process in advisory committees; during 2016-2017 a more formal plan for how to increase the flow of information will be developed; it will be fully implemented in 2017-2018 and evaluated and altered as needed through 2021.
 - Rely more on FASTER (Friends and Allies of STRIDE Toward Equity in Recruiting) and Advisory Boards as allies; this includes working with both groups to develop their self-conscious identification as our allies, and as important in the process of diffusing knowledge and understanding of ADVANCE goals and programs. This will begin in 2016 and continue through 2021.
 - Design workshops, with the help of Intergroup Relations Program (IGR), that enhance allies' appreciation of what they can do; this should begin in 2016-2017 and likely will take a couple of years to fully evolve, but then continue through 2021.
- 8. Design additional interventions addressing climate issues and evaluation of faculty**
- There is a general sense that the issues that arise in the evaluation of faculty (for annual, third year, and promotion and tenure review) are not yet well-addressed by ADVANCE activities. We would like to spend some time in 2016-2017 by appointing a committee to consider alternative intervention models (a workshop, formal training



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- for committee members, use of CRLT Players, etc.) and then initiate development of that program in 2017-2018 to continue through 2021.
- Equally, our faculty climate-related sketches (particularly the one on Navigating Department Politics) may need some rest in order to be “new” to faculty on campus. This may require us to commission new sketches from CRLT Players that address faculty climate in new ways. It would be helpful to have a special committee appointed in 2016-2017 to take this issue up as well, and to make recommendations for the following year and to continue through 2021.
- 9. Redevelop the Faculty Leading Change (FLC) Workshops**
- Design a smaller/skill-based workshop that people could benefit from, short of attending the full program (the timeline for this depends on the FLC planning team and available budget to support development. The initial program did not provide much skill learning so it needs significant redesign. Probably not feasible until 2017-2018 but then continuing through 2021.
- 10. Continue to Support a Positive Climate Among ADVANCE Staff Members**
- Continue regular meetings, celebrations and opportunities for social and other interactions among all staff.
 - Assess staff morale as appropriate.

Service

Most ADVANCE programming falls into the category of “service,” primarily directed at colleges, departments, and individual tenure-track faculty. We periodically consider gaps in the scope of ADVANCE initiatives, thinking about populations and needs not currently served (or underserved) by the University of Michigan. We have limited capacity to enhance what we offer to these groups, but additional funds (including cost-sharing with other units) would allow us to expand ADVANCE programs and supports to address the needs outlined below.

- 11. Enhance family-friendly policies and supports for faculty campus-wide**
- Develop a program to defray dependent-care costs associated with work-related travel; the programs currently offered in LSA and CoE, while welcome, are not viewed as adequate. ADVANCE can work with those two units to improve their programs and develop a template for an optimal program campus-wide. It would be ideal for all schools and colleges, or the Provost’s office, to administer such a program. ADVANCE could administer it if it were campus-wide and fully-developed. During 2016-2017 ADVANCE leadership should work with LSA, CoE, and the Provost’s office to develop a template policy that is affordable. During 2017-2018 it could be implemented in the two colleges. If it proves successful (and ADVANCE could assess that), then in 2018-2019 a new campus-wide program could be rolled out and administered by ADVANCE for the Provost’s office and the schools and



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colleges through 2021. The funding model could require some level of cost-share by the schools and colleges.

- Develop a policy allowing faculty to draw on external grants to defray dependent-care costs associated with work-related travel. This policy would enable us to take advantage of NIH and other agencies' policies along these lines. This has proven intractable to date. We should continue to work on it during 2016-2017 and continue through 2021 if it proves tractable.
- Increase the availability of high-quality, accessible, affordable infant care. This has been an elusive goal. ADVANCE should propose a campus-wide task force to study the issue, and should offer to provide a survey study of unmet need to date. These two events should begin in 2016-2017, to continue for the full period.
- Develop a standard tuition assistance program for faculty. This has been an even more elusive goal. ADVANCE should re-raise the issue, as one that would improve equity for lower-income and single parent faculty. Perhaps 2020 is the time for this to be raised again.
- Continue to improve dual-career support processes. ADVANCE is currently completing a survey study of the success and difficulties of dual-career support processes to date. We will complete the report by summer 2016, and will make recommendations for ongoing solutions. ADVANCE should continue to monitor the success of the Provost's office's efforts along these lines through 2021.
- Expand the Crosby Fund. If additional funds were available we could consider broadening the scope of funding to all fields, or narrowing the scope to cover faculty work-life balance expenses (like child and/or elder care associated with research). We would like to be able to consider these possibilities but with the current funding we have it seems unwise to alter the program.

12. Continue to identify unmet faculty development needs

- Identify needs unique to single parents, single faculty, etc. Continue to study via research what the unmet needs are (this is currently ongoing), and develop new programming to meet those needs. These activities must be expanded beginning in 2016-2017 and going forward through 2021.
- We currently offer a coaching program for new full professors through CoE and LSA. We receive and address requests from others variously, but there is pressure for this program to be more transparent and more broadly available to faculty who are in the full professor rank or who take on new leadership roles. This would require regularizing a budget line for this beyond the one currently structured to meet the routine needs in CoE and LSA. We could discuss a plan for this in 2016-2017 and request resources for 2017-2018 and continuing through 2021. We are already engaged in a process of attempting to enhance our pool of coaches for faculty.
- Identify needs unique to postdoctoral fellows and non-tenure tracks. Currently ADVANCE only addresses needs of faculty, and mostly tenure-track faculty. We do not currently have capacity to address these other needs, but could partner with Rackham, UMOR, and/or others on campus to address needs of some of these groups. This is something we can do in an ongoing way if it becomes feasible.



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- Identify needs unique to the book disciplines. We have provided assistance with writing groups (not successfully) and funding for writing-related expenses (very successfully) and workshops for publication (also successfully). We should examine whether there are other needs of faculty in book disciplines that we could meet; this might begin in 2016-2017, but likely will require planning and implementation over the entire period through 2021.
- Continue to track representation in leadership positions so those with decision-making power can work to correct imbalances by seeking to diversify applicant pools or otherwise improving search processes as necessary/appropriate;
- Expand use of LIFT Transition to Associate and Transition to Full to think more broadly about training.

Education and Scholarship

Note that traditional curricula and scholarship are not central to the ADVANCE mission, but that educating faculty and administrators is central. We offer many programs (as noted earlier) that are educational in nature; this includes STRIDE, the Faculty Leading Change (FLC) workshops and other faculty development programs detailed in the Appendix; these aim to equip faculty with the knowledge and skills necessary to effect change in their home departments.

V. Metrics

We have indicated specific metrics associated with each of the elements of our DEI Plan. They can be found in the table included as Appendix VI. In addition, we note that ADVANCE provides information about many indicators of institutional diversity, equity and inclusion at different levels of the institution. Some of these are outlined below.

Institutional Indicator Reports (overall indicators of recruitment, retention, and thriving of diverse faculty)

The ADVANCE Program annually collects indicator data for all faculty with appointments on the instructional (tenure), research, and clinical tracks by gender and race/ethnicity at the University of Michigan and assesses changes on these dimensions over time. Indicators include:

- number of faculty by track and rank;
- hiring;
- career history;
- promotion and tenure outcomes,
- administrative appointments
- named professorships;
- time off the clock; and
- categorization of *departmental* (not individual) demographics in terms of gender and race/ethnicity.

Separate reports are prepared for faculty campus-wide and STEM faculty as well as for Colleges of Engineering, LSA, and the Medical School. These are posted on the website, and are also shared in the form of a PowerPoint report with the President's Advisory Committee on Faculty Diversity and the Steering Committee as a way to convey our progress and needs in the areas of faculty diversity. These demographic indicators, and indicators of faculty retention, progress, recognition, and use of family-friendly policies are key metrics that will continue to be used to assess the overall success of the institutional change efforts at the core of ADVANCE's mission and of the Strategic Diversity Equity and Inclusion efforts.

Exit Report (specific focus on retention)

Since 2011 the ADVANCE Program has conducted an interview exit study with all tenure track faculty who voluntarily left the University in the previous year to assess issues that may affect faculty at the university and contribute to their decisions to leave. The interviews ask about the circumstances under which faculty chose to leave UM, the factors they considered in their decisions, how their current situations compare to their UM positions, and their assessments of various aspects of their experience at UM. We report frequencies and rates by coding category in the appended tables, overall and by gender, race-ethnicity, rank, and college/school and consider differences by gender and race-ethnicity. The report is updated annually and provides

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information about the reasons we lose faculty that relate to climate, retention policies, leadership opportunities and other issues.

Campus-wide Climate Assessments (focus on climate)

Every 5-6 years the ADVANCE Program conducts a campus-wide climate survey to assess faculty experiences (e.g., job satisfaction, mentoring, department and University climate). To date we have completed three cross-sectional surveys (fall 2001, fall 2006, and fall 2012) that allow us to understand faculty views of the climate, at each of these time periods and to assess change over time. There is a particular focus on the experiences of women faculty and faculty of color. We plan to conduct the next major faculty campus climate assessment in fall 2017.

Department Climate Assessments (focus on climate)

The ADVANCE Program also works with UM departments, schools, and colleges to conduct online survey studies with faculty, post-docs, Ph.D. students and/or staff to assess how the environment is perceived *in the unit* (department, school or college). The information obtained from these studies is used to identify areas where things are going particularly well, as well as those that need improvement; the goal is to assist the unit in making appropriate policy changes to enhance the environment for all members of the department.

In the Colleges of Engineering and LSA, climate assessments are conducted as part of the external review process.

The ADVANCE Program also conducts interview and/or focus group studies tailored to particular populations, as requested by departments, schools, or colleges. Studies have included interviews with: graduate students to learn in detail about graduate student experiences; faculty who voluntarily left UM to understand why and to inform efforts at faculty retention; and faculty who accepted and/or turned down appointments at UM in an effort to improve hiring practices and success rates of new faculty hires.

Research Aimed at Particular Diversity Issues

A central goal of the ADVANCE program is to be a resource to University administration and provide information that can guide institutional decision-making, particularly on issues that concern faculty diversity, equity and inclusion. Research studies are conducted in the service of administrative efforts to improve aspects of the institutional environment that may impede faculty recruitment, retention, climate, and leadership. Each year ADVANCE is commissioned to investigate particular issues of interest and concern. Recent studies include: interview study of faculty in Engineering about their views about and interest in leadership positions; survey study of faculty experiences of disorderly and disruptive behaviors from students; an examination of tenure outcomes for faculty who do and do not take time off the clock; an interview study of junior faculty in the Medical School concerning factors that allow them to thrive; and a focus group study about challenges faced by single-parenting faculty. New studies will be conducted associated with the issues outlined in the plan; these include studies of the faculty experience with the dual career program; offer turndowns and withdrawals from searches, and mentoring competence developed in the Launch Program among senior faculty.

VI. Progress over the last year: actions, impacts

We have outlined our accomplishments, products, and publications over the past years, including this year, in the Appendices to this Plan. In addition, we include lists of leadership and staff, and all advisory committees to the Program. The final appendix presents a timetable for our strategic planning activities.

Appendix I: ADVANCE PROGRAM OVERVIEW OF INITIATIVES AND ACTIVITIES

Appendix II: DOCUMENTS AND RESOURCES DEVELOPED TO SUPPORT THE ADVANCE MISSION

Appendix III: PUBLICATIONS AND PRESENTATIONS EMERGING FROM ADVANCE PROGRAM

Appendix IV: ADVANCE PROGRAM LEADERSHIP AND STAFF

Appendix V: ADVANCE PROGRAM COMMITTEES

Appendix VI: TIMETABLE FOR STRATEGIC PLAN FOR D-E-I, 2016-2021

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Appendix I: ADVANCE Program Overview of Initiatives and Activities

FOUR AREAS OF FOCUS

ADVANCE efforts divide roughly into four areas: recruitment, retention, climate, and leadership. Note that all ADVANCE programs are designed to benefit all UM faculty without regard to sex, race, ethnicity, or other protected status.

Recruitment

Faculty Recruitment Peer Education: STRIDE Faculty Recruitment Workshops

Every fall term the STRIDE committee leads 5-6 campus-wide workshops for faculty and administrators involved in faculty search committees. Participation in these workshops has been required of search committee members in LSA and Engineering since 2009, and both the School of Education and the School of Public Health are developing policies for requiring participation among their faculty. Over 820 current faculty have attended at least one of the cross-campus workshops. The Director of ADVANCE (or an associate director) presents a brief, targeted version of the STRIDE workshop to search committees for deans and other upper-level administrators.

Beyond the faculty workshops, in winter term, STRIDE offers an annual presentation for departmental administrative staff involved in the faculty recruitment process. A sub-committee of members from STRIDE and the ADVANCE Advisory Board (former STRIDE members) have also collaborated with Rackham to develop two Faculty Workshops on Graduate Admissions for Excellence and Diversity. These are now offered by Rackham staff on their own. Finally, STRIDE has developed a new workshop for department chairs about their role in hiring being offered this year to chairs and associate deans as part of the Provost's Campus Leadership Program (P-CLP).

In addition to the important resource that STRIDE provides to the Ann Arbor campus, STRIDE also has a national presence. These invited presentations are helpful for STRIDE members to understand how U-M compares and contrasts with other institutions. It is important also to note that STRIDE is helping to make U-M a national leader in the area of recruiting for diversity and excellence. These visits also generate funds that support local efforts of the STRIDE committee (i.e., purchasing continuing education resources for the committee; defraying the cost associated with hosting morning-long meetings).

Faculty Recruitment Peer Education: FASTER Workshops

Each spring, STRIDE offers a program called FASTER (Friends and Allies of STRIDE Toward Equity in Recruiting) for a group of about 20 faculty colleagues who are drawn from across campus and who focus on a single topic such as bias, race/ethnicity, climate, and faculty evaluation and retention. The purpose of FASTER is to expand the circle of senior faculty who are knowledgeable about the role that unconscious bias can play in recruitment and evaluation of faculty, as well as the ways it can contribute to an unpleasant and counterproductive work environment. The workshop provides each group of FASTER members with an opportunity to

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engage the relevant social science literatures and to discuss the topic with colleagues, including STRIDE committee members. STRIDE also uses the FASTER workshops as an opportunity to obtain feedback from colleagues about their ideas for changes in the STRIDE programs.

Based on key recommendations from the Friends and Allies of STRIDE Toward Equity in Recruiting (FASTER) workshop in June 2012, STRIDE contributed to the development of a series of documents focused on faculty evaluation processes (including tenure and promotion, third-year reviews, campus and disciplinary award nominations). These documents have been disseminated across campus and are being used by campus leadership to encourage improved practices and policies for faculty evaluation.

NextProf: Science

This LSA program, modeled after the successful effort of *NextProf: Engineering*, is designed to encourage talented scientists with a demonstrated commitment to diversity to consider academia as a career. Targeted at advanced graduate students and postdoctoral fellows in the natural sciences, the 4-day workshop aims to help participants develop strategies that will strengthen their ability to pursue academic careers at research universities. The key objective is to identify potential faculty applicants and build mutually positive relationships that will eventually contribute to increased faculty diversity. ADVANCE provides logistical and planning support to the team of LSA department chairs that plans and implements this program.

Research Aimed at Particular Diversity Issues

As noted earlier, a central goal of the ADVANCE program is to be a resource to University administration and provide information that can guide institutional decision-making, particularly on issues that concern faculty. Research studies are conducted in the service of administrative efforts to improve aspects of the institutional environment that may impede faculty recruitment, retention, climate, and leadership. Each year ADVANCE is commissioned to investigate particular issues of interest and concern. Recent studies include: interview study of faculty in Engineering about their views about and interest in leadership positions; survey study of faculty experiences of disorderly and disruptive behaviors from students; an examination of tenure outcomes for faculty who do and do not take time off the clock; an interview study of junior faculty in the Medical School concerning factors that allow them to thrive; and a focus group study about challenges faced by single-parenting faculty.

Retention

Launch Committee Program

Launch Committees are offered to all new CoE and LSA (natural science) junior faculty. Launch committees provide support and guidance to new junior faculty as they begin their careers at Michigan; the program is modeled after a successful effort at Case Western University. Committees meet with the new faculty member monthly from the time of hire until the end of the first year at Michigan. Each committee consists of the new faculty member, an ADVANCE convener, the department chair, a senior faculty member in a related research area from the department, and a senior faculty member in a related research area but from a different unit.

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Launch committees allow the newly hired faculty member to gain valuable insight from a small group of senior faculty to the inner workings of both the department and the University as a whole. This program has grown in the past few years, and schools and colleges beyond CoE and LSA have expressed interest in participating. ADVANCE has developed a process for collaborating with these schools and colleges in the development of their own “launch committee” programs, while training their launch committee “conveners.”

Mentoring and Advising

The ADVANCE Director offers to meet individually with new faculty members to discuss ADVANCE and its various programs and activities, in an attempt to create a connection with the program and to identify recurring or general issues in the transition to UM. We believe these meetings, which provide an opportunity for trouble-shooting difficulties faculty are having, serve an important purpose in encouraging retention of faculty. As ADVANCE’s reach extended beyond the STEM fields, troubleshooting also extended to faculty in other disciplines. The Director also makes herself available to all faculty that may be in need of support due to crisis or career issues.

LSA Career Advising Workshops

These workshops are provided each academic year as a collaborative effort between ADVANCE and the College of LSA. These monthly workshops are open to the entire university at no cost to the participants. Examples of workshop content include: Preventing and Addressing Disruptive Behavior in the Classroom; Distress Signals: Supporting Students Facing Mental Health Challenges; and Mentoring Workshop for New Faculty.

LSA Tenure Review Process Dinners

These dinners are offered in early fall to members of LSA tenure review committees, EC members, and other specified individuals. Using the CRLT Theater Program’s sketch, *The Fence* (which portrays the actual decision-making process for a tenure candidate) as a catalyst for the discussion, this program helps all who are involved with the process to make better, less biased decisions. The Dean of LSA presides over the occasion.

Faculty Salary Equity Assessments

At the request of chairs and deans, the ADVANCE Program assists in evaluating salary equity for individual faculty members or for the entire unit following the recommendations in the American Association of University Professors publication, *Paychecks: A Guide to Conducting Salary-Equity Studies for Higher Education Faculty*. In addition to identifying salary inequities, we strive to refine a method of analysis so that administrators may easily monitor the situation for faculty on an on-going basis.

Exit Report

Since 2011 the ADVANCE Program has conducted an interview exit study with all tenure track faculty who voluntarily left the University in the previous year to assess issues that may affect faculty at the university and contribute to their decisions to leave. The interviews asked about the circumstances under which faculty chose to leave UM, the factors they considered in their

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decisions, how their current situations compare to their UM positions, and their assessments of various aspects of their experience at UM. We report frequencies and rates by coding category in the appended tables, overall and by gender, race-ethnicity, rank, and college/school and consider differences by gender and race-ethnicity. The report is updated annually.

Faculty Summer Writing Grants Program

The ADVANCE Faculty Summer Writing Grants Program provides faculty with a grant of up to \$1500. Support may be requested for: editorial help, a writing coach, or costs associated with a writing group (including a writing retreat or writing boot camp). If participation in the writing activity creates special childcare needs (e.g., an overnight babysitter), faculty can apply for an additional grant of up to \$1500 to off-set those costs.

Network to Advance Women Scientists and Engineers

This network is composed of over 600 tenure track faculty in science and engineering across the entire campus who share an interest in promoting gender diversity in the STEM fields. Through regular events, the Network provides faculty in science and engineering with opportunities to get to know one another, define collective goals, advise each other, offer much-needed mutual support and, for many members, share their experience as women in traditionally male-dominated fields. Events include workshops and book discussions.

Network to Advance Faculty of Color

ADVANCE, in collaboration with the Vice Provost for Equity, Inclusion and Academic Affairs, has also recently formed a Network to Advance Faculty of Color, which meets throughout the year. This allows the faculty of color, and those who support the goal of increased racial/ethnic diversity in academia, to connect across disciplines and share their experiences.

Elizabeth C. Crosby Faculty Grants

These funds are available to individual faculty members to support a range of activities aimed at improving the environment for career satisfaction and success of a diverse faculty in science and engineering fields. Support may be requested for: programs and projects of general applicability that are aimed at improving the career success of diverse faculty, especially for women and other members of under-represented groups, including efforts to support the special child or other dependent care associated with work-related travel, long stays at field sites, long and late hours at labs, or other essential research activities away from home. Note that these grants are available to faculty without regard to their sex, race, or other protected characteristic.

Climate

Campus-wide Climate Assessments

Every 5-6 years the ADVANCE Program conducts a campus-wide climate survey to assess faculty experiences (e.g., job satisfaction, mentoring, department and University climate). To date we have completed three cross-sectional surveys (fall 2001, fall 2006, and fall 2012) that allow us

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to understand faculty views of the climate, at each of these time periods and to assess change over time. There is a particular focus on the experiences of women faculty and faculty of color.

Department Climate Assessments

The ADVANCE Program also works with UM departments, schools, and colleges to conduct online survey studies with faculty, post-docs, Ph.D. students and/or staff to assess how the environment is perceived in the unit. The information obtained from these studies is used to identify areas where things are going particularly well, as well as those that need improvement; the goal is to assist the unit in making appropriate policy changes to enhance the environment for all members of the department. In the Colleges of Engineering and LSA, climate assessments are conducted as part of the external review process. The ADVANCE Program also conducts interview and/or focus group studies tailored to particular populations, as requested by departments, schools, or colleges. Studies have included interviews with: graduate students to learn in detail about graduate student experiences; faculty who voluntarily left UM to understand why and to inform efforts at faculty retention; and faculty who accepted and/or turned down appointments at UM in an effort to improve hiring practices and success rates of new faculty hires.

Faculty Leading Change (formerly STEP)

Faculty Leading Change is a program designed to support small teams of faculty as they implement positive change in their department, college, or unit. Through a combination of interactive workshops and individual assistance from change consultants (Mark Chesler, Diana Kardia and Karla Vineyard), the program supports faculty to plan and implement a change effort successfully. It offers best practices based on research and on the experiences of successful change projects (aimed, for example, at improving the climate for graduate students, initiating a mentoring program, transforming the faculty evaluation procedures in the department, etc.). Funds are available to each team to cover costs associated with their project, such as: data collection, climate surveys, focus groups, additional consultant time, or the one time purchase of new resources. We would like to see this program integrated more closely with the climate assessment process, wherever possible.

Leadership

One of the important activities of ADVANCE is advising and informing administrative leaders about best practices with respect to recruitment, retention and climate, as well as about our institutional progress toward a more diverse, equitable and inclusive campus. We do that via our Steering Committee, and the President's Advisory Committee on Faculty Diversity, as well as regular meetings with the deans and/or associate deans of LSA, CoE and Medicine.

Institutional Indicator Reports

The ADVANCE Program annually collects indicator data for all faculty with appointments on the instructional (tenure), research, and clinical tracks by gender and race/ethnicity at the University of Michigan and assesses changes on these dimensions over time. Indicators include: number of faculty by track and rank; hiring; career history; promotion and tenure outcomes,

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administrative appointments named professorships; time off the clock; and categorization of departmental demographics in terms of gender and race/ethnicity. Separate reports are prepared for faculty campus-wide and STEM faculty as well as for Colleges of Engineering, LSA, and the Medical School. These are posted on the website, and are also shared in the form of a ppt report with the President's Advisory Committee on Faculty Diversity and the Steering Committee as a way to convey our progress and needs in the areas of faculty diversity.

In addition to our efforts to address and inform the administrative leaders at UM, we also work on leadership development activities with faculty. These activities include participation annually in the Provost's Campuswide Leadership Program (administered by CRLT), a lunch and discussion program in engineering called the Engineering Salon, and the stand-alone programs listed below. Note that all of these programs are open without regard to sex, race, or other protected status.

Leadership and Integration in Faculty Transitions (LIFT) Programs

LIFT seminars are designed to support newly promoted faculty (without regard to sex, race, or other protected characteristic) as they navigate the changes which come with promotion to associate or full professor. Newly promoted full professors are also offered individual coaching to help them navigate their new role. Experts in leadership development, academic culture, and organizational change serve as primary resources. Faculty Advisors bring the depth and diversity of their experience to the program. In addition to these separate programs, LIFT also includes a series of brief Core Competency Seminars, which provide additional opportunities for skill and resource development. Seminar topics change each year and are open to all faculty. Seminar topics include: Work-Life Integration, Meetings that Matter, Navigating Department Politics, Handling Difficult Conversations, Academic Book Publishing, Leadership Voice & Authority, Dealing with Stress, Creative Conflict, Advancing an Agenda, How to Say No, Pros and Cons of Academic Administration, Managing Time and Productivity, Challenges of Leading Faculty, and Building Leadership Capacity.

Coaching Senior Faculty

ADVANCE offers a coaching program for senior faculty, in collaboration with the Colleges of LSA and Engineering (both of which cost share). This program was built on the observations that new full professors constitute an outstanding resource for continued cultivation of future faculty leadership generally and with respect to the climate. Faculty who participate in this program engage in a one-year process of coaching by experienced academic leadership coaches (Diana Kardia and Karla Vineyard), with particular sensitivity and experience related to gender issues for both men and women. Involving an optional testing/diagnostic session and seven or eight monthly consultations, this program is designed to facilitate a process of reflection and skill development focused on leadership in on and off campus career activities. Uptake continues to be enthusiastic, and feedback from both the coaches and the senior faculty suggests that the program has been highly valued and productive.



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Appendix II: DOCUMENTS AND RESOURCES DEVELOPED TO SUPPORT THE ADVANCE MISSION

<http://advance.umich.edu/good-practices.php>

- **Handbook for Faculty Searches and Hiring** - provides guidance on every phase of the faculty search and hiring process to ensure fair and consistently applied practices.
- **Candidate Evaluation Tool** - tailor-able template intended for job candidate evaluations following the job talk
- **Applicant Evaluation Tool** - tailor-able template intended for job candidate evaluations following the job talk
- **Positive and Problematic Practices in Faculty Recruitment** - Data gathered from interview studies of individuals who turned down faculty offers, as well as new faculty hires in CoE. This data provides information about practices that created a positive impression for job candidates as well as practices that contributed to their decisions
- **Frequently-Asked Questions: Dual Career Issues** - FAQ designed to offer clarity to those departments who experience dual career issues.
- **Guidelines for Writing Letters of Recommendation** - Helpful both to experienced faculty letter-writers concerned about writing fair letters, and to new letter-writers who value some guidance in the process
- **Creating a Positive Departmental Climate: Principles for Best Practices** - important general principles of effective leadership
- **How to Help New Faculty Settle In: Common Problems and Alternative Solutions** - Identifies some common difficulties, and suggests alternative approaches. In most cases, these approaches were actually offered by other new faculty members who had also directly experienced the issues.
- **Giving and Getting Career Advice: A Guide for Junior and Senior Tenure-track Faculty** - examines the many types and sources of assistance available and how they may be structured. Also provides detailed information on establishing and managing advising relationships, on clarifying expectations, and specific ways to help propel the advisee's career
- **Giving and Getting Career Advice: A Guide for Junior and Senior Research-track Faculty** - The same guide, tailored to research track faculty
- **Frequently-Asked Questions: Retention of Science and Engineering Faculty who are Women and/or Members of Racial/Ethnic Minorities** - FAQ designed to give guidance re: climate and its effect on the retention of faculty that are women and/or members of racial/ethnic minorities.
- **Faculty Awards and Leadership Guidelines** - Encourages the consideration of creative, entrepreneurial, and outreach activities in faculty evaluations and awards and provides several concrete examples of those areas outside of traditional scholarship that enhance conventional measures.
- **Faculty Annual Review Guidelines** - presented as those principles specific to the process and practices identified as essential for consistent and fair annual reviews.
- **Third Year, Tenure, and Promotion Review Guidelines** - Designed to ensure consistency among reviewers, the guidelines cover establishing and communicating evaluation criteria, as well as the transparency and accountability inherent in the process. Issues pertaining to letters are also covered in depth.
- **Encouraging Bias-Free Faculty Evaluation Practices: Good Practices and Toolkit for Administrators** - Toolkit that contains many of these documents, as well as information on various ADVANCE programs



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Appendix III: PUBLICATIONS AND PRESENTATIONS EMERGING FROM ADVANCE PROGRAM

- Curtin, N., Malley, J.E., & Stewart, A.J. (in press). Mentoring the next generation of faculty: Supporting academic career aspirations among doctoral students. *Research in Higher Education*.
- DeCastro, R., Griffith, K., Ubel, P., Stewart, A.J., & Jagsi, R. (in press). A mixed methods investigation of the motivations, goals, and aspirations of male and female academic medical faculty. *Academic Medicine*.
- Rios, D., & Stewart, A.J. (in press). Insider and outsider-within standpoints: The experiences of diverse faculty in science and engineering fields. *Journal of Women and Minorities in Science and Engineering*.
- Stewart, A.J., Malley, J.E., & Herzog, K.A. (in press). Creating change in academic departments: What makes a difference? *Journal of Women and Minorities in Science and Engineering*.
- Linderman, J.J. (2015). "Faculty recruitment, retention, climate and leadership development: The University of Michigan ADVANCE Program Experience", Michigan Technological University.
- Linderman, J.J. (2015). "What to look for – the role of the institution". NextProf for Michigan Students Workshop, University of Michigan, College of Engineering.
- Linderman, J.J. (2015). "Launch Committees: A Program for New Faculty", University of Michigan Medical School.
- Linderman, J.J. (2015). "What to look for – the role of the institution." NextProf Future Faculty Workshop, University of Michigan, College of Engineering.
- Raymond P. & Linderman, J.J. (2015). "Launch Committees: A Program for New Faculty", The Ohio State University.
- Sekaquaptewa, D. (2015). Hiring For Diversity: Evaluation of a faculty recruitment workshop to improve faculty diversity and excellence. Poster presented at the ADVANCE GSE Program Workshop, Baltimore, MD.
- Sekaquaptewa, D. (2015). Hiring For Diversity: Evaluation of a faculty recruitment workshop to improve diversity and excellence in our faculty. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Long Beach, CA.
- Bilimoria, D. & Stewart, A.J. (2014). Intersectional invisibility and the academic work experiences of lesbian faculty. In K. de Welde & A. Stepnick (Eds.), *Disrupting the*

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Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education (215-221). Sterling, VA: Stylus Publishing.

DeCastro, R., Griffith, K.A. Ubel, P. Stewart, A.J, & Jagsi, R. (2014). Mentoring and the career satisfaction of male and female academic medical faculty. *Academic Medicine*, 89(2), 301-311.

Jolly, S., Griffith, K.A., DeCastro, R., Stewart, A.J., Ubel, P., & Jagsi, R. (2014). Gender Differences in Time Spent on Parenting and Domestic Responsibilities by High-Achieving Young Physician-Researchers. *Annals of Internal Medicine*, 160(5):344-53.

Linderman, J.J. (2014). "Launch Committees: A Program for New Faculty", Univ. California at Davis.

Moors, A.C., Malley, J.E., & Stewart, A.J. (2014). My family matters: Gender and perceived support for family commitments and satisfaction in academia among postdocs and faculty in STEM and non-STEMM fields. *Psychology of Women Quarterly*, 38(4), 460-474.

DeCastro, R., Sambuco, D., Ubel, P.A., Stewart, A.J., & Jagsi, R. (2013). Batting 300 is good: Perspectives of faculty researchers and their mentors on rejection, resilience and persistence in academic medicine careers. *Academic Medicine*, 88(4), 497-504.

DeCastro, R., Sambuco, D., Ubel, P.A., Stewart, A.J., & Jagsi, R. (2013). Mentor Networks in Academic Medicine: Moving Beyond a Dyadic Conception of Mentoring for Junior Faculty Researchers. *Academic Medicine*, 88(4), 488- 496.

Jagsi, R., Griffith, K.A., Stewart, A.J., Sambuco, D., DeCastro, R., and Ubel, P.A. (2013). Gender differences in salary in a recent cohort of early-career physician-researchers. *Academic Medicine*, 88(11), 1689-1699

Linderman, J.J. (2013). "What to look for – the role of the institution". NextProf Future Faculty Workshop, University of Michigan, College of Engineering.

Linderman, J.J., Fierke C. (2013). "Hiring the best by improving recruitment and retention practices." Committee on Institutional Cooperation - Department Executive Officers (CIC-DEO) Workshop. Chicago.

Sambuco, D., Dabrowska, A., DeCastro, R., Stewart, A.J., Ubel, P.A., & Jagsi, R. (2013). Negotiation in academic medicine: Narratives of faculty researchers and their mentors. *Academic Medicine*, 88(4), 505-511.

Sekaquaptewa, D. (2013). University of Michigan ADVANCE: Strategies and tactics for recruiting to improve diversity and excellence (STRIDE). Presentation at Montana State University.

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- Sekaquaptewa, D. (2013). University of Michigan ADVANCE: Strategies and tactics for recruiting to improve diversity and excellence (STRIDE). Presentation at LIVES Workshop, Lausanne, Switzerland.
- Sekaquaptewa, D. (2013). University of Michigan ADVANCE: Strategies and tactics for recruiting to improve diversity and excellence (STRIDE). Presentation at OXIDE (Open Chemistry Collaborative in Diversity Equity, Arlington, VA.
- Sekaquaptewa D. & Linderman, J.J. (2013). "Faculty recruitment workshop: Strategies and tactics for recruiting to increase diversity and excellence." The Ohio State University.
- Settles, I.H., Cortina, L.M., Buchanan, N.T. & Miner, K.N. (2013). Derogation, discrimination, and (dis)satisfaction with jobs in science: A gendered analysis. *Psychology of Women Quarterly*, 37, 179-191.
- Strong, E.A., De Castro, R., Sambuco, D., Stewart, A.J., Ubel, P.A. Griffith, K., & Jagsi, R. (2013). Work-life balance in academic medicine: Narratives of physician researchers and their mentors. *Journal of General Internal Medicine*, 28 (12), 1596-1603.
- Curtin, N., Ostrove, J. & Stewart, A.J. (2012). Fostering academic self-concept: Advisor support and sense of belonging among international and domestic graduate students. *American Educational Research Journal*. DOI: 10.3102/002831212446662.
- Jagsi R., Griffith K.A., Stewart. A.J., Sambuco, D., DeCastro, R. & Ubel P.A. (2012). Gender differences in the salaries of physician researchers. *Journal of the American Medical Association*. 307(22): 2412-2419. Available at <http://jama.jamanetwork.com/article.aspx?articleid=1182859>
- Ostrove, J.M., Stewart, A.J. & Curtin, N.L. (2011). Social class and belonging: Implications for graduate students' career aspirations. *Journal of Higher Education*, 82(6), 748- 774.
- Stewart, A.J. (2011). Addressing unconscious bias. In A.L. Kinney, D. Khachadourian, P.S. Millar & C.N. Hartman (Eds.), *Women in Astronomy and Space Science: Meeting the challenges of an increasingly diverse workforce* (pp. 51-61). http://wia2009.gsfc.nasa.gov/WIA2009_proceedings.pdf
- Fierke C.A., Linderman, J.J. (2010) Strategies for successful recruiting: Train the Leaders. Pennsylvania State University Workshop on Faculty Recruiting.
- Jagsi, R., DeCastro, R., Griffith, K.A., Rangarajan, S., Churchill, C., Stewart, A.J., Ubel, P.A. (2011). Similarities and differences in the career trajectories of male and female career development award recipients. *Academic Medicine*, 86(11), 1415-1421.



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- Linderman, J.J. & Fierke C.A. (2010) How to recruit for diversity and excellence: Identifying obstacles, schemas and bias. Pennsylvania State University Workshop on Faculty Recruiting.
- Bilimoria, D. & Stewart, A.J. (2009). "Don't Ask, Don't Tell": The Academic Climate for Lesbian, Gay, Bisexual and Transgender Faculty in Science and Engineering. *National Women's Studies Journal*, 21 (2), 85-103.
- Linderman, J.J. & Spindler K. (2009). "Strategies for recruiting a diverse and excellent faculty". Workshop for the College of Science Deans, Heads, and Search Committees.
- Stewart, A.J. & LaVaque-Manty, D. (2009). Achieving critical mass: The future of gender and higher education in the United States. To appear in M. Hall, M. Krislov & D. Featherman (Eds.), *The Next Twenty Five Years: Affirmative Action and Higher Education in the United States and South Africa*.
- Stewart, A.J. (2009). What might be learned from recent efforts in the natural sciences? *American Philosophical Association Newsletter on Feminism and Philosophy*, 8(2), 16-19.
- LaVaque-Manty, D. & Stewart, A.J. (2008). "A Very Scholarly Intervention": Recruiting Women Faculty in Science and Engineering. In L. Schiebinger (Ed.), *Gendered Innovations in Science and Engineering* (pp. 165-181). Palo Alto, CA: Stanford University Press.
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Stewart, A.J., LaVaque-Manty, D. & Malley, J.E. (2004). Recruiting women faculty in science and engineering: Preliminary evaluation of one intervention model. *Journal of Women and Minorities in Science and Engineering*, 10 (4).



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Appendix IV: ADVANCE PROGRAM LEADERSHIP AND STAFF

To further our commitments to recruit, hire, and retain a diverse faculty, the ADVANCE Program currently operates with a 5-person Leadership Team and 9-person Staff. Beginning on September 1, 2016, the Leadership Team will consist of Linderman (Director), Cortina (Associate Director for LSA), Hudgins (Associate Director for Administration), Malley (Director of Research and Evaluation), and Martin (Associate Director). The leadership and staff groups both reflect diversity in terms of race-ethnicity, gender, sexuality, ability, parent status, and social class background. It is an important priority for us to continue to have both groups reflect diversity.

LEADERSHIP TEAM

- Lilia Cortina, Associate Director for the College of Literature, Science, and the Arts
- Cynthia Hudgins, Associate Director for Administration
- Jennifer Linderman, Director
- Janet Malley, Director of Research and Evaluation
- Karin Martin, Associate Director

STAFF

- Wendy Ascione-Juska, Event Manager
- Shawn Beard, Programming Assistant
- Sara Bliss, Research and Evaluation Manager
- Susan Burke, Event Manager
- Jacqueline Coats, Research and Evaluation Manager
- Joanna Frye, Post-Doctoral Fellow
- Laura Maihofer, Research and Evaluation Manager
- Craig Smith, Research and Evaluation Manager
- Benita Threadgill, Senior Administrative Assistant

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Appendix V: ADVANCE PROGRAM COMMITTEES

In addition to its Leadership and Staff, ADVANCE benefits from the advice and work of eight standing committees and one ad hoc committee. Below are descriptions of each committee and their 2015-1016 memberships.

ADVANCE Steering Committee

This committee, composed of the Deans of LSA, Engineering, Medicine, and the Rackham Graduate School, along with representatives of the Provost's office, meets quarterly to discuss institutional data the ADVANCE program is monitoring, newly available data (e.g., about climate, disrespectful and disruptive behavior in the classroom, etc.), and programmatic initiatives of the ADVANCE Program. This committee provides the ADVANCE leadership team with crucial feedback about programmatic initiatives that are best-suited to the entire campus, or tailored to particular units or sub-units.

Members: Abigail Stewart (Psychology, Women's Studies), Sara Blair (Vice Provost for Academic and Faculty Affairs), Elizabeth Cole (associate dean of LSA), Alec Gallimore (associate dean of Engineering), Margaret Gyetko (Associate Dean for Faculty Affairs, Medical School), Jennifer Linderman (Chemical Engineering), Andrew Martin (Dean of LSA), David Munson (Dean of Engineering), Lori Pierce (Vice Provost for Academic and Faculty Affairs), Pamela Raymond (Molecular, Cellular, and Developmental Biology), Carol Fierke (Dean of Rackham Graduate School and Vice Provost for Academic Affairs), James Woolliscroft (Dean of Medicine).

College of Engineering Advisory Board

The ADVANCE Program's College of Engineering (CoE) Advisory Board, composed of 13 faculty in 12 departments, aims to: identify the highest priority issues influencing diversity within the CoE; represent ADVANCE to the College; and provide advice on particular programs that should be developed for the specific CoE context.

Members: Valeria Bertacco (Electrical Engineering and Computer Science - CSE), Joe Bull (Biomedical Engineering), Amy Cohn (Industrial and Operations Engineering), Sherif El-Tawil (Civil and Environmental Engineering), Lola Eniola-Adefeso (Chemical Engineering, 2014-15 College of Engineering Faculty Fellow), Mark Kushner (Electrical Engineering and Computer Science - ECE), Joanna Millunchick (Materials Science and Engineering), Noel Perkins (Mechanical Engineering), Ken Powell (Aerospace Engineering), Sara Pozzi (Nuclear Engineering and Radiological Sciences), Mike Solomon (Chemical Engineering), Alison Steiner (Atmospheric, Oceanic and Space Sciences), Julie Young (Naval Architecture and Marine Engineering).

College of Literature, Science, and the Arts Advisory Board

The ADVANCE Program's College of Literature, Science, and the Arts (LSA) Advisory Board, composed of 13 faculty in 17 departments, aims to: identify the highest priority issues influencing diversity within each of the three disciplinary divisions (Humanities, Natural Sciences, and Social Sciences) and LSA overall; represent ADVANCE to the three LSA divisions;

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and provide advice on particular programs that should be developed for the specific LSA context.

Members: Elizabeth Anderson (Philosophy, Women's Studies), Larry LaFountain-Stokes (American Culture, Romance Languages and Literatures, Women's Studies), Peggy McCracken (French, Women's Studies, Comparative Literature), Christie Merrill (Comparative Literature, CSAS), Rachel Neis (History/Judaic Studies), Teresa Satterfield (Romance Languages and Literatures), Becky Lange (EES), Elizaveta Levina (Statistics), John Montgomery (Chemistry), Jennifer Ogilvie (Physics, Biophysics), Priscilla Tucker (Ecology and Evolutionary Biology), Sarah Burgard (Sociology), Robin Means Coleman (Communication Studies, Afroamerican and African Studies), Mika LaVaque-Manty (Political Science, Philosophy), Barbra Meek (Anthropology, Linguistics), Damani Partridge (Anthropology, Afroamerican and African Studies), Robin Queen (Germanic Languages and Literatures, Linguistics, English Language and Literature).

Medical School Advisory Committee

The Advisory Board for ADVANCE in the Medical School aims to: identify the highest priority issues affecting women and other groups within the Medical School; represent ADVANCE to the Medical School; and provide advice on particular programs that should be developed for the specific Medical School context.

Members: Margaret Gyetko (Internal Medicine, Dean's Office), John Del Valle (Internal Medicine), Dee Fenner (OB/GYN & Urology), Lori Isom (Molecular and Integrative Physiology & Pharmacology), Sonya Jacobs (Faculty Development), Reshma Jaggi (Radiation Oncology), Timothy R.B. Johnson (OB/GYN), Ella Kazerooni (Radiology), Eve Kerr (Internal Medicine), Cheryl Lee (Urology), Beth Moore (Internal Medicine & Microbiology & Immunology), Lena Napolitano (Surgery), Lori Pierce (Radiation Oncology, Provost's Office), Lisa Prosser (Pediatrics), Elisabeth Quint (OB/GYN, Dean's Office), Caroline Richardson (Family Medicine), Richard Simon (Internal Medicine), Janet Smith (Biological Chemistry), Abigail Stewart (ADVANCE, Psychology, Women's Studies).

President's Advisory Committee on Faculty Diversity

Co-chaired by the President, Provost, and Executive Vice President for Medical Affairs, this committee meets twice/year to discuss the trends in faculty diversity monitored by the ADVANCE research team, and to discuss programmatic and policy needs that flow from those trends. Members include representatives from the Provost's office, several deans, and several faculty associated with the ADVANCE Program.

Members: Sara Blair, Elizabeth Cole, Lilia Cortina, Alec Gallimore, Margaret Gyetko, Jennifer Linderman, Andrew Martin, Laurie McCauley, David Munson, Lori Pierce, Martha Pollack, Pamela Raymond, Marschall Runge, Mark Schlissel, Denise Sekaquaptewa, Rob Sellers, Abby Stewart, Janet Weiss, James Woolliscroft.

STRIDE Committee



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The STRIDE Committee provides information and advice about practices that will maximize the likelihood that diverse, well-qualified candidates for faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan. The committee leads workshops for faculty and administrators involved in faculty hiring. It also works with departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and retention.

Members: Edwin Bergin (Astronomy), Deborah Goldberg (Ecology and Evolutionary Biology), J. Wayne Jones (Materials Science and Engineering), Jennifer Linderman (Chemical Engineering), Karin Martin (Sociology and Women's Studies), Tim McKay (Physics), Beth Moore (Internal Medicine, Microbiology and Immunology), Vijay Nair (Statistics, Industrial and Operations Engineering), Kenneth Powell (Aerospace Engineering), Laura Ruetsche (Philosophy), Denise Sekaquaptewa (Psychology), Steve Skerlos (Mechanical Engineering, Civil and Environmental Engineering) Mike Spencer (Social Work)

ADVANCE Advisory Board

The ADVANCE Advisory Board consists of faculty members who have completed a term of service on the STRIDE Committee. The purpose of the ADVANCE Advisory Board is to provide advice and guidance to the UM ADVANCE Director on emerging programmatic initiatives and changes in STRIDE Committee programs.

Members: Charles Brown (Economics), Mark Chesler (Sociology), Carol Fierke (Chemistry), Melvin Hochster (Mathematics), Gary Huffnagle (Internal Medicine, Microbiology and Immunology), Wayne Jones (Materials Science and Engineering), Juanita Merchant (Internal Medicine), Noel Perkins (Mechanical Engineering), Pamela Raymond (Molecular, Cellular, and Developmental Biology), Katherine Spindler (Microbiology and Immunology), Gretchen Spreitzer (Business), Levi Thompson (Chemical Engineering), John Vandermeer (Ecology and Evolutionary Biology).

Evaluation Advisory Committee

The Evaluation Advisory Committee consults on major research initiatives undertaken by the ADVANCE Program and is available to consult about evaluation and data analysis strategies.

Members: Charles Brown (Economics), Mark Chesler (Sociology), Mary Corcoran (Political Science, Public Policy, Social Work, Women's Studies), Lilia Cortina (Psychology and Women's Studies), Paul Courant (Economics), Ben Hansen (Statistics), Ann Lin (Public Policy, Political Science), Janet Lawrence (Education), Denise Sekaquaptewa (Psychology), Gretchen Spreitzer (Business), Yu Xie (Sociology).

Ad Hoc Advisory Committee on Family Friendly Issues

This committee emerged out of a discussion at a Network to ADVANCE Women Scientists meeting, and the active pressure of several faculty. We have now formalized the group into an advisory committee, so we can discuss these issues in a coherent manner. The committee includes: Sari van Anders (Psychology, Women's Studies, and Neuroscience), Samantha Daly (Mechanical Engineering, Materials Science and Engineering), Lisa Harris (Obstetrics &

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Gynecology), Cheryl Lee (Urology), Anne McNeil (Chemistry), Steve Skerlos (Mechanical Engineering, Civil and Environmental Engineering), Allison Steiner (Climate and Space Sciences and Engineering), and Elizabeth Tibbetts (Ecology and Evolutionary Biology).



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RECRUITMENT	1. Expand the use of STRIDE-style Faculty Recruitment Workshops (FRW)					
	<ul style="list-style-type: none"> • Continue to offer 5-6 fall workshops (including increasing the offering of ADVANCE Workshops); 2016 – 2021 <ul style="list-style-type: none"> ➤ Documentation of continued program of workshops <p>(CAH, Associate Director for Administration)</p>					
	<ul style="list-style-type: none"> • Consider offering one or more FRW in Spring (for Spring 2017 or 2018) <ul style="list-style-type: none"> ➤ Documentation of any additions to the FRW schedule <p>(CAH, Associate Director for Administration)</p>					
	<ul style="list-style-type: none"> • Incorporate more explicit discussion of pipeline issues in the standard FRW (to discuss in Spring 2016 at FASTER and thereafter for STRIDE to consider incorporating) <ul style="list-style-type: none"> ➤ Documentation of changes in FRW and FASTER <p>(CAH, Associate Director for Administration)</p>					
	<ul style="list-style-type: none"> • Continue to work with the health-related schools to adapt the standard FRW to fit aspects of hiring that are unique to some of the schools and colleges (e.g., one version currently underway could address how to avoid unconscious bias within the internal hiring practices that are more typical at the Medical School). <ul style="list-style-type: none"> ➤ Documentation of continued support to the health-related schools’ development of their own adaptation of the FRW model <p>(JL, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> • Develop a more systematic approach to ensuring that search committees receive “pool documents” that do not include information about the current faculty in the unit (which risks violation of privacy because of small numbers). ADVANCE research staff could initiate this process in fall 2016, and assess its efficacy and continue and revise the process over time. <ul style="list-style-type: none"> ➤ Development of an understanding of what might work best with different schools and colleges, and documentation of a new system <p>(JL, Director of ADVANCE)</p>					

KEY:

The table indicates:

1) In bold, the specific metrics and the ADVANCE administrators who are responsible for the implementation of various elements of our strategic plan

JL--Jennifer Linderman, Director of ADVANCE (as of September 1, 2016)

JEM --Janet Malley, Director of Research and Evaluation

CAH--Cynthia Hudgins, Associate Director for Administration

2) Our bar graph (to the far right) represents our five year time-line including the specific year(s) each targeted strategy is slated for implementation



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RECRUITMENT	2. Increase follow-up after faculty recruitments					
	<ul style="list-style-type: none"> • Improve tracking of search outcomes (who invited, who offered, who accepted) via closer data-collection with search committees; this will require cooperation from data contacts on the ground; begin discussion with data contacts spring 2016; attempt to implement during 2016-2017; review success in summer 2017 and revise procedure for subsequent years). <ul style="list-style-type: none"> ➤ Development of a new tracking system that includes search outcomes, and relies on data contacts who already provide us some information but not this information <p style="text-align: center;">(JEM, Director of ADVANCE Research)</p>					
	<ul style="list-style-type: none"> • Collect post-interview feedback about search process from those who participated (e.g., search committee members); initiate in 2017-2018. <ul style="list-style-type: none"> ➤ Design new survey process for assessing this issue from participants in the search process. Prepare and disseminate report of results by 2018 <p style="text-align: center;">(JEM, Director of ADVANCE Research)</p>					
	<ul style="list-style-type: none"> • Link outcomes to report from unit on search practices used (this most likely will not be feasible until 2018, but tying these two processes together, and providing feedback about the value of particular processes is an important priority over time). <ul style="list-style-type: none"> ➤ Linking of these two outcomes can begin in 2018 but can be planned for in the preceding years <p style="text-align: center;">(JEM, Director of ADVANCE Research)</p>					
	3. Expand President's Postdoctoral Fellowship Program					
	<ul style="list-style-type: none"> • Increase number of fellows (double for 3 years; then triple); ideally this would happen in 2016-2017, but it requires substantial, resources from the Provost/President. <ul style="list-style-type: none"> ➤ Allocation of additional resources to this program <p style="text-align: center;">(JLL, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> • Increase professional development activities (this only becomes feasible when there are more fellows, so hinges on the preceding); not before 2017-2018. <ul style="list-style-type: none"> ➤ Documentation of increased professional development activities for PFPF <p style="text-align: center;">CAH, Associate Director for Administration)</p>					



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RECRUITMENT	<ul style="list-style-type: none"> • Increase unit understandings of program by more direct interaction with chairs about how to use the program effectively (this is warranted most if the program expands, but could begin in 2016-2017). <ul style="list-style-type: none"> ➢ Continued adoption of new model used in 2016 of having a meeting of ADVANCE director with department chair and postdoc advisor about the plans for supporting each postdoc. Discussion of process for conversion of postdoc to tenure-track faculty line, given the aims of the program. Documentation that these meetings occurred <p>(JLJ, Director of ADVANCE and JEM, Director of ADVANCE Research)</p>					
	<p>4. Assess turndowns and offer withdrawals campus-wide</p>					
	<ul style="list-style-type: none"> • ADVANCE conducted a study at the request of a few departments a few years ago, but the study should be repeated campus-wide and should assess reasons people turn down positions, or withdraw from consideration after visiting campus. This study requires good coordination with the search committees so could only be initiated as early as 2017-2018. A report could be prepared within one year, given the difficulties of collecting data like this from somewhat reluctant participants. <ul style="list-style-type: none"> ➢ Initiation of a new study of turndowns and offer withdrawals campus-wide. Preparation of a report, and dissemination across campus and on ADVANCE website <p>(JEM, Director of ADVANCE Research)</p>					
RETENTION, CLIMATE AND LEADERSHIP DEVELOPMENT	<p>5. Expand the new Faculty Launch Program</p>					
	<ul style="list-style-type: none"> • Expand use of Launch Committees for new faculty campus-wide, beginning with adding two divisions in LSA and SMTD during 2016-2017. <ul style="list-style-type: none"> ➢ Continued documentation of use of launch committees in new units campus-wide. <p>(CAH, Associate Director for Administration)</p>					
	<ul style="list-style-type: none"> • Pilot and assess new model for managing Launch Committees (ADVANCE staff train conveners; unit staff manage all other aspects of the process; this will be the model in SMTD and health sciences; this will begin in 2016-2017). <ul style="list-style-type: none"> ➢ Documentation of process of working with schools and colleges. Modification of process as new issues arise. <p>(JLJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> • Enhance collaboration of health sciences schools in a modified version of Launch (begin in 2016-2017 with Medicine, Dentistry and Pharmacy), <ul style="list-style-type: none"> ➢ Specific case of: Documentation of process of working with schools and colleges. Modification of process as new issues arise. <p>(JLJ, Director of ADVANCE)</p>					



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RETENTION, CLIMATE AND LEADERSHIP DEVELOPMENT	<ul style="list-style-type: none"> • Assess improvement in mentoring capacity beyond committees themselves (research staff will design an assessment tool that might help us understand how faculty who serve on launch committees develop mentoring capacity through that service; to begin in 2017, and continue in 2017-2018). <ul style="list-style-type: none"> ➤ Development of a plan to assess understanding of good mentoring practices among senior faculty members of launch committees. Once assessment is complete, report on findings produced, disseminated and posted on ADVANCE website. <p>(JEM, Director of ADVANCE Research)</p>					
	<p>6. Increase support after departmental climate assessments</p>					
	<ul style="list-style-type: none"> • Offer post-assessment support to units including: <ul style="list-style-type: none"> ○ Good practices document (recently developed and being tried out as pilot; used in uniform process beginning in 2016-2017). ➤ Documentation of uniform practice. <p>(JLJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> ○ Value of good practices document assessed from chairs (beginning in 2016-2017) ➤ Collect evaluation data from chairs and report on their experience. <p>(JEM, Director of ADVANCE Research)</p>					
	<ul style="list-style-type: none"> ○ Consultation with ADVANCE leadership and/or outside experts for assistance after departmental climate assessments (more systematic offering of these resources in 2016-2017). ➤ More systematic distribution of this recommendation in post-assessment meetings and follow-up data collection in course of evaluation from chairs. <p>(JLJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> ○ Small grants to support change efforts (begin small grant program to support departmental climate change efforts, in 2017-2018). ➤ Allocation of budget to support small grant program <p>(JLJ, Director of ADVANCE)</p>					



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RETENTION, CLIMATE AND LEADERSHIP DEVELOPMENT	<ul style="list-style-type: none"> Encourage units to prepare an Action Plan after climate assessments (begin in 2016-2017; assess use of Action Plan by following up with chairs that same year). <ul style="list-style-type: none"> Part of post-assessment feedback process, including formal request for information about the “action plan.” <p>(JLJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> Encourage use of Faculty Leading Change (FLC) Workshops (this is beginning now in 2016 and will be taken up systematically in the course of climate assessments in 2016-2017). <ul style="list-style-type: none"> Routinize recommendation of this in post-assessment feedback; success will be measured by applications to the FLC program. <p>(JLJ, Director of ADVANCE)</p>					
	<p>7. Redevelop the Faculty Leading Change (FLC) Workshops</p> <ul style="list-style-type: none"> Design a smaller/skill-based workshop that people could benefit from, short of attending the full program (the timeline for this depends on the FLC planning team and available budget to support development). The initial program did not provide much skill learning so it needs significant redesign. Probably not feasible until 2017-2018. <ul style="list-style-type: none"> Documentation of the development of a new workshop along these lines. If developed, documentation that the workshop was offered and faculty participated. <p>(JLJ, Director of ADVANCE)</p>					
	<p>8. Expand use of ADVANCE allies, including members of advisory committees, faculty with interest in ADVANCE goals.</p> <ul style="list-style-type: none"> Rely on allies to improve flow of information to/from departments (e.g., helping with information retrieval about searches, helping departments address what they learn from climate assessments); in process in advisory committees; during 2016-2017 a more formal plan for how to increase the flow of information will be developed. <ul style="list-style-type: none"> Documentation of explicit plan for using allies more effectively in the form of a report on how members of advisory groups and FASTER can and should foster two-way communication between units and ADVANCE. <p>(JLJ, Director of ADVANCE)</p>					



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RETENTION, CLIMATE LEADERSHIP AND DEVELOPMENT	<ul style="list-style-type: none"> • Rely more on FASTER (Friends and Allies of STRIDE Toward Equity in Recruiting) and Advisory Boards as allies; this includes working with both groups to develop their self-conscious identification as our allies, and as important in the process of diffusing knowledge and understanding of ADVANCE goals and programs. <ul style="list-style-type: none"> ➢ Meetings with FASTER and Advisory Boards are documented as addressing the ally role. <p>(JLJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> • Design workshops, with the help of Intergroup Relations Program (IGR), that enhance allies' appreciation of what they can do; this should begin in 2016-2017 and likely will take a couple of years to fully evolve. <ul style="list-style-type: none"> ➢ Workshop planning is documented as taking place in the first two years; workshops are actually held in the later years. <p>(JLJ, Director of ADVANCE)</p>					
	<p>9. Enhance family-friendly policies and supports for faculty campus-wide</p>					
	<ul style="list-style-type: none"> • Develop a program to defray dependent-care costs associated with work-related travel; the programs currently offered in LSA and CoE, while welcome, are not viewed as adequate. ADVANCE can work with those two units to improve their programs and develop a template for an optimal program campus-wide. It would be ideal for all schools and colleges, or the Provost's office, to administer such a program. ADVANCE could administer it if it were campus-wide and fully-developed. During 2016-2017, ADVANCE leadership should work with LSA, CoE and Provost's office to develop a template policy that is affordable. During 2017-2018 it could be implemented in the two colleges. If it proves successful (and ADVANCE could assess that), then in 2018-2019 a new campus-wide program could be rolled out and administered by ADVANCE for the Provost's office and the schools and colleges. The funding model could require some level of cost-share by the schools and colleges. <ul style="list-style-type: none"> ➢ Document continued conversations with LSA, CoE and Provost's office on subject of dependent care travel costs. <p>(JLJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> • Develop a policy allowing faculty to draw on external grants to defray dependent-care costs associated with work-related travel. This policy would enable us to take advantage of NIH and other agencies' policies along these lines. This has proven intractable to date. We should continue to work on it during 2016-2017. <ul style="list-style-type: none"> ➢ Document continued efforts to take advantage of this possibility. <p>(JLJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> • Increase the availability of high-quality, accessible, affordable infant care. This has been an elusive goal. ADVANCE should propose a campus-wide task force to study the issue, and should offer to provide a survey study of unmet need to date. These two events should begin in 2016-2017, to continue for the full period. <ul style="list-style-type: none"> ➢ Survey of unmet needs conducted in 2016-2017. Once survey and report complete, establish task force in 2017-2018 through ADVANCE, if no other avenue proves fruitful. Document deliberations and recommendations in report to Steering Committee and President's Advisory Committee on Faculty Diversity. <p>(JEM, Director of ADVANCE Research and JLJ, Director of ADVANCE)</p>					



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RETENTION, CLIMATE AND LEADERSHIP DEVELOPMENT	<ul style="list-style-type: none"> Continue to improve dual-career support processes. ADVANCE is currently completing a survey study of the success and difficulties of dual-career support processes to date. <ul style="list-style-type: none"> We will complete the report by summer 2016, and will make recommendations for ongoing solutions. ADVANCE should continue to monitor the success of the Provost’s Office’s efforts along these lines in collaboration with the Provost’s Office. <p>(JEM, Director of ADVANCE Research)</p>					
	<ul style="list-style-type: none"> Expand the Crosby Fund. If additional funds were available we could consider broadening the scope of funding to all fields, or narrowing the scope to cover faculty work-life balance expenses (like child and/or elder care associated with research). We would like to be able to consider these possibilities but with the current funding we have it seems unwise to alter the program. <ul style="list-style-type: none"> Allocation of additional funding to this program is the key metric. If it is allocated, then development of particularized funding streams should also be documented. <p>(CAH, Associate Director for Administration and JJJ, Director of ADVANCE)</p>					
	<p>10. Continue to support a positive climate among ADVANCE staff members</p> <ul style="list-style-type: none"> ADVANCE staff work hard on diversity, equity and inclusion in every setting but our own community requires our attention as well. For that reason, we will ensure that issues of our own internal climate are addressed both proactively through regular interaction and in response to specific issues that arise. <ul style="list-style-type: none"> Continue regular meetings, celebrations and opportunities for social and other interactions among all staff. Assess staff morale as appropriate. <p>(JJJ, Director of ADVANCE; JEM, Director of ADVANCE Research and CAH, Associate Director for Administration)</p>					
	<p>11. Continue to identify unmet faculty development needs</p> <ul style="list-style-type: none"> Identify needs unique to single parents, single faculty, etc. Continue to study via research what the unmet needs are (this is currently ongoing), and develop new programming to meet those needs. These activities must be expanded beginning in 2016-2017 and going forward. <ul style="list-style-type: none"> Reports will document the findings for different groups. A website aiming to provide special support for single parents is one definite goal. The successful launching of that website will address key needs identified by this group. Other dependent care needs listed previously are important for this group as well. Annual documentation of unmet needs of the various identified groups will continue, as will development of new responses to those needs. <p>(JEM, Director of ADVANCE Research and JJJ, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> We currently offer a coaching program for new full professors through CoE and LSA. We receive and address requests from others variously, but there is pressure for this program to be more transparent and more broadly available to faculty in the full professor rank, or who take on new leadership roles. This would require regularizing a budget line for this beyond the one currently structured to meet the routine needs in CoE and LSA. We could discuss a plan for this in 2016-2017 and request resources for 2017-2018. We are already engaged in a process of attempting to enhance our pool of coaches for faculty. <ul style="list-style-type: none"> The allocation of resources to this need. Addition of new coaches to the program. <p>(CAH, Associate Director for Administration and JJJ, Director of ADVANCE)</p>					



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		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RETENTION, CLIMATE AND LEADERSHIP DEVELOPMENT	<ul style="list-style-type: none"> Identify needs unique to postdoctoral fellows and non-tenure tracks. Currently ADVANCE only addresses needs of faculty, and mostly tenure-track faculty. We do not currently have capacity to address these other needs, but could partner with Rackham and/or UMOR or others on campus to address some of the needs of some of these groups. This is something we can do in an ongoing way. <ul style="list-style-type: none"> ➤ Document partnerships with campus units to address needs we have identified already or we identify in the future. <p>(CAH, Associate Director for Administration and JLL, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> Identify needs unique to the book disciplines. We have provided assistance with writing groups (not successfully) and funding for writing-related expenses (very successfully) and workshops for publication (also successfully). We should examine whether there are other needs of faculty in book disciplines that we could meet; this might begin in 2016-2017, but likely will require planning and implementation over the entire period. <ul style="list-style-type: none"> ➤ Allocation of budget to support the summer writing program and any other needs identified or documented in future years. <p>(CAH, Associate Director for Administration and JLL, Director of ADVANCE)</p>					
	<p>12. Design additional interventions addressing climate issues and evaluation of faculty</p>					
	<ul style="list-style-type: none"> There is a general sense that the issues that arise in the evaluation of faculty (for annual, third year, and promotion and tenure review) are not yet well addressed by ADVANCE activities. We would like to spend some time in 2016-2017 by appointing a committee to consider alternative intervention models (a workshop, formal training for committee members, and use of CRLT Players etc.) and then initiate development of that program in 2017-2018. <ul style="list-style-type: none"> ➤ Documentation that a committee has been established to review these issues, and has produced a report with recommendations. Actual planning and development of programmatic activities documented subsequently. Finally, offering of the programs. <p>(JLL, Director of ADVANCE)</p>					
	<ul style="list-style-type: none"> Equally, our faculty climate related sketches (particularly the one on Navigating department Politics) may need some rest in order to be “new” to faculty on campus. This may require us to commission new sketches from CRLT Players that address faculty climate in new ways. It would be helpful to have a special committee appointed in 2016-2017 to take this issue up as well, and to make recommendations for the following year. <ul style="list-style-type: none"> ➤ Documentation of the appointment of a committee to consider these issues, and a report produced with recommendations. <p>(JLL, Director of ADVANCE)</p>					