



**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

**S/C/Unit:** ADVANCE Program  
**Date/Version:** July 27, 2019  
**Planning Lead/Planning Team:**

The Planning Team included Professors:

Jennifer Linderman

Lilia Cortina

(and, for the original plan, Denise Sekaquaptewa  
and Abigail Stewart)

as well as staff members:

Dr. Cynthia Hudgins

Dr. Janet Malley

Wendy Ascione-Juska

**Five Year Goals and FY20 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 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)



## ADVANCE Program Diversity-Equity-Inclusion Plan

### Update: Short summary of year 3:

- **STRIDE Faculty Recruitment Workshops.** The STRIDE Committee held eight workshops for faculty. Attendance hit a record high this year (293 faculty) and reached 813 faculty over the past three years. We also held one workshop for staff who support faculty searches. Eleven schools and colleges now have a requirement that some or all search committee members attend a workshop. The workshop is revised every year to reflect new research, data, and practices. In addition, STRIDE's satellite committee, STRIDE in the Medical School, continued offering workshops on a regular basis. We continue to work to meet the increased demand for workshops, which is likely due to the DEI initiative and is coming from multiple schools and colleges across campus. We also offered a workshop newly tailored for department chairs and associate deans.
- **Launch Committees.** Launch Committees provide support and guidance to new junior faculty as they begin their careers at Michigan. The ADVANCE Program now oversees committees in CoE, SI, and LSA: 202 new faculty have been "launched" since the program began as a pilot in 2012. The program is also spreading to SMTD and several of the health sciences schools and colleges. While aimed at faculty retention, the program also contributes positively to faculty recruitment, climate, and the development of mentoring skills.
- **U-M Data and Analysis.** Analysis of our fall 2017 campus-wide faculty climate survey data, including an examination of changes since 2012, shows continued areas of concern for some faculty groups. The 2018 Indicator Report provides an in-depth look at tenure track faculty leadership and recognition. These and other reports, including a short description of three critical factors linking campus climate and faculty diversity, are available at <https://advance.umich.edu/research/>.
- A **new interactive dashboard** showing faculty demographics from 1979-2018 is now available at <https://advance.umich.edu/dashboards/>.
- **Climate surveys of individual units.** 38 reports were prepared for 12 different units (the greatest since DEI initiative started).
- **NextProf: Science.** ADVANCE worked with LSA to bring 47 PhD students and postdocs with commitments to diversity, equity and inclusion to campus to learn about how to be competitive for and succeed in a faculty position. This is the 5th year of the program.
- **RISE Committee.** This new committee of faculty and senior-level staff is developing a workshop and ongoing efforts to help leaders address some aspects of climate.

### Update: Processes used to inform year 4 plan:

- Evaluations of all of our workshops and programs.
- Meetings with our multiple advisory committees and steering committee.
- Data collection and analyses (indicator reports, climate studies, etc.) inform on trends and needs.
- Meetings with individual faculty about concerns highlight needs.
- ADVANCE leadership and staff review evaluations, data, etc. to chart course forward.



---

---

### **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

#### **Update: New findings to inform year 4**

- We continue to work to accommodate the increased demand for STRIDE workshops and have thus far been successful at having spots available to all who want to register. We continue to include more data and discussion on race/ethnicity, as well as information on accessibility.



## ADVANCE Program Diversity-Equity-Inclusion Plan

- Launch committees, originally focused on STEM fields, have worked well in the humanities and social sciences fields in LSA. As of fall 2019, we “launch” all new assistant professors in LSA. A few LSA departments have not hired recently and will be included in the program when they hire.
- Climate continues to be an important concern for faculty. Our new RISE Committee of senior faculty and staff is working on some aspects of this topic and will be presenting two workshops for campus leaders in fall 2019.
- We are seeing a somewhat increased demand for climate studies of individual units and are working to handle that load.
- Our new dashboard shows faculty demographics since 1979 and has been enthusiastically received by faculty interested in understanding trends in their schools/colleges. We plan to offer other dashboards, often in coordination with our yearly Indicator Reports.

---

### 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  
Update for AY19: We will offer 8 workshops to meet increased demand.  
**Update for AY20:** Based on the previous 3 years, we will offer 8 workshops to meet demand.
- Consider offering one or more FRW in Spring (initiate Spring 2017 or 2018, continue through 2021)  
Update for AY18: STRIDE’s satellite committee, STRIDE in the Medical School, has begun offering workshops in spring/summer to meet this need. We will continue to monitor workshop needs and respond as necessary.



## ADVANCE Program Diversity-Equity-Inclusion Plan

Update for AY19: This action item is complete. We will continue to monitor needs as part of our regular processes.

- Revised action item starting in AY18: Update the FRW yearly to include new material, drawing from relevant research and evidence-based practices.
- 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.

**Update for AY20:** This has been incorporated as part of our regular processes.

### 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
- 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

Update for AY19: This action item has been incorporated into the previous item and will not continue as a separate item.

### 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)





## ADVANCE Program Diversity-Equity-Inclusion Plan

### 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.

**Update for AY20:** This goal will be addressed when other higher priority items are completed.

### 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

**Update for AY20:** New assistant professors in all of LSA and SMTD are now being “launched”. We are in conversations with other units about their interest.

- 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)

**Update for AY20:** We will continue to monitor these collaborations as part of our regular processes.

- Enhance collaboration of health sciences schools in a modified version of Launch (begin in 2016-2017 with Medicine, Dentistry and Pharmacy; continue through 2021)  
Update for AY18: this collaboration now also includes Kinesiology.

**Update for AY20:** Launch in the Health Sciences (Medicine, Dentistry, Pharmacy, Kinesiology) operates fairly independently from ADVANCE, with a yearly meeting and a joint end-of-year celebration for the programs.

- 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





## ADVANCE Program Diversity-Equity-Inclusion Plan

background. When we have opportunities to hire, we broadly advertise, reach out to contacts in various units on campus and beyond, and draw heavily from STRIDE's recommended practices.

All staff are encouraged to participate in professional development opportunities, and ADVANCE supports these efforts (in time and cost). Supervisors and staff members formally discuss professional development plans twice each year, in addition to the opportunities/needs that surface throughout the year. ADVANCE continues to encourage participation in campus opportunities related to ADVANCE's mission and the University's DEI efforts. For example, in the past year, ADVANCE staff have participated in opportunities organized by LPD, Organizational Learning, Lynda.com, University Event Planners, U-M Conference and Event Services, and MHealthy. Staff have participated in educational programs to strengthen and develop work-related skills, and ADVANCE is continuing to support one staff member working toward an Associate's Degree.

Every week (every other week during the summer) 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).

ADVANCE research staff organize periodic Brown Bag presentations for all members of the unit; these not only offer educational benefits to both internal staff and faculty but also help build and sustain community. For example, in the past year staff presented on data visualization and on best practices around asking questions about gender in surveys. We have staff celebrations of various sorts throughout the year (often a holiday party, or an outing in the summer, recognition of staff leaving and arriving, etc.).

Although ADVANCE does not offer "flextime", we have a history of accommodating various medical, family, educational and personal needs with altered schedules as appropriate.

Formal and informal pathways are available for conflict resolution. Staff may speak with their immediate supervisor, the Associate Director for Administration, and/or the Director as appropriate. As necessary, other resources will be identified to address the conflict, including: HR, U-M Ombuds, FASAP, grievance procedures per SPG 201.08, and others as recommended by HR.

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:



## ADVANCE Program Diversity-Equity-Inclusion Plan

### 6. Increase support after departmental climate assessments

- Offer post-assessment support to units including:
  - Good practices document (recently developed and being tried out as pilot; used in uniform process beginning in 2016-2017 and continuing through 2021). This document builds on information we have learned from departments about what responses/activities are most helpful in bringing about positive climate change (**Update for AY19:** This item includes items formerly listed separately).
  - 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)
- 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)

**Update for AY19:** This action item is complete. It has been incorporated into our regular processes.

### 7. Expand use of ADVANCE allies, including members of advisory committees and faculty with interest in ADVANCE goals. (**Update for AY19:** This merges items formerly listed separately).

- Work to develop and rely on faculty allies, i.e. enhance allies' appreciation of what they can do and their self-conscious identification as allies, and use allies to improve flow of information (e.g., helping with information retrieval about searches, helping departments address what they learn from climate assessments). To do this, we will work to more fully engage our advisory boards, ad hoc groups, and attendees at the occasional FASTER (Friends and Allies of STRIDE Toward Equity in Recruiting) workshops.

### 8. Design additional interventions addressing climate issues and evaluation of faculty

- We will initiate a new effort aimed at faculty climate this year via a new faculty and senior staff committee. Members will be drawn from several schools and colleges. The committee will discuss a broad range of topics relevant to climate and evaluation, read relevant literature and consult with campus and external experts, and develop new ideas for interventions. (**Update for AY20: ADVANCE's RISE Committee of senior faculty and staff is leading this effort.**)
- We will continue to take advantage of other opportunities to address climate, including LIFT workshops, a regular PCLP presentation, and our collaboration with the CRLT Players (e.g. Associate Director Cortina's work with the Players on sexual harassment).

### 9. Continue to Support a Positive Climate Among ADVANCE Staff Members

- Continue regular meetings, celebrations and opportunities for social and other interactions among all staff.



## ADVANCE Program Diversity-Equity-Inclusion Plan

- Assess staff morale as appropriate.
- Continue offering opportunities for staff development.
- Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn and thrive.
  - We will support unit-level participation in mandatory training.
  - Staff members are also encouraged to attend (and many have already attended) the Moving the Needle performances on sexual harassment offered by the CRLT Players.

### 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.

#### **10. 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 colleges through 2021. The funding model could require some level of cost-share by the schools and colleges. **(Update for AY20:** Our new SUCCEED grants, as well as the long-standing Crosby grants, can address some individual faculty members’ needs.)
- 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.  
Update for AY19: This action item requires a change in U-M policy that is not possible at this time. This action item will not continue.



## ADVANCE Program Diversity-Equity-Inclusion Plan

- 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.  
Update for AY19: This action item is complete. We completed the study and will continue to monitor needs as part of our regular processes.
- 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.  
Update for AY19: As additional funds are not available, this action item will not continue. We will continue to monitor needs as part of our regular processes.

### 11. 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.  
Update for AY18: School of Information now also participates in this program.  
**Update for AY20:** Kinesiology now also participate in this program.
- 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.



## ADVANCE Program Diversity-Equity-Inclusion Plan

- 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. **Update for AY20:** Our new SUCCEED grants are aimed at the humanities, arts, and social sciences.
- 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; **Update for AY19:** This action item has been incorporated into our regular processes (yearly indicator reports, available on our website). It will not continue as a separate item.
- Expand use of LIFT Transition to Associate and Transition to Full to think more broadly about training. **Update for AY19:** We continue to develop new material for LIFT, some of which inspires new efforts by ADVANCE, and have incorporated this into our regular processes. This item will not continue as a separate item.

### 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



## ADVANCE Program Diversity-Equity-Inclusion Plan

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 four cross-sectional surveys (fall 2001, fall 2006, fall 2012, and fall 2017) 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.

### **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.





**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

Update for AY19:

Per DEI leadership, the following metrics relevant to ADVANCE staff are being tracked:

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

Climate Survey Indicators:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

Similar items for faculty are also being tracked at the campus level.



---

---

**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



## ADVANCE Program Diversity-Equity-Inclusion Plan

**Appendix I: ADVANCE Program Overview of Initiatives and Activities**  
Updated information for AY20 can be found on our newly updated website at  
<http://advance.umich.edu>

### 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



## ADVANCE Program Diversity-Equity-Inclusion Plan

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 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



## ADVANCE Program Diversity-Equity-Inclusion Plan

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. 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



## ADVANCE Program Diversity-Equity-Inclusion Plan

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 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**



## ADVANCE Program Diversity-Equity-Inclusion Plan

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.

### **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**





## ADVANCE Program Diversity-Equity-Inclusion Plan

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 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



**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

continues to be enthusiastic, and feedback from both the coaches and the senior faculty suggests that the program has been highly valued and productive.



## ADVANCE Program Diversity-Equity-Inclusion Plan

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

<https://advance.umich.edu/resources/>

- **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



## ADVANCE Program Diversity-Equity-Inclusion Plan

- **Creating Work-Life Friendly Departments: A Resource for Chairs and Directors** – describes the importance of work-life friendly units, specific steps to take, and links to U-M policies.
- **Developing Anti-Harassment Programs in Academic Societies and Meetings: A Resource Guide.** For those wishing to develop programs within their own scholarly or scientific society, meeting, or other professional setting.



## ADVANCE Program Diversity-Equity-Inclusion Plan

### Appendix III: PUBLICATIONS AND PRESENTATIONS EMERGING FROM ADVANCE PROGRAM This list now reflects updates in publications (only) as of July 2018.

- Stewart, A.J. & Valian, V. (2018). *An Inclusive Academy: Achieving Diversity and Excellence*. MIT Press.
- Curtin, N., Malley, J.E., & Stewart, A.J. (2016). 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. (2016). A mixed methods investigation of the motivations, goals, and aspirations of male and female academic medical faculty. *Academic Medicine*.
- Stewart, A.J., Malley, J.E., & Herzog, K.A. (2016). Increasing the representation of women faculty in STEM departments: What makes a difference? *Journal of Women and Minorities in Science and Engineering*.
- Rios, D., & Stewart, A.J. (2015). Insider and outsider-within standpoints: The experiences of diverse faculty in science and engineering fields. *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 Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education* (215-221). Sterling, VA: Stylus Publishing.



## ADVANCE Program Diversity-Equity-Inclusion Plan

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.

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.



## ADVANCE Program Diversity-Equity-Inclusion Plan

- 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](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.
- 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.





## ADVANCE Program Diversity-Equity-Inclusion Plan

- 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.
- Stewart, A.J. & LaVaque-Manty, D. (2008). Advancing women in science and engineering: Overcoming institutional barriers. In H.M.G. Watt & J.S. Eccles (Eds.), *Gender and Occupational Outcomes: Longitudinal assessments of individual, social, and cultural influences* (299-322). Washington, D.C.: APA Books.
- Settles, I., Cortina, L., Stewart, A.J. & Malley, J.E. (2007). Voice matters: Buffering the impact of a negative climate for women in science. *Psychology of Women Quarterly*, 31, 270-281.
- Settles, I. H., Cortina, L. M., Stewart, A. J. & Malley, J. (2007). *The role of voice in buffering the impact of a negative climate for women scientists*. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, New York, NY.
- Stewart, A.J., Malley, J.E. & LaVaque-Manty, D. (Eds.) (2007). *Transforming science and engineering: Advancing academic women*. Ann Arbor, MI: University of Michigan Press.
- Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly*, 30, 47-58.
- Stewart, A.J. & LaVaque-Manty, D. (2004). The parenting gap (Review of Y.Xie & K.A. Shauman, *Women in science: Career processes and outcomes*). *Nature*, 427, 198-199.
- 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).



## ADVANCE Program Diversity-Equity-Inclusion Plan

### Appendix IV: ADVANCE PROGRAM LEADERSHIP AND STAFF

This list now reflects updates as of July 2019.

To further our commitments to recruit, hire, and retain a diverse faculty, the ADVANCE Program currently operates with a 4-person Leadership Team and 9-person Staff. The leadership and staff groups both reflect diversity in terms of race-ethnicity, gender, sexuality, ability status, parent status, age, social class background, and other dimensions. It is an important priority for us to continue to have both groups reflect diversity. Not listed here are students (graduate and undergraduate) who are hired on a temporary basis and add additional diversity and expertise to the team.

#### LEADERSHIP TEAM – AY20

- Lilia Cortina, Associate Director (term ending December 2019)
- Cynthia Hudgins, Associate Director for Administration
- Jennifer Linderman, Director
- Janet Malley, Director of Research and Evaluation
- Isis Settles, Associate Director, term beginning September 2019

#### STAFF – AY20

- Wendy Ascione-Juska, Event Manager
- Shawn Beard, Programming Assistant
- Jamie Saville, Project Intermediate Manager
- Michelle Pham, Assistant Program Manager
- Anne Cope, Senior Administrative Assistant
- Joanna Frye, Research and Evaluation Manager
- Chidimma Ozor, Research and Evaluation Manager
- Holly Kilbourn, Research and Evaluation Manager
- Sasha Mejia, Research and Evaluation Manager



## ADVANCE Program Diversity-Equity-Inclusion Plan

### Appendix V: ADVANCE PROGRAM COMMITTEES

In addition to its Leadership and Staff, ADVANCE benefits from the advice and work of nine standing committees and one ad hoc committee. Committee memberships can be found at <https://advance.umich.edu/about/committees/>

#### **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.

#### **College of Engineering Advisory Board**

The ADVANCE Program's College of Engineering (CoE) Advisory Board 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.

#### **College of Literature, Science, and the Arts Advisory Board**

The ADVANCE Program's College of Literature, Science, and the Arts (LSA) Advisory Board 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; and provide advice on particular programs that should be developed for the specific LSA context.

#### **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.

#### **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.

#### **STRIDE Committee**

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

## **ADVANCE Program Diversity-Equity-Inclusion Plan**

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.

### **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.

### **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.

### **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.

### **RISE Committee**

The goal of the RISE Committee is to promote a respectful and inclusive faculty work environment at U-M. As shared with the President's Advisory Committee on Faculty Diversity, our campus-wide climate survey (fall 2017) showed important differences in faculty experiences of climate by race/ethnicity and gender.



**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

**Appendix VI: TIMETABLE FOR STRATEGIC PLAN FOR DEI, AY2020-2021  
This timetable has been updated for AY20.**

<b>STRATEGIC OBJECTIVE and ACTION PLAN</b>	<b>AY20</b>	<b>AY21</b>
<b>1. Expand the use of STRIDE-style Faculty Recruitment Workshops (FRW)</b>		
· We will offer 8 workshops to meet increased demand. (Documentation of continued program of workshops, assessment to see if need is being met and adjustment as necessary. CAH, Associate Director for Administration)	Y	Y
· Update the FRW yearly to include new material, drawing from relevant research and evidence-based practices. (Documentation of updates and rationale. CAH, Associate Director for Administration)	Y	Y
· 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. (Documentation of continued support to the health-related schools' development of their own adaptation of the FRW model. JLL, Director of ADVANCE)	Y	Y
· 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. (Documentation of approach. JEM, Director of ADVANCE Research)	Y	Y
<b>2. Increase follow-up after faculty recruitments</b>		
· Improve tracking of search outcomes. (Completion of data analysis. JEM, Director of ADVANCE Research)	Y (expect to complete study this year)	
· Collect post-interview feedback about search process from those who participated (e.g., search committee members); initiate in 2017-2018. (Completion of data analysis. JEM, Director of ADVANCE Research)	Y (expect to complete study this year)	
<b>3. Expand President's Postdoctoral Fellowship Program</b>		
· Increase number of fellows if/when resources available. (Allocation of additional resources to the program. JLL, Director of ADVANCE)	when resources available	when resources available
· Increase professional development activities (this only becomes feasible when there are more fellows, so hinges on the preceding). (Documentation of increased professional development activities for PFP. CAH, Associate Director for Administration)		when number of fellows is increased



**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

· Increase unit understandings of program by more direct interaction with chairs about how to use the program effectively. (Documentation of meetings with chairs, mentors about program. JJL, Director of ADVANCE)	Y	Y
<b>4. Assess turndowns and offer withdrawals campus-wide.</b>		
• Initiation of a new study of turndowns and offer withdrawals campus-wide. Preparation of a report, and dissemination across campus and on ADVANCE website. JEM, Director of ADVANCE Research)		Y
<b>5. Expand the new Faculty Launch Program</b>		
• Expand use of Launch Committees for new faculty campus-wide. (Continued documentation of use of launch committees in new units campus-wide. CAH, Associate Director for Administration)	Y	Y
· Pilot and assess new model for managing Launch Committees. (Documentation of process of working with schools and colleges. Modification of process as new issues arise. JJL, Director of ADVANCE)	Y	Y
• Enhance collaboration of health sciences schools in a modified version of Launch. (Documentation of process of working with these schools and colleges. Modification of process as new issues arise. JJL, Director of ADVANCE)	Y	Y
• Assess improvement in mentoring capacity beyond committees themselves. (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, and dissemination across campus and on ADVANCE website. JEM, Director of ADVANCE Research)		Y
<b>6. Increase support after departmental climate assessments</b>		
· Offer post-assessment support to units, including: good practices document, consultation with ADVANCE leadership and/or outside experts. (JJL, Director of ADVANCE and JEM, Director of ADVANCE Research)	Y	Y
· Encourage units to prepare an Action Plan after climate assessments. (Part of post-assessment feedback process, including formal request for information about plan. JJL, Director of ADVANCE)	Y	Y
<b>7. Expand use of ADVANCE allies, including members of advisory committees, faculty with interest in ADVANCE goals.</b>		



**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

<ul style="list-style-type: none"> <li>· Work to develop and rely on faculty allies. More fully engage our advisory boards, ad hoc groups, and attendees at various workshops. (Documentation of meetings, two-way communication between units and ADVANCE. JJJ, Director of ADVANCE)</li> </ul>	Y	Y
<b>8. Design additional interventions addressing climate issues and evaluation of faculty</b>		
<ul style="list-style-type: none"> <li>· We initiated a new effort aimed at faculty climate last year via the RISE Committee. The committee discusses a broad range of topics relevant to climate and evaluation, reads relevant literature and consults with campus and external experts, and develops new ideas for interventions. (Documentation of committee’s work, programmatic activities offered. CAH, Associate Director for Administration).</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>· We will continue to take advantage of other opportunities to address climate, including LIFT workshops, a regular PCLP presentation, and our collaboration with the CRLT Players (e.g. Associate Director Cortina’s work with the Players on sexual harassment). (Documentation of programs. CAH, Associate Director for Administration)</li> </ul>	Y	Y
<b>9. Continue to support a positive climate among ADVANCE staff members</b>		
<ul style="list-style-type: none"> <li>• Continue regular meetings, celebrations and opportunities for social and other interactions among all staff. (CAH, Associate Director for Administration)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• Assess staff morale as appropriate. (JJJ, Director of ADVANCE)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• Continue offering opportunities for staff development. (Documentation of opportunities. CAH, Associate Director for Administration)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• Educate our community on sexual harassment and misconduct prevention. We will support unit-level participation in mandatory training. Staff members are also encouraged to attend the CRLT Players offering on sexual harassment. (JJJ, Director of ADVANCE)</li> </ul>	Y	Y
<b>10. Enhance family-friendly policies and supports for faculty campus-wide</b>		





**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

· Develop a program to defray dependent-care costs associated with work-related travel. Our new SUCCEED grants, as well as our Crosby grants, address some needs. We will continue to work with units to develop their own programs, and to encourage a campus-wide program. (Documentation of continue conversations on this topic. Documentation of needs being met through our grants. CAH, Associate Director for Administration)	Y	Y
· Increase the availability of high-quality, accessible, affordable infant care. Continue to advocate for campus-wide efforts. (Document efforts and data gathering, JEM, Director of ADVANCE Research and JLL, Director of ADVANCE)	Y	Y
· Develop a standard tuition assistant program for faculty. Continue to advocate for campus-wide efforts. (Document efforts. JLL, Director of ADVANCE)	Y	Y
· Continue to improve dual-career support processes. (Continue to monitor efforts as a followup to completed study. JLL, Director of ADVANCE).	Y	Y
· Expand the Crosby Fund. (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. CAH, Associate Director for Administration)	when resources available	when resources available
<b>11. Continue to identify unmet faculty development needs</b>		
· Identify needs unique to single parents, single faculty, etc. Continue to study via research what the unmet needs are, and develop new programming to meet those needs. (Website offerings, development of responses to needs. JLL, Director of ADVANCE)	Y	Y
· Expand coaching program as funding allows. (Currently: LSA, COE, SI, Kinesiology. CAH, Associate Director for Administration and JLL, Director of ADVANCE).	Y	Y
· Identify needs unique to postdoctoral fellows and non-tenure tracks. (Report on non-tenure track faculty in annual Indicator Report. Document partnerships with campus units to address needs we have identified already or we identify in the future. JEM, Director of ADVANCE Research; CAH, Associate Director for Administration).	Y	Y



**ADVANCE Program  
Diversity-Equity-Inclusion Plan**

· Identify needs unique to the book disciplines. Offer SUCCEED grants (new in AY19). (Allocation of budget to support writing needs. CAH, Associate Director for Administration and JJJ, Director of ADVANCE).	Y	Y
--	---	---



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

All of ADVANCE's work is relevant to the DEI initiative. We continually develop and evaluate programming and report on institutional data, policies and practices. We use that information to inspire new work in this area.