

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

**S/C/Unit:** ADVANCE Program  
**Date/Version:** August 28, 2020  
**Planning Lead/Planning Team:**

The Planning Team included Professors:

Jennifer Linderman

Isis Settles

(and, for earlier years of the plan, Denise Sekaquaptewa, Lilia Cortina and Abigail Stewart)

as well as staff members:

Dr. Cynthia Hudgins

Dr. Janet Malley

Shawn Beard (DEI Lead)

**Five Year Goals and FY21 Actions**



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### I. Diversity Equity and Inclusion Mission: Overview

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

The University of Michigan [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 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 gender, 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.



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### II. Planning Process Used

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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)



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### Update: Highlights from year 4:

- **STRIDE Faculty Recruitment Workshops.** The STRIDE Committee held eight workshops for faculty, hitting a new attendance record of 317 faculty (873 faculty in the last three years). Considering also faculty who have attended presentations by our satellite committee, STRIDE in the Medical School, over 1000 faculty have attended a workshop in the last 3 years. Twelve schools and colleges now have a requirement that some or all search committee members attend a workshop, and nearly all of the others are working toward such a requirement. We also held one workshop for staff who support faculty searches. The workshop is revised every year to reflect new research, data, and practices. Additional resources now include an extensive [reading list](#).
- **Launch Committees.** Launch Committees provide support and guidance to new junior faculty as they begin their careers at Michigan. The ADVANCE Program now assembles and monitors committees for CoE, SI, and all divisions of LSA: 245 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.** The [2019 Indicator Report](#) provides an in-depth look at tenure track faculty departure using both quantitative and qualitative (exit interview) data. Interactive institutional data now include [three dashboards](#) about tenure track faculty: faculty demographics 1979-2018, forecasting model for the composition of the faculty, and leadership and recognition.
- **[RISE \(Respect in Striving for Excellence\) Committee.](#)** This new committee, modeled after STRIDE, began offering its new interactive workshop on climate, *Raising Respect*, to faculty leaders (broadly defined). The workshop includes three sections: (a) what does research say about workplace climates for (dis)respect?; (b) how’s the faculty workplace climate at Michigan?; (c) what can leaders do to foster a more respectful work environment? To facilitate a virtual community for campus leaders thinking about climate issues during the pandemic, we turned to sharing resources, tips and encouragement with *RISE Together* messages that focus on the eight levers for shifting climate that are introduced in the workshop.
- **Climate studies.** We saw a strong demand for unit climate studies in AY20.

### Update: Processes used to inform year 5 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.) to inform on trends and needs.
- Meetings with individual faculty to highlight needs.
- ADVANCE leadership and staff review evaluations, data, etc. to chart course forward.



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### III. Data Gathering and Analysis: Key Findings

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Twelve strategic areas were identified as a result of the discussions outlined in Section II above. They are noted below, with some changes from the original plan, and 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 changes in hiring demographics 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. Support a positive climate and professional development, including DEI skill development, among ADVANCE staff members

#### Education and Scholarship

Many of our activities include faculty education (items 1, 5, 6, 7, and 8 all do), and one (item 9) includes staff education; 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

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

#### Update: New findings and circumstances to inform year 5:

- We continue to work to accommodate the increased demand for both STRIDE and RISE workshops, and are revising the workshops for fully remote delivery. We continue to include more data and discussion on race/ethnicity and on disability.



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- 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. We are preparing a record number of CoE, SI and LSA launch committees, over 70, to start in AY21.
- Workplace climate continues to be an important concern for faculty. Our work here is informed by both our research team (climate studies, exit interviews) and the efforts of the RISE Committee.
- COVID-19 has disrupted childcare and schooling. Our 2017 campus-wide climate survey indicates that 48% of tenure-track faculty have children they care for (and 13% are caring for another adult).

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### IV. Strategic Objectives and Action Plans

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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.  
**Update for AY21:** We are working with multiple schools and colleges as they initiate new requirements for faculty leaders, search committee members, and other faculty groups to attend workshops for the first time. We expect to offer 5-8 workshops, based on demand.
- Consider offering one or more FRW in Spring (initiate Spring 2017 or 2018, continue through 2021)



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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.

Update for AY19: This action item is complete and will not continue as a separate action item. We will continue to monitor needs as part of our regular processes.

- Update the FRW yearly to include new material, drawing from relevant research and evidence-based practices.
- **New action item for AY21:** Revise the FRW for fully remote delivery. We are developing an interactive workshop to be delivered over Zoom and using Canvas to provide additional resources to participants.
- 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 and will not continue as a separate action item.

### 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).

**Update for AY21:** These data are collected and in the process of being analyzed and shared.

- 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.



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- Update for AY21:** Resources are not available during AY21 to expand the program, but this remains of interest and can be revisited in future years.
- Increase professional development activities (this only becomes feasible when there are more fellows, so hinges on the preceding: not before 2017-2018).  
**Update for AY21:** Similarly, this will not be implemented for AY21.
  - 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 changes in hiring demographics campus-wide**
- In 2016, ADVANCE reported on the rates of hiring by various demographic groups campus wide, and additionally calculated future faculty composition should those rates remain unchanged. These data are available on our website, including an interactive dashboard. In AY21 we will assess changes since the previous analysis to help identify successes and challenges with our DEI effort. We will also assess the impact of new postdoc programs in diversifying the faculty.  
**Update for AY21:** This new goal replaces a previous planned study.
- 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.  
**Update for AY21:** A record number of launch committees (over 70 new assistant professors) in CoE, LSA and SI are being formed for AY21. Other units have expressed interest but very limited hiring is expected in AY21.
  - 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, so this will not continue as a separate action item.
  - 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) now 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)



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### **Promoting an Equitable and Inclusive Community**

Because ADVANCE is primarily a faculty-serving unit, we developed goals 6-8 with that constituency in mind:

#### **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)
  - Information and resources from the RISE Committee (see below).
- 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. In AY20, we convened a new *ad hoc group on faculty disability*, and this discussion is informing our practices and the development of a survey for LSA.

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

- **New action item for AY21:** Our new RISE (Respect in Striving for Excellence) Committee of senior faculty and staff focuses on workplace climate. We will offer our new interactive workshop on climate, *Raising Respect*, to faculty leaders (broadly defined). The workshop was offered a four times in AY20 and we are now revising it for fully remote delivery. The committee is also sharing resources, tips and encouragement with *RISE Together* messages that focus on the eight levers for shifting climate that are introduced in the workshop. While aimed at faculty climate, the work may have application to climates for staff as well.



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- **New action item for AY21:** We conduct annual exit interviews with faculty who choose to leave U-M. We are analyzing the most recent data and will use them to suggest interventions that may improve faculty retention.
  - We will continue to take advantage of other opportunities to address climate issues and evaluation of faculty, including LIFT workshops (on hold for fall 2020 due to the pandemic), a regular PCLP presentation, our collaboration with the CRLT Players, and collaborations with schools and colleges.
- 9. Support a positive climate and professional development, including DEI skill development, for ADVANCE staff.** 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. 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.
- Continue regular meetings, celebrations and opportunities for social and other interactions among all staff. ADVANCE research staff organize periodic 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. In fall 2019 staff spearheaded a redesign of the staff meeting; some of the elements have been particularly helpful during our transition to remote interactions.
  - Assess staff morale 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. In addition we will have for the first time a dedicated HR staff member (part-time), starting in August 2020, who will be a resource.
  - Continue offering opportunities for staff development. 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 and 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, two ADVANCE staff have completed the Rackham Professional Development DEI Certificate. Staff have attended workshops focusing on anti-racism, disability and accessibility, LGBT rights, and inclusive leadership. Information learned is shared with others as appropriate, e.g. at staff meetings or at team meetings focused on developing workshop materials. 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.

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- **New action item for AY21:** Support staff during covid-related challenges. ADVANCE has a history of accommodating various medical, family, educational and personal needs with altered schedules as appropriate and continues to do so during this particularly difficult time. All ADVANCE staff have been working remotely since March 2020 and are expected to continue doing so well into the fall, and this has required staff to function quite independently. Every other 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. These meetings are in addition to weekly team meetings and individual meetings with supervisors that offer more detailed support and direction. We are encouraging staff to take advantage of no-cost professional development opportunities and DEI-related offerings to support our goals during the pandemic while also following campus financial guidelines.
- **New action item for AY21:** Educate our community on sexual harassment and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn and thrive.
  - Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention (“umbrella policy”).
  - Develop and socialize unit-specific value statements that align and reinforce the forthcoming university-level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.
  - 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.

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.

### **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



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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. 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.

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.

- 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.
- 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. **Update for AY21:** Given the current funding picture, we will not pursue this goal and this action item will not continue.
- 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.

### 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



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- 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. Update for AY21: This program is on hold for AY21 due to UM spending restrictions.
- 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.
  - 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.
  - **New action item for AY21.** Identify faculty needs particular to the pandemic, and work (likely in collaboration) to address them. For example, we are using Slack networks to connect our communities, and we are conducting a small survey of faculty to understand how they have been impacted.

### 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

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

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### **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; a focus group study about challenges faced by single-parenting faculty; an analysis of the percentage of assistant professors hired AY98-AY07 who earned tenure; a study of the rates at which men and women are invited to our campus to give named lectureships. 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.





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**VI. Progress over the last year: actions, impacts**

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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**  
Original plan information below. Updated information can be found on our 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 Campus-wide 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

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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



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- **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 August 2020.

- Stewart, A.J., Malley, J.E., & Linderman, J.L. (Submitted). Launching New Faculty Careers: Building a Strong Foundation for a Diverse Faculty
- Frye, J. R., & Fulton, A. P. (2020). Mapping the Growth and Demographics of Managerial and Professional Staff in Higher Education. *New Directions for Higher Education*, 2020(189), 7-23.
- 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.



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- 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.
- 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(44), 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.

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- 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](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.
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### Appendix IV: ADVANCE PROGRAM LEADERSHIP AND STAFF

This list now reflects updates as of August 2020.

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 – AY21

- Cynthia Hudgins, Associate Director for Administration
- Jennifer Linderman, Director
- Janet Malley, Director of Research and Evaluation
- Isis Settles, Associate Director

#### STAFF – AY21

- Wendy Ascione-Juska, Event Manager
- Shawn Beard, Research Associate
- Jamie Saville, Project Intermediate Manager
- Sarah Moncada, Project Manager
- Anne Cope, Senior Administrative Assistant
- Joanna Frye, Senior Research and Evaluation Manager
- Sasha Mejia, Research and Evaluation Manager
- Angela Receveur, Research and Evaluation Manager
- Nitya Chandran, Postdoctoral Fellow
- Nicole Allen, HR (starting mid-August 2020)

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### **Appendix V: ADVANCE PROGRAM COMMITTEES**

In addition to its Leadership and Staff, ADVANCE benefits from the advice and work of nine standing committees and two ad hoc committees. Most 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



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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.

### **Ad Hoc Faculty Disability Committee**

This committee brings together faculty and senior staff to discuss issues around faculty disability (accommodations and supports, building community, relationship to other efforts, transforming culture and climate, resources). In addition, they have been a resource for ADVANCE in understanding how our workshop materials and surveys could be made more accessible.



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**Appendix VI: TIMETABLE FOR STRATEGIC PLAN FOR DEI, AY2020-2021**  
**This timetable has been updated for AY21.**

<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>		
<ul style="list-style-type: none"> <li>Continue to offer workshops (5-8 yearly) to meet demand. (Documentation of continued program of workshops, assessment to see if need is being met and adjustment as necessary. CAH, Associate Director for Administration)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>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)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>Revise the FRW for fully remote delivery. We are developing an interactive workshop to be delivered over Zoom and using Canvas to provide additional resources to participants.</li> </ul>		Y
<b>2. Increase follow-up after faculty recruitments</b>		
<ul style="list-style-type: none"> <li>Improve tracking of search outcomes. (Completion of data analysis. JEM, Director of ADVANCE Research)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>Collect post-interview feedback about search process from those who participated (e.g., search committee members). (Completion of data analysis. JEM, Director of ADVANCE Research)</li> </ul>	Y	Y
<b>3. Expand President’s Postdoctoral Fellowship Program</b>		
<ul style="list-style-type: none"> <li>Increase number of fellows if/when resources available. (Allocation of additional resources to the program. JLL, Director of ADVANCE)</li> </ul>	when resources available	when resources available
<ul style="list-style-type: none"> <li>Increase professional development activities (this only becomes feasible when there are more fellows, so hinges on the preceding). (Documentation</li> </ul>	when number of fellows is increased	when number of fellows is increased



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of increased professional development activities for PFPF. CAH, Associate Director for Administration)		
<ul style="list-style-type: none"> <li>• 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. JLL, Director of ADVANCE)</li> </ul>	Y	Y
4. Assess changes in hiring demographics campus wide.		
<ul style="list-style-type: none"> <li>• Assess rates of hiring and impact of postdoc programs on faculty diversity in recent years. Preparation of a report, and dissemination across campus and on ADVANCE website. JEM, Director of ADVANCE Research)</li> </ul>		Y
5. Expand the new Faculty Launch Program		
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• 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. JLL, Director of ADVANCE)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• 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)</li> </ul>		Y
6. Increase support after departmental climate assessments		
<ul style="list-style-type: none"> <li>• Offer post-assessment support to units, including: good practices document, consultation with ADVANCE leadership and/or outside experts, information and resources from the RISE committee. (JLL, Director of ADVANCE and JEM, Director of ADVANCE Research)</li> </ul>	Y	Y
7. Expand use of ADVANCE allies, including members of advisory committees, faculty with interest in ADVANCE goals.		



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<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
8. Design additional interventions addressing climate issues and evaluation of faculty		
<ul style="list-style-type: none"> <li>• Our new RISE Committee focuses on workplace climate. We will offer our new interactive workshop and develop and share resources. (Documentation of committee’s work, programmatic activities offered. CAH, Associate Director for Administration).</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• Conduct exit interviews with faculty and use data to suggest interventions to improve faculty retention. (JEM, Director of ADVANCE Research)</li> </ul>		
<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, our collaboration with the CRLT Players, and collaborations with schools and colleges. (Documentation of programs. CAH, Associate Director for Administration)</li> </ul>	Y	Y
9. Support a positive climate and professional development, including DEI skill development, for ADVANCE staff		
<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. In addition we will have for the first time a dedicated HR staff member (part-time), starting in August 2020, who will be a resource. (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 gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn and thrive. (1) Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention (“umbrella policy”).</li> </ul>	Y	Y



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(Documentation of participation in required training. CAH, Associate Director for Administration)		
<ul style="list-style-type: none"> <li>• (2) Develop and socialize unit-specific value statements that align and reinforce the forthcoming university-level values that promote culture and climate change consistent with both the Diversity, Equity &amp; Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway. (Documentation of participation in required training. CAH, Associate Director for Administration)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• Support staff during covid-related challenges. (JL, Director of ADVANCE)</li> </ul>		Y
10. Enhance family-friendly policies and supports for faculty campus-wide		
<ul style="list-style-type: none"> <li>• 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 continued conversations on this topic. Documentation of needs being met through our grants. CAH, Associate Director for Administration)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• 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 JL, Director of ADVANCE)</li> </ul>	Y	Y
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	when resources available	when resources available
11. Continue to identify unmet faculty development needs		
<ul style="list-style-type: none"> <li>• 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. (Development of responses to needs. JL, Director of ADVANCE)</li> </ul>	Y	Y



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Table with 3 columns: Description, Status, and Notes. Row 1: Expand coaching program... Y, Program on hold due to UM spending restrictions. Row 2: Identify needs unique to postdoctoral fellows... Y, Y. Row 3: Identify needs unique to the book disciplines... Y, Y. Row 4: Identify faculty needs particular to the pandemic... Y, Y.

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### **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.