

Institute for Social Research

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Diversity, Equity, and Inclusion Strategic Plan FY20 Five-Year Strategic Objectives, Measures, and Actions

I. Diversity, Equity, and Inclusion Strategic Plan: Overview

Goals: Diversity, Equity, and Inclusion

Diversity: We commit to increasing diversity as expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs and identity, age, disability status, and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and oppose discrimination on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

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

The Institute for Social Research (ISR) at the University of Michigan (U-M) seeks to develop, strengthen, and diversify its research faculty, students, and staff. ISR is comprised of five research centers and a shared institutional services unit. The ISR centers include: Center for Political Studies (CPS), Inter-university Consortium for Political and Social Research (ICPSR), Population Studies Center (PSC), Research Center for Group Dynamics (RCGD), Survey Research Center (SRC), and the shared services unit, Center for Institute Services (CIS). ISR and its constituent centers have a strong commitment to the diversity of our institution because we recognize that having a diverse organization improves the quality of our scientific research. Bringing together highly talented and motivated individuals from all walks of life and backgrounds has contributed fresh approaches to complex research problems and brought new expertise that has improved our scientific activities. Also, diverse perspectives strengthen our ability to study a diverse society. We work to value all participants in the research process, including faculty, students, staff, study participants, and data users. ISR is committed to maintaining a welcoming and inclusive organization so that we can learn from one another to sustain and continually revitalize our research and training activities.

The aim of strengthening and promoting diversity is integral to all aspects of ISR: hiring, training and instruction, and scientific research. We recognize that by promoting diversity we will advance ISR's mission. This five-year (2017-2022) strategic plan outlines a framework to address the following priority goals:



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1. Create an inclusive, welcoming environment with collegial relationships and interactions at all levels
2. Adopt best practices to encourage diversity in faculty, staff, and student hiring
3. Recruit diverse faculty by creating a pipeline of young scholars who are prepared and interested in working in the intense research and entrepreneurial environment of ISR
4. Strengthen faculty and staff through effective mentoring and leadership development
5. Recruit diverse students into our training programs

A guiding principle of this strategic plan is that each hiring or admission process presents an opportunity to promote principles of diversity, equity, and inclusion (DE&I). As a “soft-money” organization, ISR employment patterns are responsive to the general external funding environment and the success of individual funding opportunities pursued by the primary research staff. The success of this plan depends on our taking full advantage of new funding opportunities. This does not mandate that any hire or admission has any particular characteristic; we are committed to implementing the objectives in this plan by integrating the principles of diversity, equity, and inclusion into all our operations. Diversity, equity, and inclusion are not separate functions to be achieved by designated individuals, but rather integrated ideals to be fostered by every member of the organization in all our activities.

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II. Planning Process Used and Implementation Highlights

Planning Process Summary

Quantitative data on faculty and staff employment were gathered from the U-M HR system and modified to reflect the large number of ISR faculty with joint appointments, faculty associate appointments, summer appointments, and periods of zero effort at ISR, as well as the large number of temporary and contingent staff engaged in different aspects of the research enterprise. Quantitative data from ISR climate surveys, conducted in 2012 and 2008, were also analyzed. Qualitative data were gathered in individual discussions, group discussions, faculty meetings, and the all-ISR town hall lunch on January 26, 2016.

Implementation Highlights from Year One

With the help of our year one implementation committee, we accomplished a great deal. Here we highlight a selection of actions and some of the things we learned.

- To address Strategic Objectives 1 and 5, focused on *increasing the diversity of faculty and staff across many dimensions*, we added explicit language noting our commitment to diversity to all job postings initiated at ISR and to postings for PSC postdoctoral applications. We also now require all staff postings to be posted for at least two weeks. To enhance the access to postings for all ISR community members, we have completely revised the ISR Intranet DE&I site and offered clear links to these postings there, in a weekly email to All-ISR, and in monthly All-ISR News Notes newsletters. Several community members have reacted positively to our making opportunities more widely available and we are working toward other harmonized outreach efforts through these and other channels, such as social media and specialty professional associations.
- To address Strategic Objective 7 and other objectives focused on *promoting sensitivity to and awareness of diversity, equity and inclusion issues*, we held two on-site Unconscious Bias in Everyday Life training sessions for our staff supervisors across the Institute and an on-site training on Disability Awareness and Etiquette for all interested. We have scheduled two more on-site Unconscious Bias sessions at ISR for the coming year, as well as onsite sessions from other LPD DE&I offerings (e.g., Intercultural Awareness) for the entire ISR community. We have also scheduled a CRLT Players enactment of “A Thousand Cuts” for February 2018, and have a large event around the business case for diversity featuring Scott Page at ISR in October 2017, among other offerings. We have learned that there is enthusiasm for training across the ISR community and have built and will continue to develop a diverse and multi-faceted training plan for the Institute, with offerings that allow the greatest inclusion of all individuals in different job families.
- To address Strategic Objective 17 and work toward creating a *work environment that fosters barrier-free participation*, we have created a comprehensive accommodation and accessibility policy for ISR events and distributed it widely, designated clear contacts and included information about accessibility on promotional materials. We are also working with an accessibility sub-committee to increase our compliance with expectations for accessible research products emerging from our scientific work, to set a new bar for



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ourselves and for social science research institutions in this regard, and have found that there is considerable needs assessment and education necessary across ISR and the UM campus

- To address Strategic Objectives 8 and 9, focused on increasing diversity in the ICPSR and SRC summer programs, we were awarded our FY18 budget request for matching funding for fellowships to support under-represented participants. The work to set up these fellowships began in year 1, with the first fellowships to be awarded for summer FY18. Pursuing this action will help us to make progress on other objectives regarding outreach about ISR programs to communities from which seek more applicants to enhance the diversity of undergraduate and graduate students, postdoctoral fellows, and scientists.

We pursued several processes to gather data and evaluate action items in year one, allowing us to fine-tune our implementation plans going forward, including:

- Meetings of the implementation leads with each ISR Center Director and Center Administrator, individually for each center and in group settings
- Monthly meetings and additional sub-group meetings of the DE&I year one implementation committee
- Joining meetings of the Director's Advisory Committee on Diversity (DACD) – including group-wide meetings and DACD subgroup meetings (for example, the subgroup focused on issues of accessibility)
- A town hall meeting with directors and students from all of our ISR training programs to discuss the relevant strategic objective and joint efforts across programs
- Evaluation of data from 2016-17 from ISR Human Resources on hires, fires, departures and promotion of faculty and staff, and from ISR summer and training programs about summer program participants, degree program participants, and pre- and post-doctoral program trainees. We are evaluating these data relative to those from our Strategic Plan to evaluate progress and make plans for years two and three.
- Fulfilling an action item for Strategic Objective 16, focused on promoting an inclusive and welcoming environment for all at ISR, we have developed an intranet and internet option for the ISR community to report feedback about the plan or any DE&I issues, and shared this link and information about how to provide feedback widely and repeatedly. We have not received a large number of comments but have received some very helpful comments and questions and have been able to respond to people who requested a response.

Implementation Highlights from Year Two

With the help of our newly-created year two working groups and DEI committee, we accomplished a great deal. Here we highlight a selection of actions and some of the things we learned.

- For year two, we expanded our implementation team to include four focused working groups and an overarching DEI committee comprised of the ISR director, directors of



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each ISR center, and key administrative staff from each center and for the Institute centrally. The working groups are divided into staff, community, educational programs, and primary research staff (faculty/scientists) groups, and each is tackling a set of action items most aligned with their knowledge and priorities. For example, the staff working group has been tackling issues of central importance to staff, and is made up of individuals from across the different ISR centers and from a variety of staff positions and titles, such that a great deal of knowledge is drawn on, variation across centers is recognized and considered, and proposed solutions make sense for staff themselves. Each working group has two co-leads that attend the regular meetings every other month with the DEI committee. This leads to frequent conversations with leadership when working group ideas can be presented, discussed, and decisions made. The working groups and DEI committee have also greatly increased the size of the network “in the know” about our implementation work and messaging from UM DEI, and members of all of these groups have provided feedback, directed others in the broader ISR community to the ISR leads, and provided a sounding board for decisions that need to be made.

- To address Strategic Objectives 1 and 5, focused on *increasing the diversity of faculty and staff across many dimensions*, we have been working toward a statement of guiding principles related to DEI to be used in search and hire processes as well as in all processes at ISR. Extensive discussions of the year one DEI committee and HR professionals and supervisors across the institute have illuminated the importance of making everyone a stakeholder in our DEI efforts. As a result, we revised one of our action items from “appointing a diversity champion” on search committees to developing an agreement to uphold principles of DE&I, to be distributed to all search committee members and hiring managers. The Staff working group took this action item and moved forward by developing a guiding principles document to be used more widely at ISR, not just by search committees. An implementation plan and scope of application will be rolled out in year three.
- To address Strategic Objective 6, focused on assuring *consistent, equitable, and transparent support for staff development*, we have made the job postings from across ISR more easily available to all, listing them on an intranet site. However, we’ve gone beyond this to send out regular emails to the entire community, so that everyone at ISR has easy access to other opportunities across Centers. In the past in some cases, people have been unaware of position openings outside of their Center, so this change is increasing inclusivity and encouraging retention of talent at ISR.
- To address Strategic Objective 6, focused on assuring *consistent, equitable, and transparent support for staff development*, we have implemented a community integration program for recently hired employees. The ISR Community Guides Program launched in Spring 2018 to: (1) help build a sense of inclusivity and connectedness within the ISR by providing sustained support to new hires; (2) assist staff in their transition into the ISR as new employees; (3) increase access to resources, establish and expand networks, and (4) share information and knowledge. The program has recruited 9

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program guides, including faculty and staff, and developed a training for the guides that was conducted in March. They have recruited 22 new hires (hired within the past 3 years) to date. The process of matching guides to program participants has begun, and the new committee will stay in close contact with the guides as the program rolls out to evaluate what works and what doesn't to continue to improve the program in the coming year.

We have continued and added to our processes of gathering data and evaluating action items in year two, allowing us to fine-tune our implementation plans going forward, including:

- Frequent meetings of the DEI year two working groups and meetings of the DEI committee every other month, including co-leads of each working group.
- The first of twice-yearly DEI lunches with the ISR Director, yielding a rich and open conversation about concerns of the ISR community.
- Evaluating feedback forms from participants in our many on-site training sessions in year two (e.g., Unconscious Bias in Everyday Life, Intercultural Awareness)
- A group of hiring supervisors are participating in a pilot testing of the ISR "search and hire toolkit" that provides resources for and guides through the process. It includes guidance and best practices regarding stages from evaluation of position importance and fit to onboarding and the creation of a new hire buddy program. Feedback is being collected throughout the pilot and will be compiled, reviewed and, if appropriate, implemented in the toolkit, which itself will be rolled out in year three.
- Attendees of the year two ISR DEI Town Hall engaged in table discussions of key issues of interest and provided notecards with specific feedback that was collected, coded for themes, discussed with the DEI committee and working groups, and used for planning of events, training, and priorities going forward.

Implementation Highlights from Year Three

With the continued efforts of our working groups and DEI committee, we accomplished a great deal in year three. Here we highlight a selection of actions and some of the things we learned.

- Search and Hire Toolkit: ISR's HR professionals and one of the ISR DEI co-leads developed a comprehensive online toolkit of resources based on best practices for hiring for excellence and diversity. This toolkit, which has been piloted in a range of searches, is finalized, digitized, and will be rolled out through the entire Institute in July 2019. It includes detailed timelines, templates for necessary paperwork, a very exhaustive list of outlets and networks to reach diverse populations and extensive resources for the interview process, including sample questions and a range of tools for best practices in the hiring process.
- Visiting Scholar Program: ISR has experienced challenges in its efforts to meet DEI objectives, particularly with regard to increasing and maintaining the diversity of its faculty. Two underlying sources of this challenge are (1) a misconception surrounding the meaning and experience of "soft money," considered a high risk position that may particularly discourage some scholars who perceive stark racial inequalities in federal funding opportunities, and (2) the difficulty for scholars in conventional academic



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departments to secure the funding required to begin a tenure-track faculty position at ISR. To address these two issues, the Primary Research Staff working group developed a new ISR Visiting Scholar Program and will be piloting this program. The VSP will allow scholars from other institutions to visit ISR for 1-2 weeks. During this visit, they will complete work on an external funding application in collaboration with ISR faculty to provide longer term funding for the visiting scholar (e.g., a semester, summer, or year sabbatical at ISR, or the first three years of funding required to open a tenure track faculty line at ISR). The VSP will cover travel, housing, and meals and provide a stipend and office for visiting scholars.

- Events to Support Inclusion: We expanded our range of events and learning opportunities to encompass discussion of many identities, experiences and chances to build a sense of inclusion. These included, among many others: (1) Cultural Racism and American Social Structure, a winter 2019 interdisciplinary speaker series sponsored by Institute for Social Research Survey Research Center and Rackham Graduate School, (2) an inaugural Bring Your Child to Work Day, where visitors were given a tour of the BioSocial Methods Collaborative HomeLab and participated in a small survey that was tabulated and presented to them during lunch, and a family friendly introduction of ISR was presented by the ISR Director, (3) Allies for Inclusion: The Ability Exhibit, designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues. Using a multimedia approach to demonstrate respect, comfort and awareness, the exhibit offers suggestions for becoming disability allies and educators, and additionally, a 90-minute workshop was offered to faculty, staff and students who wanted to learn more about disability-related issues and are interested in becoming disability allies, and (4) Transcend the Binary, an organization that provides trans/gender non-conforming health navigation and education (Ferndale, MI), approached U-M researchers in 2015 for support in gathering data about the resiliency and daily challenges of its community. This resulted in a Transcend-led survey, findings that have been translated into an interactive art exhibit and sessions at ISR-Thompson sharing lessons learned from the survey process and its findings <http://www.transcendthebinary.org/wp-content/uploads/2017/12/Finding-Our-Strength-Survey-Report.pdf>.

We have continued and added to our processes of gathering data and evaluating action items in year three, allowing us to fine-tune our implementation plans going forward, including:

- Frequent meetings of the DEI year three working groups and meetings of the DEI committee every other month; the DEI committee includes all center directors and center administrators, representatives from ISR HR and communications, co-leads of each working group, and DEI implementation leads.
- Snack and chat events started by the ISR DEI Educational Programs working group for all students and postdoctoral fellows across the ISR community to check in, socialize and exchange ideas about career opportunities or areas of need.
- Evaluating feedback forms from participants in our many on-site training sessions in year three (e.g., Unconscious Bias in Selection and Hiring, Spectrum Center My Voice panel)



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- Supervisors from across ISR participated in further testing and refinement of the ISR "search and hire toolkit" that provides resources for and guides through the process. It includes guidance and best practices regarding stages from evaluation of position importance and fit to onboarding. The toolkit is electronically available and will be launched in July 2019.
- Attendees of the year three ISR DEI Town Hall engaged in table discussions of the UM Staff Climate Census, providing on posters specific feedback that was collected, coded for themes, discussed with the DEI committee and working groups, and used for planning of events, training, and priorities going forward.
- This spring/summer, we piloted a new set of questions for center directors, the ISR director, and supervisors from two units to give them a platform to express the ways they have demonstrated commitment to DEI. We will obtain feedback on how the process and questions worked and how to improve so that we can consider rolling out this process to the rest of our supervisors and eventually, the broader ISR community.

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III. Data and Analysis: Key Findings

We have identified key challenges to diversity, equity, and inclusion at ISR in several ways. First, we have compared the demographic composition of ISR faculty and staff to that of the university as a whole. Second, we have held discussions on these issues with faculty and staff in a number of venues, including faculty and staff meetings and the January 26, 2016 all-ISR town hall lunch. The ISR town hall lunch included 160 participants in semi-structured discussions of their visions for a more diverse, inclusive, and equitable ISR, as well as the perceived obstacles to achievement. Attendees offered 440 specific suggestions for steps ISR can take toward furthering the collective vision.

While ISR has a long history of research on diversity and inclusion, training diverse students, and organizational efforts to increase its own diversity and inclusiveness, the discussions as part of the strategic planning process identified a number of ongoing challenges. These include:

1. The representation of faculty of color, particularly African Americans and Hispanics/Latinos, is lower than at the university as a whole and shows no trend toward improvement (Appendix Tables 3, 5 and 6).
2. Female faculty are under-represented at senior levels, in the research professor track overall, and in ISR faculty leadership. There are large and concerning gender differences in the composition of the different faculty tracks (Appendix Table 3).
3. Staff demographic composition is less diverse at ISR than at the University overall, particularly with regard to African Americans, and the five-year trend shows no increase in diversity (Appendix Table 1, 5 and 6). African-American staff are disproportionately in contingent, temporary, and lower-level staff positions (Table 2). While this contributes to a sense of inequity in ISR, it also creates an opportunity for us to improve staff training and development, which may thereby diversify staff leadership.
4. While the total number of staff has declined in each of the last three years, approximately 10 percent of the staff turns over each year.
5. Many ISR faculty and staff feel isolated from others at ISR. This was the single most frequent challenge raised at the all ISR town hall.

Implementation of the plan will be led by a senior ISR faculty member and a committee with representation of faculty, staff, and students, with guidance from the Institute Administrative Committee (IAC) and the ISR Policy Committee and assistance from the ISR Director's Advisory Committee on Diversity (DACD). Any questions or concerns about implementation of the plan can be brought to the faculty lead, members of the IAC and ISR Policy Committee, or members of DACD. Concerns can be submitted anonymously at <http://home.isr.umich.edu/diversity/dei-feedback/>.

We have identified the following priorities for the ISR Diversity, Equity and Inclusion Strategic Plan. Each of these is developed in more detail in Section IV.

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ISR Diversity, Equity, and Inclusion Priorities

- Create an inclusive, welcoming environment with collegial relationships and interactions across all levels and centers.
 - a. Design and implement a new employee orientation program
 - b. Establish effective cross-center working groups
 - c. Include diverse images in ISR spaces
 - d. Hold regular all-ISR events that celebrate and educate across differences
- Adopt best practices to encourage diversity in faculty, staff, and student hiring
 - a. Create lists of websites, organizations, and networks that will expand the reach of job postings to under-represented groups and share these lists with search committees or appropriate individuals for each new position or grant that will require hiring
 - b. Create tools for search committees that facilitate and encourage diversity and share these tools with search committees or appropriate individuals for each new position or grant that will require hiring
 - c. Require diversity training of all members of faculty search committees
 - d. Require any “candidate in mind” faculty searches that do not increase the diversity of ISR to be expanded to explicitly and actively seek qualified candidates who would improve the diversity of the applicant pool
- Recruit diverse junior faculty by creating a pipe line of young scholars who are prepared and interested in working in the intense research and entrepreneurial environment of ISR
 - a. Encourage applications for NIH supplements in support of post-doctoral scholars and provide strong institutional support for mentoring these scholars
 - b. Engage in outreach to maintain and increase the diversity of applicants to the Population Studies Center (PSC) pre- and post-doctoral training programs; provide these scholars with strong institutional mentoring
 - c. Invite diverse scholars to present their research in faculty seminars across ISR, including scholars who have participated in ISR training programs (Program in Survey Methodology, ICPSR Summer Institute, PSC training programs)
- Develop a diverse faculty and staff through effective mentoring and leadership development
 - a. Design and implement a mentoring plan for all junior faculty across ISR
 - b. Design and implement a community integration program for newly hired staff
 - c. Assure timely and appropriate annual and third-year reviews for faculty, with explicit discussion of the criteria, timing, and choices associated with the scientist and research professor tracks
- Recruit diverse students into our training programs,
 - a. Work closely with Rackham faculty diversity ally, and programs that regularly have booths at academic conferences to develop outreach and recruitment strategies for

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colleges and universities, as well as academic organizations, especially affinity organizations that reach diverse populations

- b. Design recruiting materials with diversity in mind

Key Takeaways from Year One Data and Analysis

Data gathering exercises and implementation activities lead to several important insights that have informed our work going forward.

- Collective engagement and culture change is more difficult, but more sustainable and important than checking boxes or designating key persons responsible for DE&I. Extensive discussions of the year one DE&I committee and HR professionals and supervisors across the institute illuminated the importance of making everyone a stakeholder in our DE&I efforts. As a result, we revised one of our action items from “appointing a diversity champion” on search committees to developing an agreement to uphold principles of DE&I, to be distributed to all search committee members and hiring managers. We also stepped back from immediately requiring check boxes about commitments to DE&I on annual reviews because of a variety of concerns, ranging from the trivializing of this work to the connotations of tying it to salary. Rather, we will pursue a collectively developed strategy to engage all ISR community members in discussions of their demonstration of commitment to and engagement with our principles. We will also be discussing the development of a competency model for ISR members in the coming year.
- ISR is a collection of distinct centers and multidisciplinary projects, for which unified strategies sometimes, but not always, make sense. This means that recruitment methods and seasons, salary expectations, styles of mentoring, and all manner of pipeline issues (i.e., diversity of potential applicant pools with respect to race, perspective, and the like) vary considerably across Centers and throughout the Institute. The financial standing, staffing capability, and styles and volume of hiring also vary drastically across centers. As we move forward, we have expanded our DE&I committee and working groups to better understand how to pursue shared aims while accommodating these unique aspects.
- Many programs and centers are already pursuing many of actions our Plan points toward with regard to recruiting for diversity and excellence— the challenge is coordinating for greater strength and reach. Discussions with centers and training programs show that each is engaged in outreach and recruitment, including visits to other UM units, other institutions and conferences, development of outreach materials and advertising strategies, and cultivation of networks. We have been gathering information on what each unit is doing to now aim for coordinated, centrally-funded efforts where these are useful.

Key Takeaways from Year Two Data and Analysis

- Synergies are arising from the formation of the working groups that we did not anticipate and should study and encourage elsewhere throughout the Institute. For example, the Educational Programs working group has brought together staff from the Michigan Program in Survey Methodology, a doctoral and master’s degree-granting program, with



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those from the Population Studies Center's predoctoral and postdoctoral training programs, as well as bringing leaders of the two ISR summer programs. The exchange of information and tactics for recruiting and promoting these programs has enriched all of them and pointed out places where centralized resources could help make each unit's work more successful.

- Feedback after the many training sessions we've scheduled, at the annual DEI Town Hall, and in meetings of working groups has highlighted the many positives of these activities and generated sentiment that training should be mandatory. However, a resounding point that arises in all of these venues is that "people who would most benefit from this training do not attend." We must work creatively to ensure access and inclusion of everyone in the community if we are to make a lasting culture change at ISR.
- Updated data in the Appendix tables suggest little improvement since the time that our Strategic Plan was constructed. Representation of faculty of color has not improved, and even slightly worsened in some cases, and is lower than for UM overall. The proportion of female faculty has also fallen behind the UM proportion in recent years, continues to be very low at the highest rank (Research Professor), and females are overrepresented in research scientist tracks. The representation of staff of color has also remained stable or eroded slightly, and figures are worse for African Americans at ISR than for UM overall. An encouraging trend is to be found among ISR's temporary staff, where the representation of African American and Latinx individuals is higher than the UM average and has risen strongly in the past several years. Scrutiny of and lessons from these differences and trends need to be part of implementation in years three through five.

Key Takeaways from Year Three Data and Analysis

- Feedback after training sessions, in DEI working group and DEI committee conversations, and at DEI events continues to stress that the "people who would most benefit do not attend." We have engaged in discussion of whether and how we might shift the culture around attending – removing barriers to time away from job tasks, but also increasing group pressure on those who feel they do not need to engage with DEI at ISR. We have not found solutions, but the conversation is spreading further afield than before.
- Updated data in the Appendix tables continue to suggest minimal improvement – or even erosion - since the time our strategic plan was constructed. Representation of faculty of color has not improved in most ranks, and even slightly worsened in some cases, and is lower than for UM overall. The proportion of female faculty continues to be low at the highest ranks (Research Professor), though is growing at the junior ranks. Representation of staff of color has also remained stable or eroded slightly, and figures are worse for African Americans at ISR than for UM overall. An encouraging trend is found among ISR's contingent temporary staff, where the representation of African American and Latinx individuals is higher than the UM average and has risen in the past several years.
- Our attention to staff search and hire processes, recruitment of summer program and graduate program enrollees, and the Visiting Scholar program are all examples of the medium to long-term strategies we are emphasizing to address these data points.

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

Introduction: The ISR Diversity, Equity, and Inclusion Strategic Plan addresses faculty, staff, undergraduate students, graduate students, post-doctoral scholars, and our broader research constituencies. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into four domains determined by the university. Each strategic objective is accompanied by success measures that will be tracked over time, as well as descriptions of single- and multiple-year actions to accomplish the objective. For additional details on assignments, timelines, and accountabilities, see Section VI. All strategic objectives and related actions will be pursued in accordance with the law and university policy.

IV. A. Recruitment, Retention, and Development

In this section, we describe efforts to increase the recruitment, retention, and development of diverse ISR faculty, staff, and students, with particular attention to how we plan to integrate these efforts into the proposal writing and project implementation processes. Some of these efforts are specific to faculty or staff, while others apply to both groups. We have identified ISR-wide objectives. In some cases, the implementation actions are also institute-wide; in others, implementation will occur at the center level and accountability will rest jointly with each center and the Institute. One important theme of the strategic plan is to develop tools that facilitate rapid outreach by principal investigators and their program staff to diverse communities with specific skills when new projects are funded. The plan also aims to identify and develop these skills among current ISR staff interested in career development within the Institute. These activities will facilitate the increased incorporation of diversity, equity, and inclusion into the collaborative, entrepreneurial, soft-money environment of the Institute.

Faculty

Five-Year Strategic Objective 1

Increase the diversity of faculty across many dimensions.

Measures of Success (for Objective 1):

1. Increased diversity of faculty across many dimensions
2. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse faculty

FY20 Actions:

1. Continue to assess procedures used for faculty searches in all units to identify barriers that might inadvertently impede diversity, equity, or inclusion efforts
2. Continue specific efforts to increase diversity to be included in every faculty search or new appointment, including:
 - Distribute statement of guiding principles for ISR related to DEI and apply broadly to ISR processes
 - Provide appropriate training for all members of faculty search committees



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- Provide the University of Michigan’s *Handbook for Faculty Searches and Hiring* to all members of faculty search committees
 - Document efforts to reach diverse faculty as part of the search process
 - Continue to include in each faculty posting the following or similar language: “The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse faculty as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning”
 - Generate and regularly update a list of professional associations, networks, and groups that include or reach under-represented researchers (e.g., participants in NIH F31 and other relevant training programs, Ford Foundation fellowship programs, NSF graduate research programs, Rackham Merit fellows, program officers associated with each of these programs, and professional associations of under-represented researchers), from which faculty search committees can select salient organizations for position postings and direct contact with potential candidates
3. Facilitate and encourage applications for NIH Research Supplements to promote diversity in research.
 4. Continue to reach out to other U-M departments to indicate ISR’s interest in partnering in the hiring of faculty associates and research professors
 5. Increase the diversity of invitees to faculty seminars in each center

FY21+ Actions:

6. Increase ISR participation in professional meetings of scientists from under-represented groups (e.g., booths with information about ICPSR, core survey programs, etc.)
7. Reach out to current U-M faculty with a commitment to diversity and invite them to be (and sponsor them as) faculty associates or research professors
8. Work with U-M to expand the President’s Postdoctoral Fellowship Program or similar efforts to recruit emerging scholars to the social sciences who have a demonstrated commitment to diversity

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide, though in many cases implementation will be at the center level

Five-Year Strategic Objective 2

Assure consistent support for career development of junior faculty to increase diversity of junior faculty promoted and retained.

Measures of Success (for Objective 2):

1. Successful promotion of junior faculty to associate level



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2. Increased satisfaction levels of junior faculty as measured by the ISR climate survey (or other instruments)

FY20 Actions:

1. Assure timely and constructive annual and third-year reviews, in accordance with U-M policies and procedures, for all junior faculty whose primary appointment is at ISR
2. Encourage and support participation of junior faculty in programs such as the Center for the Education of Women's Women of Color in the Academy Project
3. Include in the annual reviews of center directors and senior faculty an explicit evaluation of their efforts to develop junior faculty

FY21+ Actions:

1. Design and support an early-career faculty mentoring program that will identify and appoint a senior faculty mentor for all junior faculty whose primary appointment is at ISR, to whom they can go for questions and guidance
2. Create institutional supports for post-doctoral fellows to integrate them more fully into the Institute

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an equitable and inclusive community

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 3

Assure the equitable use of research professor and research scientist tracks.

Measures of Success (for Objective 3):

1. Periodic audits of alignment of individual roles and job titles
2. Increased satisfaction levels as measured by the ISR climate survey (or other instruments)

FY20 Actions:

1. Continue a systematic evaluation of the *de jure* and *de facto* use of scientist and professor tracks and make recommendations for processes and criteria for future appointments
2. Communicate to junior faculty the criteria for promotion in each track and the mechanisms for moving between tracks

FY21+ Actions:

1. Create opportunities for individual faculty members to change tracks to appropriately reflect their contributions to the Institute

Primary DE&I Goal: Equity

Center or institute-wide: Institute-wide (primarily SRC and ICPSR)



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Five-Year Strategic Objective 4

Diversify the leadership of ISR, including center directors, program directors, and senior faculty.

Measures of Success (for Objective 4):

1. Increased diversity of senior faculty and faculty leadership of centers and programs

FY20 Actions:

1. Include in the annual reviews of center and program directors an explicit evaluation of their contributions demonstrating commitment to DE&I
2. Include in all faculty annual reviews a question regarding contributions demonstrating commitment to DE&I.

FY21+ Actions:

1. Designate a portion of merit review funds (or the portion of overhead returned) to be awarded on the basis of contributions demonstrating commitment to diversity

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Staff

Five-Year Strategic Objective 5

Increase the diversity of staff across many dimensions.

Measures of Success (for Objective 5):

1. Increased diversity of staff across many dimensions
2. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse staff

FY20 Actions:

1. Continue specific efforts to increase diversity to be included in every staff search or new appointment, including:
 - Develop a statement of guiding principles for ISR related to DEI, distribute and apply broadly to ISR processes
 - Provide appropriate diversity-related training for all members of staff search committees
 - Continue to post all new staff positions for at least two weeks
 - Continue to include in each staff posting the following or similar language: “The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning”



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- Continue to advertise all new staff positions through outlets that reach diverse populations
- Develop job- and skill-specific resources to facilitate outreach by principal investigators and other program personnel to diverse populations
- Use interview tools and sample questions intended to promote equity and diversity in hiring
- Develop a process whereby a funding notice triggers a standardized procedure to fill positions identified in budget for grant, and follows principles of other searches for personnel

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 6

Assure consistent, equitable, and transparent support for staff development.

Measures of Success (for Objective 6):

1. Increased satisfaction among staff as measured by the ISR climate survey (or other instruments)
2. Increased diversity among staff promoted and retained within the Institute

FY20 Actions:

1. Continue a community integration program for recently hired employees
2. Continue to encourage participation of staff in U-M-sponsored career development programs; continue to provide information about these opportunities through ISR communication outlets
3. Clarify and communicate center policies and priorities regarding staff training and career development to supervisors and staff
4. Continue to post all new ISR staff positions on the ISR intranet
5. Produce annual reports on internal promotions and exits, with recommendations for policy changes, if necessary, to improve staff development and retention

Primary DE&I goal: Equity

Other applicable domain: Diversity

Center or institute-wide: Institute-wide

Faculty and Staff

Five-Year Strategic Objective 7

Promote sensitivity to and awareness of diversity, equity, and inclusion issues among faculty and staff supervisors

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Measures of Success (for Objective 7):

1. Participation of significant numbers of faculty and staff supervisors in training related to diversity, equity, and inclusion, as documented in an annual report to ISR leadership
2. Increased satisfaction among staff as measured by the ISR climate survey (or other instruments)

FY20 Actions:

1. Continue to identify and make available to supervisors appropriate training programs offered at the university
2. Develop or adopt training program(s) for ISR that include:
 - Diversity, equity, and inclusion
 - Sexual harassment
 - Americans with disabilities
 - Mental health in the workplace
 - Supervisory skills
3. Include in the annual reviews of faculty and staff supervisors a question on their participation in diversity training
4. Include in the annual reviews of all faculty and staff a question on their efforts to contribute to DE&I

FY21+ Actions:

5. Require training in diversity, equity, and inclusion of all ISR faculty and staff supervisors

Primary DE&I Goal: Diversity, inclusion

Center or institute-wide: Institute-wide

Graduate Students

Five-Year Strategic Objective 8

Increase diversity among SRC's master's and PhD students participating in the Michigan Program in Survey Methodology (MPSM), as well as students in SRC's Summer Institute in Survey Research Techniques across many dimensions.

Measures of Success (for Objective 8):

1. Increased diversity of students in each of these programs across many dimensions
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of the Summer Institute and the MPSM to the SRC directors and the Senior Staff Advisory Committee

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FY20 Actions:

1. Maintain optional questions on race, ethnicity, nationality, gender identity, and veteran status (comparable to university data on degree students) on registration form for Summer Institute applicants
2. Continue efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by MPSM faculty and the MPSM Rackham diversity ally to students from under-represented groups at U-M and other universities
3. Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to degree programs

FY21+ Actions:

4. Include in selection criteria (and feature in promotional materials)
 - Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S.
 - Experience of financial hardship as a result of family economic circumstances
 - Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college
5. Identify new sources of financial support for graduate students, including students from under-represented groups

Primary DE&I Goal: Diversity

Center or institute-wide: SRC

Five-Year Strategic Objective 9

Increase the diversity of participants, instructors, and staff involved in the ICPSR Summer Program in Quantitative Methods of Social Research across many dimensions

Measures of Success (for Objective 9):

1. Increased diversity of ICPSR participants, instructors and staff across many dimensions
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of ICPSR

FY20 Actions:

1. Maintain efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by ICPSR faculty and the Rackham diversity ally to students from under-represented groups at U-M and other universities, in an effort to diversify applicant pools



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2. Maintain outreach to maintain and expand the diversity of applicants for instructional and support staff
3. Expand the Summer Program's curriculum to offer additional workshops, lectures, and discussions on issues of diversity, equity, and inclusion

Primary DE&I Goal: Diversity

Center or institute-wide: ICPSR

Other applicable domains: ICPSR member organizations, ISR, U-M, and the broader social science community

Five-Year Strategic Objective 10

Maintain the diversity of participants in the Population Studies Center (PSC's) pre- and post-doctoral training programs across many dimensions

Measures of Success (for Objective 10):

1. Increased diversity of PSC's pre- and post-doctoral training programs across many dimensions
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants, as reported in an annual assessment from the PSC pre- and post-doctoral training program leads to the PSC director and PSC faculty reporting on the gender and race/ethnicity distributions of applicants, offers, and awards, with comparisons to past cohorts, and on efforts to increase the diversity of applicants

FY20 Actions:

1. Continue efforts to increase applications from under-represented populations
2. Continue to engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to postdoctoral programs
3. Continue to facilitate and encourage applications from PSC trainees for NIH Research Supplements to promote diversity in research.

FY21+ Actions:

4. Include in selection criteria (and feature in promotional materials)
 - Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S.
 - Experience of financial hardship as a result of family economic circumstances
 - Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college
5. Work with other post-doctoral sponsors in the Institute to create supports for post-doctoral fellows and integrate them fully into the Institute

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Primary DE&I Goal: Diversity

Center or institute-wide: PSC

Five-Year Strategic Objective 11

Increase the diversity of graduate student researchers in ISR across many dimensions

Measures of Success (for Objective 11):

1. Increased diversity of graduate students across many dimensions
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s)
3. Increase in the number of NIH Research Supplements to promote diversity in research applications and awards

FY20 Actions:

1. Increase efforts to publicize opportunities in media that reach under-represented populations in an effort to diversify applicant pools and recruit diverse students
2. Continue to provide information and support for applications for NIH Research Supplements to promote diversity in research

Primary DE&I Goal: diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 12

Assure inclusion of ISR graduate students in ISR activities

Measures of Success (for Objective 12):

1. Increase in students attending ISR events

FY20 Action:

1. Continue to hold lunch with program, center, and institute leadership and all graduate students in ISR (Survey Methodology students, PSC predoctoral trainees, and GSRAAs) to discuss their goals and concerns

Primary DE&I Goal: Inclusion

Center or institute-wide: Institute-wide, but primarily SRC and PSC

Undergraduate Students

Five-Year Strategic Objective 13

Increase the diversity of undergraduate research assistants in ISR

Measures of Success (for Objective 13):

1. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from

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- Undergraduate Research Opportunity Program (UROP) and Summer Research Opportunity Program (SROP) on participation by ISR faculty
2. Improvement in the diversity of undergraduate student employees as reported in an annual assessment from UROP and SROP offices.

FY20 Actions:

1. Continue to include information about UROP and SROP in ISR communication outlets
2. Prepare outreach strategies that faculty and staff can use to encourage applications from students from diverse backgrounds (e.g., groups for students of color in relevant majors) and disseminate that information

FY21+ Actions:

3. Identify opportunities for external funding for undergraduates, including under-represented undergraduates, to participate in ISR-sponsored research and share those opportunities (repeatedly) with faculty

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

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IV. B. Education and Scholarship

ISR has a long tradition of training students from diverse backgrounds, both from under-represented groups in the U.S. and developing countries around the world. ICPSR's Summer Program in Quantitative Methods of Social Research has, through its training, contributed to the success of generations of empirical social scientists from diverse backgrounds. ICPSR continues to maintain diversity through its teaching program. Almost 40 percent of its instructors are from under-represented groups; almost half of its 2016 cohort of students identified as a racial or ethnic minority, and 60 percent were female; and it offers a number of courses on topics relevant to diversity and inclusion.

SRC's Summer Institute in Survey Research Techniques has offered courses for credit and not-for-credit through ISR facilities for the past 68 years. It is an eight-week program of 25 or more graduate-level courses on survey research techniques offered by the Michigan Program in Survey Methodology and SRC. The Summer Institute has trained thousands of participants from around the world. Summer Institute faculty are drawn primarily from the University of Michigan faculty, complemented with survey experts recruited internationally. The Summer Institute includes a unique program on sampling techniques, the Sampling Program for Survey Statisticians, started in 1965 primarily to serve international participants. The Sampling Program – which has conducted 45 annual sessions with more than 1,000 participants from 115 countries – has played a critical role in developing survey capacity in governments and universities in developing countries.

RCGD's Program for Research on Black Americans (PRBA) has a 40-year history of training doctoral students, post-doctoral fellows, and junior faculty through mechanisms including a variety of fellowships and summer programs. Former PRBA trainees now populate the leading social science programs studying African Americans, including at U-M.

For 25 years, the Population Studies Center (PSC) has had training grants from the National Institute of Aging and the Eunice Kennedy Shriver National Institute of Child Health and Human Development that support the development of pre- and post-doctoral scholars from diverse backgrounds. Over the past five years PSC hosted 43 pre-doctoral trainees, of whom 26 percent were U.S. minorities and 20 percent had Rackham Merit Fellowships. In addition, over the past three years PSC hosted 17 post-doctoral fellows, of whom 18 percent were U.S. minorities and 17 percent were women. PSC training programs provide specialized demographic training to pre-doctoral and post-doctoral trainees. As is the case for ISR broadly, much of the research at PSC focuses on issues related to diversity and equity, including socioeconomic, racial/ethnic, and aging and health disparities, and the methodologies and data for conducting such research. PSC's 83 training faculty come from 25 disciplines, including economics, sociology, anthropology, and biostatistics.

ISR also has a long tradition of engaging in research on topics related to diversity and inclusion, including: the Program for Research on Black Americans, the Detroit Area Study, the Social Environment and Health program, and the Panel Study of Income Dynamics, which is arguably the first and best data to study income inequality and mobility. The ability to pursue such research in the ISR environment depends crucially on the priority that national funders, including

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the federal government and foundations, place on such research. ISR is committed to providing continued national leadership to highlight the importance of funding such research.

Five-Year Strategic Objective 14

Increase the coverage of topics related to diversity, equity, and inclusion in all ISR training programs

Measures of Success (for Objective 14):

1. Increased coverage of DE&I-related topics as demonstrated in annual reports from relevant units

FY20 Actions:

1. Continue an annual interdisciplinary workshop on the quantification of racism
2. Continue to include topics related to diversity, equity, and inclusion in seminars

FY21+ Actions:

3. Develop an initiative in quantitative gender studies
4. Expand curricular offerings in degree and non-degree programs on issues of diversity, equity, and inclusion

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 15

Increase the amount of research conducted on topics related to diversity, equity, and inclusion

Measures of Success (for Objective 15):

1. Increased number of research proposals submitted on DE&I-related topics

FY20 Actions:

1. Monitor and distribute public and foundation solicitations for research on DE&I-related topics
2. Promote results of ISR studies on DE&I-related topics through various media outlets

FY21+ Actions:

3. Where appropriate, modify ISR surveys to include standardized questions on sexual orientation and identity
4. Continue efforts to retain and recruit Minority Serving Institutions (MSIs) and under-resourced institutions as members of ICPSR
5. Enhance the diversity represented in ICPSR data holdings and expand efforts to increase data access for under-represented populations

Primary DE&I Goal: Diversity, inclusion

Center or institute-wide: Institute-wide

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IV. C. Promoting an Equitable and Inclusive Community

ISR is committed to creating a culture of inclusion and transparency between all members of the ISR community based on mutual respect.

Faculty, Staff, and Students

Five-Year Strategic Objective 16

Create an inclusive, welcoming environment with collegial relationships and interactions across all structural levels and centers

Measures of Success (for Objective 16):

1. Increased satisfaction as measured by the ISR climate survey (or other instruments)

FY20 Actions:

1. Design and implement an improved all-ISR orientation program for new faculty, staff, and students
2. Continue to ensure that ISR's public and intranet sites provide ready access to information fostering orientation to and involvement in ISR, including all-community directories and organizational charts, upcoming ISR events, and ISR job postings and other professional development opportunities
3. Continue to provide an ISR intranet-based portal where ISR community members may make anonymous suggestions and report concerns
 - Identify appropriate personnel to receive anonymous posts
 - Produce annual report aggregating suggestions/concerns for ISR leadership
4. Assess procedures for conflict resolution for staff, faculty and students currently in use across ISR
5. Maintain modified current ISR email list to include all of the ISR community, including contingent staff (as well as students in degree programs)
6. Continue to review staff recognition programs throughout U-M (e.g., UMHS employee recognition program) and design a similar all-ISR program
7. Establish cross-center staff working groups on common tasks

FY21+ Actions:

8. Based on results of assessment, inform ISR community of existing or newly-adopted procedures for conflict resolution for staff, faculty and students and of the mediation program offered through University of Michigan Human Resources and the ombudspersons available for faculty and students
9. Add faculty, staff, and student photos (with permission) to an internal ISR directory
10. Provide signs and nameplates for better building navigation

Primary DE&I Goal: Inclusion

Center or institute-wide: Institute-wide

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Five-Year Strategic Objective 17

Create a work environment that fosters barrier-free participation of staff, faculty, and students with disabilities—including, but not limited to, visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities—in their ISR job responsibilities, as well as job-related ISR activities and events

Measures of Success (for Objective 17):

1. Prompt addressing of accessibility issues as raised
2. Increased accessibility as measured by the ISR climate survey (or other instruments)

FY20 Actions:

1. Maintain link for accommodation requests on ISR intranet
2. Continue to provide information (in announcements, on the intranet) on an accessibility “point person” (or persons) who can be contacted to arrange for accessibility assistance.
3. Maintain an ISR-wide group on improving the accessibility of our research products
4. Continue to ensure that invitations to/announcements of large ISR events or meetings include a statement that “accommodations can be provided upon request,” and refer people to appropriate resources
5. Continue to evaluate ISR timesheet software for compliance with Section 508 standards for Electronic and Information Technology for software; make corrections to bring timekeeping into compliance
6. Continue to evaluate ISR intranet and center intranets for compliance with WCAG 2.0 levels A and AA; make corrections to bring sites into compliance

FY21+ Actions:

7. Ensure all ISR community members are physically able to access areas of the building as well as online events, such as webinars, necessary for performing their job duties

Primary DE&I Goal: Inclusion and Equity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 18

Increase awareness of diversity-related issues among ISR faculty, staff, and students

Measures of Success (for Objective 18):

1. Increased satisfaction on diversity initiatives and awareness as measured by ISR climate survey (or other instruments)
2. Increase in diversity-related activities and number of participants in same, as measured in annual ISR report.

FY20 Actions:

1. Continue to support and encourage greater participation in ISR Reads

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2. Continue quarterly events, such as movies, on DE&I-related topics; rotate time and location (ISR-Perry and ISR-Thompson) to encourage broad participation; include stories on these activities in *ISR News Notes* and center surveys and websites

FY21+ Actions:

3. Expand the range of portraits and other artwork in lobbies, atria, and meeting rooms to better reflect the diverse participants in ISR's research enterprise

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 19

Assure equitable provision of staff salaries and opportunities for promotion

Measures of Success (for Objective 19):

1. Demonstration of equitable treatment in annual report of recommendations for staff salaries and promotions

FY21+ Actions:

1. Conduct study of staff salaries and promotions, examining, to the extent possible, differences across centers, projects, job classifications, race/gender backgrounds, disability status, educational attainment, veteran status, age, and years of experience within ISR (or compared to the university as a whole)

Primary DE&I Goal: Equity

Center or institute-wide: Institute- or university-wide

Five-Year Strategic Objective 20

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

Measures of Success (for Objective 20):

1. Adequate unit level participation in mandatory training

FY20 Actions:

1. Support unit-level participation in mandatory training.

Primary DE&I Goal: Equity

Center or institute-wide: Institute-wide



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IV. D. Service

Continue to support ISR outreach to and participation in local-area activities intended to increase DE&I Local Community

Five-Year Strategic Objective 21

Contribute to the local community's capacity to serve and understand our diverse community

Measure of Success (for Objective 21):

1. Annual report from DACD on activities

FY20 Actions:

1. Continue participation in Data Dive and participate in similar initiatives such as Data DiscoTech and the Detroit Digital Justice Coalition
2. Continue participation in service activities such as ISR Feeds (collecting food and resources for the local food bank and homeless shelter), U-M's Native American Student Association's PowWow, and the Washtenaw Intermediate School District's Education Project for Homeless Youth, and expand participation in similar initiatives such as the Juneteenth Celebration organized by the Ann Arbor branch of the NAACP

Primary DE&I Goal: Diversity, Equity and Inclusion

Center or institute-wide: Institute-wide



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V. Goal-related Metrics – School, college, or unit measures tracked over time

Diversity

- Changes in the diversity of ISR faculty, staff, and students (both employed and enrolled)
- Changes in the diversity of ISR faculty and staff supervisors
- Changes in the diversity of ISR faculty leadership

Equity

- Changes in the equity of staff salaries and opportunities for promotion
- Changes in demographic composition of research professor and research scientist tracks and ISR leadership

Inclusion

- Changes in number of participants in skill and cultural training opportunities
- Changes in satisfaction levels as reported in the ISR climate survey (or other instruments)

Graduate Students

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Enrollment:

- Student class level (Graduate Masters/Doctoral/Professional)

Climate Survey Indicators:

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



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Staff

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

Faculty

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Tenure status

Climate Survey Indicators:

- Satisfaction with climate/environment in department of School/College
 - Assessment of semantic aspects of the general climate in department of School/College
 - Assessment of semantic aspects of the DEI climate in department of School/College
 - Feeling valued in department of School/College
 - Feeling of belongingness in department of School/College
 - Assessment of department in School/College commitment to diversity, equity, and inclusion
 - Perceptions of equal opportunity for success in department of School/College
 - Feeling able to perform up to full potential in department of School/College
 - Feelings of academic growth in department of School/College
 - Feelings of discrimination in department of School/College
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VI. Action Planning Tables with Details and Accountabilities

A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
ISR faculty Obj.1	Increase the diversity of faculty across many dimensions	<ol style="list-style-type: none"> 1. Increased diversity of faculty across many dimensions 2. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse faculty 	<ol style="list-style-type: none"> 1. FY20 Continue to assess procedures used for faculty searches in all units to identify barriers that might inadvertently impede diversity, equity, or inclusion efforts 2. FY20 Continue specific efforts to increase diversity to be included in every faculty search or new appointment, including: <ol style="list-style-type: none"> a. Distribute statement of guiding principles for ISR related to DEI and apply broadly to ISR processes b. Provide appropriate training for all members of faculty search committees c. Provide the University of Michigan's <i>Handbook for Faculty Searches and Hiring</i> to all members of faculty search committees d. Document efforts to reach diverse faculty as part of the search process e. Continue to include in each faculty posting the following or similar language: "The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse faculty as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning" 	<ol style="list-style-type: none"> 1. DEI implementation team 2. Center directors and administrators <ol style="list-style-type: none"> a. DEI implementation team b. Center directors and administrators c. Center directors and administrators, Human Resources, d. Center administrators, Human Resources e. Human Resources 	<p>Cost of time for faculty and staff to attend meetings, identify outreach strategies, write supplements, attend trainings, write reports</p> <p>Cost of recruitment and promotional materials – development, design, and printing. Distribution costs for those materials</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			<ul style="list-style-type: none"> f. Generate and regularly update a list of professional associations, networks, and groups that include or reach under-represented researchers (e.g., participants in NIH F31 and other relevant training programs, Ford Foundation fellowship programs, NSF graduate research programs, Rackham Merit fellows, program officers associated with each of these programs, and professional associations of under-represented researchers), from which faculty search committees can select salient organizations for position postings and direct contact with potential candidates 3. FY20 Facilitate and encourage applications for NIH Research Supplements to promote diversity in research 4. FY20 Continue to reach out to other U-M departments to indicate ISR's interest in partnering in the hiring of faculty associates and research professors 5. FY20 Increase the diversity of invitees to faculty seminars in each center 6. FY21+ Increase ISR participation in professional meetings of scientists from under-represented groups (e.g., booths with information about ICPSR, core survey programs, etc.) 7. FY21+ Reach out to current U-M faculty with a commitment to diversity and invite them to be (and sponsor them as) faculty associates or research professors 	<ul style="list-style-type: none"> f. Center administrators, Human Resources 3. Faculty principal investigators 4. Center directors and administrators 5. Center directors and administrators, CIS (Event Personnel) 6. Center administrators, Human Resources 7. Center directors and administrators 	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			8. FY21+ Work with U-M to expand the President's Postdoctoral Fellowship Program or similar efforts to recruit emerging scholars to the social sciences who have a demonstrated commitment to diversity	8. Center directors and administrators	
ISR faculty Obj. 2	Assure consistent support for career development of junior faculty to increase diversity of junior faculty promoted and retained	<ol style="list-style-type: none"> Successful promotion of junior faculty to associate level Increased satisfaction levels of junior faculty as measured by the ISR climate survey (or other instruments) 	<ol style="list-style-type: none"> FY20 Assure timely and constructive annual and third-year reviews, in accordance with U-M policies and procedures, for all junior faculty whose primary appointment is at ISR FY20 Encourage and support participation of junior faculty in programs such as the Center for the Education of Women's Women of Color in the Academy Project FY20 Include in the annual reviews of center directors and senior faculty an explicit evaluation of their efforts to develop junior faculty FY21+ Design and support an early-career faculty mentoring program that will identify and appoint a senior faculty mentor for all junior faculty whose primary appointment is at ISR, to whom they can go for questions and guidance FY21+ Create institutional supports for post-doctoral fellows to integrate them more fully into the Institute 	<ol style="list-style-type: none"> Center directors and administrators Center directors and administrators Center directors and administrators Center directors, ISR Policy Committee Center administrators, training program directors and staff 	<p>Faculty for mentor program, funding for lunch with mentors.</p> <p>Funding for mentoring program and communication materials</p>
ISR faculty Obj. 3	Assure the equitable use of research professor and research scientist tracks	<ol style="list-style-type: none"> Periodic audits of alignment of individual roles and job titles Increased satisfaction levels as measured by the ISR climate survey (or other instruments) 	<ol style="list-style-type: none"> FY20 Continue a systematic evaluation of the <i>de jure</i> and <i>de facto</i> use of scientist and professor tracks and make recommendations for processes and criteria for future appointments FY20 Communicate to junior faculty the criteria for promotion in each track and the mechanisms for moving between tracks 	<ol style="list-style-type: none"> Center directors and administrators Center directors and administrators, program directors 	<p>Cost of time to cover analysis of data</p> <p>Cost of related development</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			3. FY21+ Create opportunities for individual faculty members to change tracks to appropriately reflect their contributions to the Institute	3. Center directors, center administrators, program directors	and distribution of related communication materials
ISR faculty Obj. 4	Diversify the leadership of ISR, including center directors, program directors, and senior faculty.	1. Increased diversity across many dimensions of faculty in positions of leadership at centers and programs	<ol style="list-style-type: none"> 1. FY20 Include in the annual reviews of center and program directors an explicit evaluation of their contributions demonstrating commitment to DE&I 2. FY20 Include in all faculty annual reviews a question regarding contributions demonstrating commitment to DE&I. 3. FY21+ Designate a portion of merit review funds (or the portion of overhead returned) to be awarded on the basis of contributions demonstrating commitment to diversity 	<ol style="list-style-type: none"> 1. ISR director, center directors, and administrators 2. Center directors and administrator 3. ISR Director, center directors and administrators 	Cost of time to monitor evaluations and merit increases
ISR staff Obj. 5	Increase the diversity of staff across many dimensions	1. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse staff	<ol style="list-style-type: none"> 1. FY20 Continue specific efforts to increase diversity to be included in every staff search or new appointment, including: <ol style="list-style-type: none"> a. Develop a statement of guiding principles for ISR related to DEI, distribute and apply broadly to ISR processes b. Provide appropriate diversity-related training for all members of staff search committees c. Continued to post all new staff positions for at least two weeks d. Continue to include in each staff posting the following or similar language: “The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse 	<ol style="list-style-type: none"> 1. Center directors and administrators, DE&I implementation team <ol style="list-style-type: none"> a. DEI implementation team b. Center administrators, human resources c. Center administrators, human resources d. Human resources, center administrators and supervisors 	Cost of time to attend meetings, identify outreach strategies, write supplements, attend trainings, write reports Funding for advertising costs

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			<p>faculty as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning”</p> <ul style="list-style-type: none"> e. Continue to advertise all new staff positions through outlets that reach diverse populations f. Develop job and skill-specific resources to facilitate outreach by principal investigators and other program personnel to diverse populations g. Use interview tools and sample questions intended to promote equity and diversity in hiring h. Develop a process whereby a funding notice triggers a standardized procedure to fill positions identified in budget for grant, and follows principles of other searches for personnel 	<ul style="list-style-type: none"> e. Human resources, DEI implementation team f. DEI implementation team g. DEI implementation team, human resources h. DEI implementation team, human resources 	
ISR staff Obj. 6	Assure consistent, equitable, and transparent support for staff development	<ul style="list-style-type: none"> 1. Increased satisfaction among staff as measured by ISR climate survey (or other instruments) 2. Increase in diversity of staff promoted and retained within institute 	<ul style="list-style-type: none"> 1. FY20 Continue a community integration program for recent employees 2. FY20 Continue to encourage participation of staff in U-M sponsored career development programs; continue to provide information about 	<ul style="list-style-type: none"> 1. Center administrators, human resources, Directors Advisory Committee on Diversity (DACCD) 2. Center administrators, supervisors 	Staff time to design and manage program, time for mentors and mentees to participate, lunch for

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			<p>these opportunities through ISR communication outlets</p> <ol style="list-style-type: none"> 3. FY20 Clarify and communicate center policies and priorities regarding staff training and career development to supervisors and staff 4. FY20 Continue to post all new ISR staff positions on the ISR intranet 5. FY20 Produce annual reports on internal promotions and exits, with recommendations for policy changes if necessary, to improve staff development and retention 	<ol style="list-style-type: none"> 3. Center administrators, supervisors 4. Web maintenance team 5. Human Resources, DEI implementation team 	<p>mentors and mentees.</p> <p>Funding to redesign intranet</p>
ISR faculty and staff Obj 7	Promote sensitivity and awareness of faculty and staff supervisors to issues of diversity, equity and inclusion	<ol style="list-style-type: none"> 1. Participation of significant numbers of faculty and staff supervisors in training related to diversity, equity, and inclusion, as documented in an annual report to ISR leadership 2. Increased satisfaction among staff as measured by the ISR climate survey (or other instruments) 	<ol style="list-style-type: none"> 1. FY20 Continue to identify and make available to supervisors appropriate training programs offered at the university 2. FY20 Include in the annual reviews of faculty and staff supervisors a question on their participation in diversity training 3. FY20 Include in the annual reviews of all faculty and staff a question on their efforts to contribute to DE&I 4. FY20 Develop or adopt training program(s) for ISR that include: DEI, sexual harassment, Americans with disabilities, mental health in the workplace, supervisory skills 5. FY21+ Require training in diversity, equity, and inclusion of all ISR faculty and staff supervisors 	<ol style="list-style-type: none"> 1. Center directors and administrators 2. Center directors and administrators, supervisors 3. Center directors and administrators 4. DEI implementation team, human resources, center administrators 5. Center directors and administrators, DEI implementation team 	<p>Time for IT and HR staff to do quarterly reports, time of faculty or consultant to do promotion study</p> <p>Funding for training program development</p>
Participants in Michigan Program in Survey Methodology	Increase diversity in SRC's masters and PhD students in the Michigan	<ol style="list-style-type: none"> 1. Increased diversity of students in each of these programs across many dimensions 2. Improvement in the diversity of admitted 	<ol style="list-style-type: none"> 1. FY20 Maintain optional questions on race, ethnicity, nationality, gender identity, and veteran status (comparable to university data on degree students) to registration form for Summer Institute applicants 	<ol style="list-style-type: none"> 1. SRC center director and administrator, MPSM director and staff 	<p>Time for faculty and staff to do outreach</p> <p>Funding for</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
(faculty, staff, and students) Obj. 8	Program in Survey Methodology (MPSM), and Summer Institute in Survey Research Techniques	and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of the Summer Institute and the MPSM to the SRC directors and the Senior Staff Advisory Committee	<ol style="list-style-type: none"> 2. FY20 Continue efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by MPSM faculty and the MPSM Rackham diversity ally to students from under-represented groups at U-M and other universities 3. FY20 Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to degree programs 4. FY21+ Include in selection criteria (and feature in promotional materials) <ol style="list-style-type: none"> a. Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S. b. Experience of financial hardship as a result of family economic circumstances c. Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college 5. FY21+ Identify new sources of financial support for graduate students, including students from under-represented groups 	<ol style="list-style-type: none"> 2. MPSM director and staff 3. MPSM director and staff 4. MPSM director, faculty and staff 5. MPSM director and staff 	development and distribution of promotional and marketing materials
ICPSR Summer Program in Quantitative	1. Increase the diversity of participants	1. Increased diversity of participants, instructors and staff	1. FY20 Maintain efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by ICPSR faculty and the Rackham diversity ally to students from	1. ICPSR Summer Program director and staff	Time for ICPSR faculty and staff to do

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
Methods of Social Research Obj. 9	, instructors, and staff involved in the ICPSR Summer Program in Quantitative Methods of Social Research across many dimensions	across many dimensions 2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of ICPSR	under-represented groups at U-M and other universities, in an effort to diversify applicant pools 2. FY20 Maintain outreach to maintain and expand the diversity of applicants for instructional and support staff 3. FY20 Expand the Summer Program’s curriculum to offer additional workshops, lectures, and discussions on issues of diversity, equity, and inclusion	2. ICPSR Summer Program director and staff 3. ICPSR Summer Program director and staff	outreach and develop new programs Funding for recruitment and marketing materials
Population Studies Center students and post-doctoral Obj. 10	Maintain the diversity of participants in the Population Studies Center (PSC’s) pre- and post-doctoral training programs across many dimensions	1. Increased diversity of pre- and post-doctoral training across many dimensions 2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants, as reported in an annual assessment from the PSC pre- and post-doctoral training program leads to the PSC director and PSC faculty reporting on the gender and	1. FY20 Continue efforts to increase applications from under-represented populations 2. FY20 Continue to engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to postdoctoral programs 3. FY20 Continue to facilitate and encourage applications from PSC trainees for NIH Research Supplements to promote diversity in research. 4. FY21+ Include in selection criteria (and feature in promotional materials) <ol style="list-style-type: none"> a. Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender 	1. PSC training program director and program staff 2. PSC training program director, faculty and staff 3. PSC training program director and staff 4. PSC training program faculty and director	Time for PSC faculty and staff to do outreach. Funding to update registration materials and for marketing materials

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
		race/ethnicity distributions of applicants, offers, and awards, with comparisons to past cohorts, and on efforts to increase the diversity of applicants	identity, or to improve race relations in the U.S. b. Experience of financial hardship as a result of family economic circumstances c. Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college 5. FY21+ Work with other post-doctoral sponsors in the Institute to create supports for post-doctoral fellows and integrate them fully into the Institute	5. PSC training program faculty and director, DEI implementation team	
Graduate students Obj. 11	Increase the diversity of graduate student researchers in ISR across many dimensions	1. Increased diversity of graduate students across many dimensions 2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) 3. Increase in the number of NIH Research Supplements to promote diversity in research applications and awards	1. FY20 Increase efforts to publicize opportunities in media that reach under-represented populations in an effort to diversify applicant pools and recruit diverse students 2. FY20 Continue to provide information and support for applications for NIH Research Supplements to promote diversity in research	1. Individual faculty, research support staff 2. Research support staff, DEI implementation team	Faculty and staff time

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
Graduate students Obj. 12	Assure inclusion of ISR graduate students in ISR activities	1. Increase in students attending ISR events	1. FY20 Continue to hold lunch with program, center, and institute leadership and all graduate students in ISR (Survey Methodology students, PSC pre-doctoral trainees, and GSRA) to discuss their goals and concerns	1. ISR educational program directors, program staff and event planners	Faculty time and staff time
Under-graduate Students Obj. 13	Increase the diversity of undergraduate research assistants in ISR	1. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from Undergraduate Research Opportunity Program (UROP) and Summer Research Opportunity Program (SROP) on participation by ISR faculty 2. Improvement in the diversity of undergraduate student employees as reported in an annual assessment from UROP and SROP offices.	1. FY20 Continue to include information about UROP and SROP in ISR communication outlets 2. FY20 Prepare outreach strategies that faculty and staff can use to encourage applications from students from diverse backgrounds (e.g., groups for students of color in relevant majors) and disseminate that information 3. FY21+ Identify opportunities for external funding for undergraduates, including under-represented undergraduates, to participate in ISR-sponsored research and share those opportunities (repeatedly) with faculty	1. Center administrators, supervisors 2. DEI implementation lead 3. DEI implementation lead	Staff time

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IV. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
ISR all Obj. 14	Increase the coverage of topics related to diversity, equity, and inclusion in all ISR training programs	1. Increased coverage of DE&I-related topics as demonstrated in annual reports from relevant units	<ol style="list-style-type: none"> 1. FY20 Continue an annual interdisciplinary workshop on the quantification of racism 2. FY20 Continue to include topics related to diversity, equity, and inclusion in seminars 3. FY21+ Develop an initiative in quantitative gender studies 4. FY21+ Expand curricular offerings in degree and non-degree programs on issues of diversity, equity, and inclusion 	<ol style="list-style-type: none"> 1. Individual faculty and MPSM 2. Center directors and seminar planning committees 3. CPS faculty 4. ICPSR Summer Program, MPSM, Summer Institute in Survey Research Techniques 	Cost of faculty time to develop and teach workshop and classes
ISR all Obj. 15	Increase the amount of research conducted on topics related to diversity, equity, and inclusion	1. Increased number of research proposals submitted on DE&I-related topics	<ol style="list-style-type: none"> 1. FY20 Monitor and distribute public and foundation solicitations for research on DE&I-related topics 2. FY20 Promote results of ISR studies on DE&I-related topics through various media outlets 3. FY21+ Where appropriate, modify ISR surveys to include standardized questions on sexual orientation and identity 4. FY21+ Continue efforts to retain and recruit Minority Serving Institutions (MSIs) and under-resourced institutions as members of ICPSR 5. FY21+ Enhance the diversity represented in ICPSR data holdings and expand efforts to increase data access for under-represented populations 	<ol style="list-style-type: none"> 1. ISR leadership, center directors, research administration 2. ISR communication teams 3. Project principal investigator 4. ICPSR membership and RCMD staff 5. ICPSR membership and RCMD staff 	<p>Cost of staff time to create the reports.</p> <p>Funding for marketing reports.</p> <p>Funding to develop web and print materials related to reports</p>

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IV. C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
ISR all Obj. 16	Create an inclusive, welcoming environment with collegial relationships and interactions at all levels.	1. Increased satisfaction as measured by ISR climate survey (or other instruments)	<ol style="list-style-type: none"> 1. FY20 Design and implement an improved all-ISR orientation program for new faculty, staff, and students 2. FY20 Continue to ensure that ISR’s public and intranet sites provide ready access to information fostering orientation to and involvement in ISR, including all-community directories and organizational charts, upcoming ISR events, and ISR job postings and other professional development opportunities 3. FY20 Continue to provide an ISR intranet-based portal where ISR community members may make anonymous suggestions and report concerns <ul style="list-style-type: none"> • Identify appropriate personnel to receive anonymous posts • Produce annual report aggregating suggestions/concerns for ISR leadership 4. FY20 Assess procedures for conflict resolution for staff, faculty and students currently in use across ISR 5. FY20 Maintain modified current ISR email list to include all of the ISR community, including contingent staff 	<ol style="list-style-type: none"> 1. DACCD, center administrators, human resources, DEI implementation team 2. Communication leads, DEI implementation team 3. ISR website maintenance and communication Center directors and administrator, ISR communication leads 4. DEI implementation team 5. ISR Facilities Center Directors and administrators, DACCD, DEI 	<p>Time for staff to develop and conduct orientations</p> <p>Funding for events and print/web materials. Funding for intranet and internet redesign and ISR webmaster for maintenance and cohesion across ISR sites. Funding for annual report and email design/distribution program.</p> <p>Funding for</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
			<p>(as well as students in degree programs)</p> <p>6. FY20 Continue to review staff recognition programs throughout U-M (e.g., UMHS employee recognition program) and design a similar all-ISR program</p> <p>7. FY20 Establish cross-center staff working groups on common tasks</p> <p>8. FY21+ Based on results of assessment in year 3, inform ISR community of existing or newly-adopted procedures for conflict resolution for staff, faculty and students and of the mediation program offered through University of Michigan Human Resources and the ombudspersons available for faculty and students</p> <p>9. FY21+ Add faculty, staff, and student photos (with permission) to an internal ISR directory</p> <p>10. FY21+ Provide signs and nameplates for better building navigation</p>	<p>implementation team.</p> <p>6. DACCD, DEI implementation team</p> <p>7. DACCD, DEI implementation team</p> <p>8. DEI implementation team</p> <p>9. ISR Facilities Center Directors and administrators, DACCD, DEI implementation team.</p> <p>10. ISR Facilities</p>	<p>signs and for enhancing recognition programs.</p>
ISR all Obj. 17	Create a work environment that fosters barrier-free participation of staff, faculty, and students with disabilities—including, but not limited to, visual, auditory, physical, speech, cognitive, language, learning, and neurological	<p>1. Prompt addressing of accessibility issues as raised</p> <p>2. Increased accessibility as measured by the ISR climate survey (or other instruments)</p>	<p>1. FY20 Maintain link for accommodation requests to ISR intranet</p> <p>2. FY20 Continue to provide information (in announcements, on the intranet) on an accessibility “point person” (or persons) who can be contacted to arrange for accessibility assistance.</p> <p>3. FY20 Maintain an ISR-wide group on improving the accessibility of our research products</p>	<p>1. ISR and all center event planners</p> <p>2. Center for Institute Services, center Administrators</p> <p>3. DACCD</p>	<p>Time for IT staff to make changes, meeting time for DACCD and center staff to develop work groups, time for program staff to meet</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
	disabilities—in their ISR job responsibilities, as well as job-related ISR activities and events		<ol style="list-style-type: none"> 4. FY20 Continue to ensure that invitations to/announcements of large ISR events or meetings include a statement that “accommodations can be provided upon request,” and refer people to appropriate resources 5. FY20 Continue to evaluate ISR timesheet software for compliance with Section 508 standards for Electronic and Information Technology for software; make corrections to bring timekeeping into compliance 6. FY20 Continue to evaluate ISR intranet and center intranets for compliance with WCAG 2.0 levels A and AA; make corrections to bring sites into compliance 7. FY21+ Ensure all ISR community members are physically able to access areas of the building as well as online events, such as webinars, necessary for performing their job duties 	<ol style="list-style-type: none"> 4. Center for Institute Services, center administrators 5. ISR IT Staff, Center for Institute Services 6. ISR IT Staff, Center IT staff, center directors and administrators 7. ISR all event planners, center administrators 	Funding to update the intranet and webmaster. Funding for software updates and accessibility training.
ISR all Obj. 18	Increase awareness of diversity-related issues across ISR faculty, staff, and students	<ol style="list-style-type: none"> 1. Increased satisfaction on diversity initiatives and awareness as measured by ISR climate survey (or other instruments) 2. Increase in diversity-related activities and number of participants in same, as measured in annual ISR report. 	<ol style="list-style-type: none"> 1. FY20 Continue to support and encourage greater participation in ISR Reads 2. FY20 Continue quarterly events, such as movies, on DE&I-related topics; rotate time and location (ISR-Perry and ISR-Thompson) to encourage broad participation; include stories on these activities in <i>ISR News Notes</i> and center surveys and websites 3. FY21+ Expand the range of portraits and other artwork in lobbies, atria, and 	<ol style="list-style-type: none"> 1. Center administrators and supervisors 2. DACCD, PACAC, center administrators, DEI implementation team; ISR communications; CIS events 3. DACCD, ISR facilities 	<p>Time to cover staff planning and participation in these events</p> <p>Funding for events and promotion. Funding for updating</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
			meeting rooms to better reflect the diverse participants in ISR's research enterprise		artwork
ISR staff Obj. 19	Assure equitable treatment in salary and opportunity for promotion	1. Report with analysis and recommendations regarding salaries for staff at ISR	1. FY21+ Conduct study of staff salaries and promotions, examining, to the extent possible differences across centers (or the university as a whole), projects, job classifications, race/gender backgrounds, disability status, educational attainment, veteran status, age, and years of experience.	1. Center administrators, DEI Implementation team, DACCD, PACAC	Time to cover staff planning
ISR all Obj. 20	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	1. Adequate unit level participation in mandatory training	1. FY20 Support unit-level participation in mandatory training	1. ISR director, Center directors and administrators	Resources to support staff time for monitoring participation

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IV. D. Service

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Local community Obj. 21	Contribute to the local community's capacity to serve and understand our diverse community	1. Annual report from DACCD on activities	1. FY20 Continue participation in Data Dive and participate in similar initiatives such as Data DiscoTech and the Detroit Digital Justice Coalition 2. FY20 Continue participation in service activities such as ISR Feeds (collecting food and resources for the local food bank and homeless shelter), U-M's Native American Student Association's PowWow, and the Washtenaw Intermediate School District's Education Project for Homeless Youth, and expand participation in similar initiatives such as the Juneteenth Celebration organized by the Ann Arbor branch of the NAACP	1. DACCD 2. DACCD	Resources to support programs and staff time

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

The current strategic plan reflects input from all facets of ISR. Implementation of the plan will be led by a designated Diversity Director (TBD) and staff implementation lead (Tara Engholm) with guidance and assistance from ISR's DEI committee, DEI working groups, ISR's Institute Administrative Committee and its Policy Committee. If conflict arises during the implementation of the strategic plan, the ISR Policy Committee will review conflicts and report to center leadership. The plan will be reviewed annually. ISR Leadership, in collaboration with the ISR Director's Advisory Committee on Community and Diversity, will host an annual town hall meeting to solicit feedback from all ISR community members on progress and challenges in implementing the plan. The ISR community (faculty, staff and students) will review the strategic plan and propose changes to address as yet unmet objectives. Increasing the dialogue across ISR structural levels, centers, and groups in these endeavors will, in itself, improve the overall climate of ISR and help sustain and nurture faculty, staff, and students. The reporting mechanisms and processes outlined in the original strategic plan will remain for the year three implementation. All changes to the strategic plan will be updated on the ISR website and provided to the U-M Office of the Provost.

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Appendix

Table 1: ISR regular staff demographics by job family, 2019

Job Family/Group	Total	Female	Male	Native American/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Not Indicated	Two or More Races	White, Not of Hispanic Origin
Academic & Student Services	4	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Administration	64	87.5%	12.5%	0.0%	3.1%	6.3%	3.1%	0.0%	1.6%	85.9%
Communications & Marketing	14	71.4%	28.6%	0.0%	7.1%	7.1%	0.0%	0.0%	0.0%	85.7%
Finance	26	61.5%	38.5%	0.0%	15.4%	7.7%	3.8%	3.8%	0.0%	69.2%
Human Resources	9	66.7%	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%
Information Technology	98	36.7%	63.3%	1.0%	21.4%	3.1%	4.1%	0.0%	3.1%	67.3%
Libraries & Museums	4	100.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%
Research	294	68.4%	31.6%	0.7%	8.5%	5.4%	5.1%	2.0%	2.7%	75.5%
Misc Execs & Admin	28	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	96.4%
Prof Support Staff	14	92.9%	7.1%	0.0%	0.0%	7.1%	7.1%	0.0%	7.1%	78.6%
Research Prof. Exempt	204	65.7%	34.3%	1.0%	11.3%	6.9%	5.4%	2.9%	2.5%	70.1%
Research Prof. Non-exempt	48	62.5%	37.5%	0.0%	4.2%	2.1%	6.3%	0.0%	2.1%	70%
Other	11	72.7%	27.3%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	90.9%

Table 2: ISR temporary staff demographics by title, 2019

Title	Total	Female	Male	Asian	Black/ African American	Hispanic/ Latino	Not Indicated	Two or More Races	White, Not of Hispanic Origin
Temporary	529	60.4%	39.6%	15.7%	7.4%	4.9%	7.9%	5.3%	58.8%
SRO Field/Lab Temp	794	77.3%	21.9%	1.1%	21.7%	16.2%	11.1%	3.3%	46.6%

Table 3: ISR faculty demographics by title, 2019

Track/Title	Total	Female	Male	Native American/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Oth Pac Island	Not Indicated	Two or More Races	White, Not of Hispanic Origin
Professor track	72	%	%	%	%	%	%	%	%	%	%
Research Professor	49	22.4%	77.6%	0.0%	8.2%	2.0%	2.0%	0.0%	0.0%	0.0%	87.8%
Research Associate Professor	14	50.0%	50.0%	0.0%	14.3%	0.0%	7.1%	0.0%	6.7%	0.0%	78.6%
Research Asst Professor	9	55.6%	44.4%	0.0%	33.3%	0.0%	10.0%	0.0%	0.0%	11.1%	55.6%
Scientist track	37	%	%	%	%	%	%	%	%	%	%
Research Scientist	6	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Assoc Res Scientist	8	75.0%	25.0%	0.0%	25.0%	0.0%	0.0%	12.5%	0.0%	0.0%	62.5%
Asst Res Scientist	13	69.2%	30.8%	0.0%	7.7%	7.7%	0.0%	0.0%	0.0%	0.0%	84.6%
Research Investigator	10	50.0%	50.0%	0.0%	20.0%	10.0%	10.0%	0.0%	0.0%	0.0%	60.0%
Faculty Associate	18	33.3%	66.7%	0.0%	5.6%	5.6%	0.0%	5.6%	5.6%	0.0%	77.8%
Other	17	29.4%	70.6%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	11.8%	82.4%

Table 4: Graduate Student and Post-Docs, 2019

Job Family/Group	Total	Female	Male	Native American/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Not Indicated	Two or More Races	White, Not of Hispanic Origin
Graduate Student Instructor	7	42.9%	57.1%	0.0%	14.3%	14.3%	0.0%	28.6%	0.0%	42.9%
Graduate Student Research Asst	58	46.6%	53.4%	0.0%	8.6%	3.4%	6.9%	34.5%	1.7%	44.8%
Research Fellows	17	70.6%	29.4%	0.0%	35.3%	5.9%	5.9%	0.0%	11.8%	41.2%

Source: Tables 1-4: U-M data warehouse June 2019. Values for faculty include those with ISR effort during that academic year.

Table 5: Race of ISR Faculty and Staff, 2005-2019

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Regular Faculty															
Asian	7.1%	9.7%	7.1%	7.9%	7.0%	8.8%	8.2%	8.4%	10.4%	9.8%	10.3%	9.2%	7.9%	10.1%	10.4%
Black/African American	5.3%	5.6%	4.0%	5.5%	5.5%	5.1%	4.1%	3.2%	1.9%	3.3%	3.2%	3.9%	3.3%	2.7%	2.8%
Hispanic/Latino	2.7%	3.2%	3.2%	3.1%	3.9%	5.1%	4.1%	3.9%	3.9%	4.6%	3.2%	2.6%	2.0%	2.0%	2.1%
White, Not of Hispanic Origin	85.0%	80.6%	84.1%	81.9%	82.8%	79.6%	81.5%	81.8%	81.2%	79.1%	79.4%	81.0%	82.8%	81.1%	79.9%
Staff															
Asian	6.4%	5.9%	5.8%	5.6%	6.5%	7.2%	7.1%	8.7%	8.5%	8.2%	8.2%	9.1%	8.8%	8.9%	10.3%
Black/African American	7.1%	7.3%	6.9%	7.1%	7.2%	7.2%	7.3%	6.8%	7.3%	7.0%	7.2%	6.7%	6.3%	6.6%	5.7%
Hispanic/Latino	2.6%	3.1%	2.9%	2.7%	2.5%	2.5%	2.8%	2.6%	2.4%	2.1%	2.4%	3.0%	3.2%	3.9%	4.2%
Two or More Races	1.5%	1.5%	1.8%	2.0%	2.0%	1.7%	1.8%	1.5%	1.9%	1.6%	2.0%	2.2%	2.0%	2.5%	2.3%
White, Not of Hispanic Origin	81.8%	81.3%	81.2%	81.5%	80.3%	80.1%	79.3%	78.7%	78.6%	79.9%	79.5%	78.0%	77.8%	76.6%	75.6%
Temporary Staff															
Asian	13.6%	14.1%	13.2%	13.6%	14.6%	16.7%	16.9%	16.9%	15.7%	14.3%	13.8%	17.0%	17.6%	16.4%	15.7%
Black/African American	18.0%	15.6%	15.1%	13.6%	9.2%	8.9%	8.6%	7.8%	8.4%	8.3%	8.7%	6.9%	7.4%	5.6%	7.4%
Hispanic/Latino	4.7%	3.9%	5.3%	5.7%	4.8%	5.2%	4.8%	5.5%	6.5%	5.8%	5.5%	5.1%	4.9%	3.9%	4.9%
Not Indicated	3.2%	2.2%	1.5%	3.4%	7.9%	6.4%	5.5%	6.0%	7.7%	10.6%	11.4%	10.8%	11.0%	9.2%	7.9%
Two or More Races	1.7%	2.2%	2.8%	2.7%	2.6%	2.4%	2.5%	2.5%	2.6%	3.3%	3.0%	3.1%	2.9%	5.1%	5.3%
White, Not of Hispanic Origin	58.7%	61.8%	62.2%	61.1%	60.8%	60.2%	61.5%	60.9%	59.1%	57.5%	57.4%	56.9%	56.1%	59.8%	58.8%
Contingent Temp Staff															
Asian	2.1%	1.0%	1.5%	0.9%	0.8%	1.3%	1.6%	1.8%	2.2%	2.2%	1.4%	1.4%	1.6%	1.4%	1.1%
Black/African American	13.1%	14.7%	10.6%	8.3%	10.8%	12.8%	14.3%	14.4%	14.1%	14.4%	14.8%	20.1%	23.5%	24.1%	21.7%
Hispanic/Latino	7.5%	5.9%	5.6%	3.9%	4.5%	4.7%	8.2%	8.7%	7.7%	8.0%	8.1%	11.8%	15.8%	15.9%	16.2%
Not Indicated	37.5%	34.7%	38.9%	49.3%	43.2%	35.1%	24.7%	23.4%	24.0%	19.2%	21.0%	14.3%	11.3%	10.9%	11.1%
White, Not of Hispanic Origin	39.3%	43.2%	42.9%	36.9%	40.2%	45.0%	49.6%	49.4%	49.5%	52.6%	51.6%	49.4%	44.9%	44.4%	46.6%

Note: Values for faculty include those with ISR effort during that academic year; columns may not sum to 100% because some racial/ethnic groups with very few incumbents are not presented.

Table 6: All University of Michigan Employees, 2005-2019

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Regular Faculty															
American Indian/Alaskan Native	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%
Asian	12.8%	13.1%	13.7%	14.2%	14.2%	14.6%	15.1%	15.2%	15.4%	15.4%	15.9%	16.0%	16.1%	16.4%	16.6%
Black/African American	4.2%	4.2%	4.3%	4.3%	4.1%	4.0%	4.0%	4.2%	4.2%	4.3%	4.4%	4.3%	4.3%	4.5%	4.6%
Hispanic/Latino	3.4%	3.5%	3.3%	3.3%	3.5%	3.6%	3.7%	3.7%	3.8%	3.8%	3.7%	3.8%	3.7%	3.7%	3.8%
Native Hawaiian/Oth Pac Island	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%
Not Indicated	0.6%	0.5%	0.6%	0.7%	0.8%	1.0%	1.1%	1.3%	1.2%	1.3%	1.4%	1.4%	1.6%	1.5%	1.6%
Two or More Races	0.6%	0.7%	0.8%	0.8%	1.0%	1.0%	1.1%	1.2%	1.2%	1.2%	1.2%	1.2%	1.3%	1.3%	1.4%
White, Not of Hispanic Origin	77.9%	77.5%	76.9%	76.2%	76.0%	75.3%	74.7%	74.2%	73.9%	73.6%	73.1%	72.9%	72.7%	72.1%	71.5%
Staff															
American Indian/Alaskan Native	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%
Asian	6.3%	6.3%	6.2%	6.2%	6.1%	6.2%	6.2%	5.9%	5.9%	5.9%	6.0%	6.2%	6.3%	6.4%	6.5%
Black/African American	11.1%	10.9%	10.7%	10.6%	10.4%	10.1%	9.9%	9.7%	9.7%	9.7%	10.1%	10.4%	10.7%	10.8%	10.8%
Hispanic/Latino	2.5%	2.4%	2.4%	2.5%	2.6%	2.7%	2.7%	2.7%	2.7%	2.7%	2.8%	3.0%	3.2%	3.3%	3.5%
Two or More Races	1.0%	1.1%	1.1%	1.2%	1.3%	1.4%	1.5%	1.5%	1.5%	1.6%	1.8%	1.8%	2.0%	2.1%	2.2%
White, Not of Hispanic Origin	78.4%	78.2%	78.2%	78.0%	77.7%	77.9%	77.8%	77.6%	77.2%	77.3%	76.9%	76.3%	75.8%	75.4%	75.2%
Temporary Staff															
American Indian/Alaskan Native	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	12.9%	13.3%	13.5%	12.7%	12.8%	13.4%	13.0%	12.8%	12.5%	13.3%	14.1%	14.7%	15.6%	16.0%	16.0%
Black/African American	11.6%	11.4%	10.5%	9.9%	10.3%	9.8%	9.7%	9.3%	9.2%	9.7%	10.0%	9.7%	9.8%	10.0%	9.8%
Hispanic/Latino	4.4%	4.5%	4.5%	4.4%	4.5%	4.3%	4.2%	4.3%	4.2%	4.6%	4.8%	5.0%	5.3%	5.8%	6.4%
Not Indicated	8.2%	6.4%	6.3%	8.5%	7.5%	7.5%	6.7%	7.6%	9.1%	9.0%	8.6%	8.5%	8.4%	7.6%	7.2%
Two or More Races	1.7%	1.9%	2.2%	2.3%	2.4%	2.7%	2.8%	2.9%	3.1%	3.1%	3.2%	3.3%	3.6%	3.8%	4.0%
White, Not of Hispanic Origin	60.8%	62.1%	62.7%	61.9%	62.1%	62.0%	63.4%	62.8%	61.7%	60.1%	59.1%	58.5%	57.0%	56.6%	56.3%

Table 7: ISR educational program participant demographics

Program	Female				International				Under-represented Minority			
	5 yr avg. 2011-2015	2015-2016	2016-2017	2017-2018	5 yr avg. 2011-2015	2015-2016	2016-2017	2017-2018	5 yr avg. 2011-2015	2015-2016	2016-2017	2017-2018
Program in Survey Methodology – Master’s	61 %	68 %	50 %	69 %	50 %	26 %	56 %	56 %	13 %	21 %	26 %	28 %
Program in Survey Methodology – PhD	40 %	60 %	60 %	55 %	70 %	50 %	60 %	82 %	0 %	0 %	0 %	0 %
PSC Training Program – Pre-Doctoral Students	60 %	56 %	59 %	60 %	12 %	11 %	17 %	13 %	14 %	15 %	14 %	14 %
PSC Training Program – Post-Doctoral Scholars	71 %	86 %	88 %	100 %	6 %	43 %	13 %	14 %	12 %	14 %	25 %	0 %

Program	6 yr avg. 2010-2015	Summer 2016	Summer 2017	Summer 2018	6 yr avg. 2010-2015	Summer 2016	Summer 2017	Summer 2018	6 yr avg. 2010-2015	Summer 2016	Summer 2017	Summer 2018
Summer Institute in Survey Research Techniques	61 %	76 %	63 %	68 %	24 %	23 %	24 %	13 %	N/A	N/A	N/A	N/A

Program	5 yr avg. 2011-2015	Summer 2016	Summer 2017	Summer 2018	5 yr avg. 2011-2015	Summer 2016	Summer 2017	Summer 2018	5 yr avg. 2011-2015	Summer 2016	Summer 2017	Summer 2018
ICPSR Summer Program in Quantitative Methods of Social Research	56 %	56 %	62 %	60 %	40 %	40 %	43 %	49 %	48 %	48 %	51 %	49 %

Note: Currently the educational programs do not capture all demographic data as shown in faculty, staff, and temporary tables.

Sources: PSM MS and PhD = https://secure.rackham.umich.edu/academic_information/program_statistics/