Institute for Social Research

Diversity, Equity, and Inclusion Strategic Plan | FY 2024

Strategic Plan Overview

Goals & Rationale:
As the world's largest academic social science survey and research organization, the ISR mission is to: (a) plan and conduct rigorous social science research; (b) disseminate the findings of this research; and (c) train future generations of social scientists. Through DEI 2.0, we will address our organizational mission through guiding values that will become indistinguishable from our DEI values. In other words, our organizational values, or the ways in which we address our mission, will approach full alignment with DEI values.

We build our DEI 2.0 strategic objectives upon three primary guiding values at ISR. First, strong social science research requires a diverse cadre of scholars who are able to fully engage in all aspects of the research process. This means that, through our objectives and actions, we aim to expand and broadly diversify future generations of social scientists whose voices share equitably in the development of social scientific knowledge. When speaking about scholars of color, legal scholar Charles Lawrence III argued that, "Our voices and the voices of our parents and grandparents are valuable not just because they tell a different story, but because as outsiders we are able to see more clearly that what we see is not all that can be seen." Social scientists are not separate from the society we study; as such it is imperative that diversity among researchers drive knowledge production not only because there are different experiences and different perspectives, but also because those who are often marginalized may better understand when the full story is not told.

Second, high quality social science, from data production to analysis to dissemination, requires research teams composed of staff and faculty whose contributions are understood, not necessarily to be the same, but to be equally valuable. All ISR members are integral in meeting our organizational mission; social science research requires many roles and many types of expertise and the research cannot be accomplished without the experience and expertise of both faculty and staff.

Third, as a world leader in social science research, from data production to scientific discoveries, with resources and a faculty body that stem from a long history of privilege, ISR holds a responsibility to share our resources with scholars who are underrepresented in academic research. This means that we aim to share our data, training opportunities, and research collaborations with a broader, more diverse scientific community not only because it is good for science, but because it is our responsibility as a world leader in social science research.

Key Strategies & Constituencies*:
*All strategic objectives and related actions will be pursued in accordance with the law and
University policy.*

Within each of the UM-defined distal objectives, we outline our strategic objectives, metrics, and actions for our primary constituencies -- faculty, staff, and trainees including post-doctoral fellows, and graduate and undergraduate students. The structure of DEI 2.0 at ISR focuses on partnerships across all constituencies. We will address our objectives primarily through a series of initiatives that we will pilot across centers, evaluate, and refine (or replace) before launching widely across ISR.

The DEI leadership (and the key contact for the 2.0 plan stewardship) consists of the DEI Director (Maggie Hicken), in partnership with the ISR Assistant to the Director (Tara Engholm) and the DEI Program Manager (Anna Maria Flores). The DEI Office will also include a GSRA and support from the ISR Director's Office Administrative Specialist. The specific initiatives developed, including the information upon which they are based and their evaluation and refinement, will be the collective work of the DEI Office along with the DEI Faculty, Staff, and Education Working Groups, the ISR Director's Advisory Committee on Community and Diversity (DACCD), the ISR Technical Accessibility Committee, Human Resources, Policy Committee, Development Office, Communications Office, and other specific constituencies. Our plan actions will also be supported, tracked, and reported through the collective work of these groups.

Planning Process Used

Planning Lead(s):
- Kate Cagney, Director, Institute for Social Research (ISR), Professor, Department of Sociology
- Tara Engholm, Assistant to the Director, ISR
- Margaret Hicken, DEI Director, ISR, Research Associate Professor, Survey Research Center (SRC)

Planning Team:
- Aneesa Buageila, Research Administrator Senior, SRC
- Sarah Burgard, Director, Population Studies Center (PSC)
- Leigh Anne Cutcher, Director of Human Resources, ISR
- Wendi Fornoff, Manager of User Experience Engineering, Interuniversity Consortium for Political and Social Research (ICPSR)
- Rob Franzese, Summer Program Director, ICPSR
- Vicki Freedman, Research Professor, SRC
- Richard Gonzalez, Director, Research Center for Group Dynamics (RCGD)
- Ken Kollman, Director, Center for Political Studies (CPS)
- Henry Jewell, Director of Development, ISR
- Sunghee Lee, Research Associate Professor, SRC
- John Lemmer, Assistant Director, ICPSR
- Margaret Levenstein, Director, ICPSR
- Julia Lippman, Research Area Specialist Senior, CPS
- Thom Madden, Managing Director, ISR
- Colter Mitchell, Research Associate Professor, SRC
- Katherine Pearson, Director of Communications, ISR
- Cathy Seay-Ostrowski, Administrative Director and Center Administrator, CPS, PSC, RCGD, Administrativ Core
- Matthew Shapiro, Director, SRC
- Annalee Shelton, Business Development Manager, ICPSR
- Sharvetta Sylvester, Data Curation Supervisor, ICPSR
- Cathy Thibault, Assistant Director, SRC

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 2017 and 2022, were also analyzed. Qualitative data were gathered in individual discussions, group discussions, faculty meetings, and the all-ISR Be Heard session on February 7, 2023.

Data and Analysis: Key Findings

FACULTY

The DEI 1.0 Year 5 Progress Report (August 2021) indicate that faculty concerns center on: (a) maintaining focus on diversity, broadly defined, throughout the faculty search process; (b) mentoring junior faculty in both the research professor and research scientist tracks; (c) training faculty supervisors and Center and Institute Directors on the importance of DEI efforts; and (d) training the teaching faculty on inclusive pedagogy. Most objectives were marked as either complete or in progress. However, the results from the ISR Be Heard session (February 2023) suggest that these efforts have not been fully communicated, as many concerns raised this year were included as objectives from DEI 1.0. The repetition of the same concerns over time is reflected in our 2022 ISR DEI Self-Evaluation, which included recommendations for more communication regarding DEI goals and activities.

The major themes across these data will drive our overarching objectives and initiatives for DEI 2.0 are as follows:

1. Expand and broadly diversify the network of scholars with ties to ISR in order to:
   a. expand and broadly diversify the network upon which we draw for faculty recruitment; and
   b. repair and strengthen the academic research pipeline of scholars, at all career stages, particularly those who are underrepresented in our fields.
2. Refine and solidify transparent and equitable policies and practices regarding faculty recruitment, retention, and career progression in order to:
   a. ensure policies and practices support broad diversification of the ISR faculty;
   b. ensure equitable investments in faculty, including appointments to and movement across tracks, as well as the related resources invested; and
   c. ensure appropriate inclusion of faculty across ranks and tracks in decision making.
3. Develop interdisciplinary mentoring programs for post-doctoral fellows and junior faculty in order to:
   a. facilitate (relatively) smooth career transitions by addressing career development issues;
   b. reduce potential feelings of isolation; and
   c. facilitate interdisciplinary scientific discussions.

STAFF

The DEI 1.0 Year 5 Progress Report (August 2021) indicated that staff concerns centered on: (a) hiring practices; (b) new employee orientation and training and career advancement/professional development; (c) practices for the reporting of inappropriate behavior and conflict resolution; (d) digital and physical accessibility; (e) improving ISR-wide communication; and (f) fostering sense of community. These remain the dominant themes discussed in the Be Heard session (February 2023), with a particular emphasis on: (a) hiring practices; (b) career advancement; (c) professional development; and (d) practices for the reporting of inappropriate behavior and conflict resolution.

The major themes across these data will drive our overarching objectives and the initiatives for DEI 2.0 are as follows:

1. Refine and solidify transparent and equitable policies and practices regarding staff hiring and career advancement that are adopted by those who oversee recruitment and retention;
2. Develop and encourage the use of practices and programs, supported by supervisors, that facilitate professional development; and
3. Incorporate and make transparent the University's policies and practices to address inappropriate behavior, harassment, and conflict resolution.

STUDENTS & GENERAL ACADEMIC PIPELINE

The DEI 1.0 Year 5 Progress Report (August 2021) indicated that concerns for students and the general academic pipeline centered on: (a) maintaining focus on diversity, broadly defined, throughout the student recruitment, application, and selection process in each of our educational programs and training opportunities; (b) integrating inclusive pedagogical approaches in coursework; and (c) the inclusion of students in ISR activities. Themes around student diversity and integrating students at earlier stages in their educational careers (e.g., high school) were discussed at our recent Be Heard session (February 2023).

The major themes across these data will drive our overarching objectives and the initiatives for DEI 2.0 are as follows:

1. Expand and broadly diversify the educational and training reach of ISR throughout the academic pipeline from high school through graduate school; and
2. Develop interdisciplinary mentoring programs for students at different stages of their academic careers (e.g., undergraduate, doctoral) to provide an appropriate level of engagement, depending on academic stage, with social science research and reduce potential feelings of isolation.

Strategic Objectives, Measures of Success and Action Plans*

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

PEOPLE (Recruit, Retain & Develop a Diverse Community)

FACULTY

Faculty are integrated into ISR in multiple ways, depending on the center, which impacts the ways in which we will take action to promote diversity and equity in particular.

- The faculty of ICPSR and SRC are predominantly composed of those on the Research Professor track (the ISR tenure track) with some on the Research Scientist track (the ISR non-tenure track). These tracks are externally-funded positions. Most faculty in these centers are fully-appointed at ISR, with some having joint appointments in U-M departments. Many faculty in these centers have courtesy (dry) appointments in U-M departments.
- The faculty of CPS, PSC, and RCGD are predominantly composed of those with primary appointments in a U-M department and a joint appointment at ISR. These centers also include some faculty fully-appointed at ISR on the externally-funded Research Professor and Research Scientist tracks.

Because a substantial number of our faculty are supported through either external funding or other U-M departments, we have unique challenges and opportunities when addressing faculty diversity and certain equity objectives. For example, external funding requirements shape our faculty candidate pool in many cases, (and NIH funding has been shown to be unequal across sociodemographic groups). Therefore, our objectives will focus on expanding and broadly diversifying our network of scholars with ties to ISR. We will take a "whole pipeline" approach in that we will develop initiatives that target undergraduate students as well as junior faculty and all career stages.

Strategic Objective 1: Develop, refine, and broadly communicate programs to bring a diverse group of faculty scholars to ISR for short-term visits
Primary DEI Goal: Diversity
Metrics across all years:
1. Sociodemographic composition of faculty speakers within and across centers
2. Number of applications to the Visiting Scholars Program
3. Number of visiting faculty who are part of the Visiting Scholars Program
4. Sociodemographic composition of the visiting faculty who are part of the Visiting Scholars Program
5. Sociodemographic composition of faculty teaching in SRC and ICPSR summer programs

Actions for Year 1:
1. Outline the different ways in which non-ISR faculty currently and potentially could interact with ISR centers
2. (Continue to) integrate DEI principles to promote diversity of perspectives in all speaker

series
3. Launch Visiting Scholars Program to host scholars for one week at ISR
4. (Continue to) promote diversity of perspectives into the instructor selection process for both ICPSR and SRC summer programs

Strategic Objective 2: Refine, broadly communicate, and regularly adopt a set of transparent and equitable policies and practices around faculty recruitment that will expand the broad diversity of ISR faculty within and across centers
Primary DEI Goal: Diversity
Metrics across all years:
1. Number of faculty who have completed DEI training on faculty recruitment and hiring
2. Frequency of communication to faculty about up-to-date DEI-informed hiring practices, as outlined in the 'Recruiting and Hiring Toolkit' created in DEI 1.0
3. Number of faculty who report knowledge of these policies and practices at ISR
4. Number of faculty search committees who have used these hiring practices
5. Number of potential outlets for job listings for which funding has been set aside
6. Sociodemographic composition of applicants, shortlists, offers, and acceptances for faculty positions (to be reviewed annually), within each center, rank, and type of tie to ISR (e.g., 100% appointment, joint appointment with another U-M unit, etc)

Actions for Year 1:
1. Develop faculty-led process to evaluate policies and practices regarding faculty recruitment across centers, along with challenges that need to be addressed
2. Communicate opportunities and encourage participation by faculty in DEI training on faculty recruitment and hiring
3. Building from University HR policies and practices, refine set of transparent and equitable policies and practices around faculty recruitment across and within centers
4. Communicate these policies to stakeholders including junior, mid-career and senior faculty, Center Directors and search committee members
5. Maintain and expand list of potential outlets and secure funding for job listings
6. Employ these policies and practices in faculty recruitment efforts, with a near-term focus on the recruitment of a new director and four new faculty within the Program for Research on Black Americans (PRBA)

STAFF

Staff members at ISR have many varied responsibilities across research and administrative positions. Most staff members are appointed within a single center (e.g., data analyst, study coordinator) while some have responsibilities across all centers (e.g., computing specialist, facilities manager). Due to different histories and connections to U-M units, each center has a different culture which provides opportunities as well as challenges for the integration of initiatives across centers.

Strategic Objective 3: Refine, broadly communicate, and regularly adopt transparent and equitable systems regarding staff hiring and onboarding
Primary DEI Goal: Diversity (and Inclusion)
Metrics across all years:
1. Number of hiring managers and search committee members who have completed DEI training on staff recruitment and hiring

2. Frequency of communication to hiring managers about up-to-date, transparent, and equitable hiring systems, as outlined in the 'Recruiting and Hiring Toolkit' created in DEI 1.0
3. Number of hiring managers and search committee members who report knowledge of these DEI-informed hiring systems
4. Number of hiring managers and search committee members who have used these hiring systems
5. Frequency of communication to faculty and staff supervisors regarding transparent and equitable onboarding systems, as outlined in the 'Recruiting and Hiring Toolkit' created in DEI 1.0
6. Number of faculty and staff supervisors who report knowledge of these onboarding systems
7. Number of faculty and staff supervisors who have used these onboarding systems
8. Sociodemographic composition of staff members, within center and job rank

Actions for Year 1:
1. Evaluate key challenges in the development of a unified set of hiring systems
2. Develop an expanded set of unified, transparent, and equitable hiring systems, building from those outlined by University HR
3. Develop (with the potential to fund, pilot, and evaluate in Year 1) initiatives to link these hiring systems to hiring managers and search committee members
4. Evaluate key challenges in the development of a unified set of onboarding systems
5. Develop unified, transparent, and equitable set of onboarding systems
6. Develop (with the potential to fund, pilot, and evaluate in Year 1) initiatives to link these onboarding practices for all new employees to faculty and staff supervisors

Strategic Objective 4: Refine, broadly communicate, and regularly adopt transparent and equitable systems regarding staff career advancement and professional development
Primary DEI Goal: Equity
Metrics across all years:
1. Frequency of communication to faculty and staff supervisors regarding staff career advancement
2. Number of faculty and staff supervisors who report discussions on career advancement with staff on their team
3. Number and sociodemographic composition of staff who report discussions on career advancement with their faculty or staff supervisors
4. Number and sociodemographic composition of staff who report engaging in professional development opportunities, funded by the program, center, ISR, or U-M, within center and job rank
5. Sociodemographic composition of staff members who report that they are happy with their current plan for career advancement and professional development, within center and job rank

Actions for Year 1:
1. Evaluate key attitudes, needs, and challenges regarding staff career advancement
2. Clarify U-M career advancement guidelines with specific application to ISR
3. Develop transparent best practices for supervision, which may include formal training, across position types for use by both faculty and staff supervisors that promote an

equitable workplace
4. Develop transparent and equitable practices for the evaluation of staff members that include opportunities for feedback on supervisors and discussion of career advancement opportunities
5. Evaluate key attitudes, needs, and challenges regarding staff professional development
6. Develop a continually-updated set of professional development opportunities throughout staff roles, along with the funding provided by the program, center, ISR, or U-M
7. Develop (with the potential to fund, pilot, and evaluate in Year 1) initiatives to promote the career progression of staff members

Strategic Objective 5: Develop a funded networking and mentoring program that links staff members across centers and programs
Primary DEI Goal: Inclusion, Equity
Metrics across all years:
1. Number and sociodemographic composition of staff who report participation in most of the activities of the networking and mentoring program
2. Number and sociodemographic composition of staff who report that they were not allowed by their supervisor(s) to participate in any/all of the activities of the networking and mentoring program
3. Amount of funding allocated for the program
Actions for Year 1:
1. Identify key needs and challenges related to professional development across staff roles
2. Develop (with the potential to fund, pilot, and evaluate within Year 1) initiatives to facilitate cross-center staff networking and mentoring

POSTDOCTORAL FELLOWS
Postdoctoral fellows are integrated into research training at ISR in five primary ways, as:
- fellows in our Population Studies Center (PSC) Postdoctoral Training Program;
- Postdoctoral Fellows or Research Investigators with externally-funded research projects;
- students in the Survey Research Center Summer Institute in Survey Research Techniques ("SRC Summer Institute") or the Inter-university Consortium for Political and Social Research Summer Program in Quantitative Methods in Social Research ("ICPSR Summer Program");
- a recipient of one of the ISR Life Course Development Awards; and/or
- a member of the Rackham Interdisciplinary Workgroup RacismLab.

This means that postdoctoral fellows, for the most part, have primary appointments in ISR, with some linked to other U-M units or other institutions (in the cases of summer program participants, award recipients, and RacismLab members). We will focus on increasing the diversity, broadly defined, of our fellows across both the PSC training programs.

Strategic Objective 6: Increase the diversity of postdoctoral fellows
Primary DEI Goal: Diversity
Metrics across all years:
1. Sociodemographic composition of applicants and offers within and across research and training programs
2. Sociodemographic composition of post-doctoral fellows within and across research and

training programs

Actions for Year 1:
1. Identify key challenges in the recruitment of a broadly diverse pool of applicants for training programs
2. Create, pilot, and evaluate a multi-pronged Career Development Program (CDP) to facilitate the use of the "NIH administrative supplement to promote diversity" mechanism for postdoctoral fellows that includes broad recruitment of scholars who are eligible for this NIH program and assistance with the development and submission of the supplement proposal

GRADUATE STUDENTS

Graduate students are integrated into research training at ISR in six primary ways, as:
- Rackham master's or doctoral students in the Survey Research Center's (SRC) Program on Survey and Data Science (PSDS);
- doctoral student fellows in our Population Studies Center (PSC) Predoctoral Training Program;
- Graduate Student Research Assistants (GSRAs) with externally-funded research projects;
- students in the Survey Research Center Summer Institute in Survey Research Techniques ("SRC Summer Institute") or the Inter-university Consortium for Political and Social Research Summer Program in Quantitative Methods in Social Research ("ICPSR Summer Program");
- a recipient of one of the ISR Life Course Development Awards; and/or
- as a member of RacismLab.

This means that most graduate students affiliated with ISR are linked primarily to other U-M departments (in the case of the PSC predoctoral trainees, externally-funded GSRAs, award recipients, and RacismLab members) or other institutions (in the case of our summer courses). Therefore, we will emphasize collaborative efforts with other departments and institutions in addition to the efforts for our own graduate program.

Strategic Objective 7: Increase the diversity of graduate students with ties to ISR
Primary DEI Goal: Diversity
Metrics across all years:
1. Sociodemographic composition of applicants and admitted graduate students across educational and training programs
2. Sociodemographic composition of doctoral students across educational and training programs
3. Number of participants in the Career Development Program (CDP)
4. Number of NIH 'diversity supplements' awarded both within and outside the CDP
5. Sociodemographic composition of GSRA applicants and those working for externally-funded research projects

Actions for Year 1:
1. Identify new sources of funding within each of the educational and training programs, to support undergraduate and graduate students, including those from populations that are underrepresented in the scientific workforce
2. Expand partnerships with appropriate U-M undergraduate and graduate programs to

promote research training opportunities at ISR
3. Create a multi-pronged CDP to facilitate the use of the "NIH administrative supplement to promote diversity" mechanism for doctoral students that includes broad recruitment of scholars who are eligible for this NIH program and assistance with the development and submission of the supplement proposal
4. Develop a plan to partner with the admissions directors of appropriate graduate programs to discuss ISR support (through externally-funded research projects) of graduate student funding packages
5. Maintain PSDS Achievement Fellowship program

GENERAL ACADEMIC PIPELINE

In addition to the graduate students with these various ties to ISR, we are committed to increasing the diversity, broadly defined, of future cohorts of graduate students, whether they ultimately matriculate at U-M or elsewhere. Toward this end, we will develop and maintain initiatives that address diversity before graduate school.

One such initiative, the Junior Professional Researcher (JPR) post-baccalaureate program, was developed to provide an opportunity for recent college graduates to gain work experience and develop strong research skills at ISR while fostering greater diversity in the social sciences. The centerpiece of the JPR program involves ISR project/program work experience paired with a twice a week JPR seminar series focused on skill building. The JPR is a two-year position and may serve as a bridge to graduate study or a career in social science research. The inaugural JPR cohort begins in August 2023.

We recognize that not all individuals have access to information about how graduate programs or advancement in the social sciences is achieved. Toward this end, we will develop an interdisciplinary series for the post-baccalaureate stage that covers skills for graduate school or a career in the social sciences as well as the 'hidden' curriculum of applying to graduate school. We will initially launch this curriculum as part of ISR's Junior Professional Researcher program, drawing upon and collaborating with existing ISR academic pipeline programs, but expect in future years to share the curriculum more widely.

Strategic Objective 8: Implement, evaluate, refine, and maintain the Junior Professional Researcher (JPR) and other undergraduate and post-baccalaureate programs
Primary DEI Goal: Diversity
Metrics across all years:
1. Number and sociodemographic composition of JPRs placed with ISR projects/programs
2. Number and sociodemographic composition of JPRs who go on to graduate studies or career in social science research
3. Amount of funding raised to support JPR program
4. Number and sociodemographic composition of Diversity Fellowship Program
Actions for Year 1:
1. Develop and implement Year 1 JPR program
2. Evaluate and refine program for Year 2
3. Launch Year 2 of JPR program
4. Explore additional funding sources to support JPR program
5. Maintain the Diversity Fellowship Program of the SRC Summer Institute

PROCESS (Create an Equitable and Inclusive Campus Climate)

<u>FACULTY</u>
Strategic Objective 9: Evaluate, refine (as needed), and regularly communicate transparent and equitable policies and practices on use of, evaluation of, and criteria for movement between research professor and research scientist tracks within each center
Primary DEI Goal: Equity
Metrics across all years:
1. Frequency of communication about evaluation criteria of the research professor and research scientist tracks
2. Number and sociodemographic composition of research scientists within each level who report understanding of the difference between the research professor and research scientist tracks
3. Number and sociodemographic composition of research scientists within each level who report understanding of the evaluation criteria for the research professor and research scientist tracks
4. Number and sociodemographic composition of research scientists who are satisfied with the research scientist track
5. Number and sociodemographic composition of research scientists who report a desire to move to the research professor track in the future
6. Number of those who supervise research scientists who have communicated the difference between the research professor and research scientist tracks to all research scientists on their team
7. Number and sociodemographic composition of faculty who report that they are happy with their current position and career plan, by center, track, and rank

Actions for Year 1:
1. Develop a faculty-led process to evaluate policies on use of, evaluation of, and criteria for movement between the research professor and research scientist tracks for transparency and equity
2. Refine a set of transparent and equitable policies and practices around use of, evaluation of, and criteria for movement between the research professor and research scientist tracks
3. Regularly communicate these policies to stakeholders including junior, mid-career and senior faculty, Center Directors, and search committee members

<u>STAFF</u>
Strategic Objective 10: Reduce isolation and increase feelings of belonging among staff across ISR
Primary DEI Goal: Inclusion
Metrics across all years:
1. Number and sociodemographic composition of staff reporting feelings of isolation and belonging
2. Number and sociodemographic composition of staff reporting participation in ISR activities that promote professional development, DEI training, or other activities

Actions for Year 1:

1. Evaluate key needs and challenges across staff settings (e.g., center, research groups, administrative teams) that may be linked to feelings of isolation and belonging
2. Identify reasons for nonparticipation in ISR activities designed to facilitate professional development, DEI training, or other activities
3. Develop (with the potential to fund, pilot, and evaluate within Year 1) initiatives that facilitate networking, professional development, and/or mentoring as well as frequent and regular staff member connections across centers, programs, and job types
4. Evaluate and, if needed, redesign the website that houses all ISR DEI training resources and opportunities
5. Regularly and broadly communicate the DEI training resources available

Strategic Objective 11: Ensure that staff understand and feel free to report conflicts and concerns
Primary DEI Goal: Inclusion
Metrics across all years:
1. Frequency of communication on the process for reporting conflicts and concerns
2. Number of staff reporting knowledge of the process for reporting conflicts and concerns
Actions for Year 1:
1. Evaluate and refine a transparent process for the reporting of conflicts and concerns that is drawn from the University process
2. Broadly communicate this transparent process for the reporting of conflicts and concerns
3. Post process for the reporting of conflicts and concerns on the ISR intranet site

ALL EMPLOYEES
Strategic Objective 12: Review, refine, and make transparent a set of equitable policies and practices related to remote, hybrid, and on-site work arrangements
Primary DEI Goal: Equity
Metrics across all years:
1. Number and sociodemographic composition of ISR employees, by rank (faculty) and supervisory/individual contributor roles, who report an understanding of the policies and practices related to work site arrangements
2. Number and sociodemographic composition of ISR employees, by rank (faculty) and supervisory/individual contributor roles, who report they are satisfied with the policies and practices, and the values upon which they were developed, related to work site arrangements
Actions for Year 1:
1. Develop a faculty- and staff-led process to review and evaluate the policies and practices related to work site arrangements
2. Review and refine transparent and equitable policies and practices related to work site arrangements, drawn from University HR policies and practices, including the values and logic upon which they are based
3. Regularly communicate these policies and practices to the entire ISR community

Strategic Objective 13: Work in partnership with the ISR Development Office to identify DEI fundraising priorities
Primary DEI Goal: Equity
Metrics across all years:

1. Number of potential sources of funding to support ISR DEI activities
2. Number of relationships established with potential sources of funding to support ISR DEI activities
3. Number and amount of gifts secured to support ISR DEI activities

Actions for Year 1:
1. Identify, document, and maintain database of potential sources of funding to support ISR DEI activities
2. Develop a strategy for development around ISR DEI activities that may include new types of communication with potential donors, special donor events, etc.

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

FACULTY
Strategic Objective 14: Develop a funded curriculum to facilitate the career development of junior faculty in both the research professor and research scientist tracks
Primary DEI Goal: Inclusion
Metrics across years:
1. Number and sociodemographic composition of junior faculty, within each track, who have attended most activities within the curriculum
2. Amount of funding allocated for the curriculum

Actions for Year 1:
1. Identify career development efforts for junior faculty within centers that can be integrated into an ISR-wide curriculum
2. Develop (with the potential to fund, pilot, and evaluate within Year 1) an interdisciplinary curriculum that includes professional development and scientific topics

POSTDOCTORAL FELLOWS & GRADUATE STUDENTS
Strategic Objective 15: Develop/maintain a funded curriculum built on inclusive pedagogy open to all ISR trainees, to reduce isolation and facilitate career progression and scholarship in social science research
Primary DEI Goal: Inclusion
Metrics across all years:
1. Number and sociodemographic composition of trainees, by career stage, who report participation in most of the activities of the curriculum, by program
2. Amount of funding allocated for the curriculum
3. Frequency of communication regarding the details of the curriculum by ISR and centers

Actions for Year 1:
1. Identify established activities within and across centers that can be included (and enhanced) within the curriculum that are open to all ISR trainees
2. Development of an interdisciplinary, inclusive curriculum for the predoctoral and postdoctoral trainees, that integrates components of existing training activities as well as the development of new activities
3. Solicit feedback and refine curriculum
4. Launch of interdisciplinary curriculum for the predoctoral and postdoctoral trainees

5. (Continued) funding of the annual symposium on the study of race and racism
6. (Continued) convening of the annual symposium on the study of race and racism

GENERAL ACADEMIC PIPELINE
Strategic Objective 16: Develop programs to facilitate career progression in social science research throughout the academic pipeline
Primary DEI Goal: Inclusion
Metrics across all years:
1. Number and sociodemographic composition of JPRs and other ISR staff who participate in the JPR curriculum
2. Number and sociodemographic composition of JPRs who go on to graduate studies or career in social science research

Actions for Year 1:
1. Development of an interdisciplinary, inclusive, skill-building curriculum for ISR's Junior Professional Research (JPR) program
2. Implement curriculum with inaugural Year 1 JPR cohort (and other ISR staff at a similar career stage, as appropriate)
3. Evaluate and refine curriculum (as needed) for Year 2

ALL CONSTITUENCIES
Strategic Objective 17: Work in partnership with the digital and physical accessibility committees and other key informants to identify both digital and physical accessibility priorities
Primary DEI Goal: Inclusion
Metrics across all years:
1. Number and proportion of ISR websites that are digitally accessible
2. Number and proportion of door handles that are physically accessible

Actions for Year 1:
1. Identify and document priority objectives for digital and physical accessibility committees
2. Develop and broadly communicate systems to address the priority objectives around digital and physical accessibility

Goal-related Metrics – ISR Measures Tracked Over Time

FACULTY

Demographic Composition

- Headcount
- Race/ethnicity
- Sex
- Tenure status

Climate Survey Indicators (sample indicators listed below)

- 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

STAFF

Demographic Composition:

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

Climate Survey Indicators (sample indicators listed below):

- 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

Action Planning Tables with Details and Accountabilities

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan for Year 1	Persons Accountable (for Year 1 Actions)
Faculty	1 (D)	1. Sociodemographic composition of faculty speakers within and across centers 2. Number of applications to the Visiting Scholars Program 3. Number of visiting faculty who are part of the Visiting Scholars Program 4. Sociodemographic composition of the visiting faculty who are part of the Visiting Scholars Program 5. Sociodemographic composition of faculty teaching in SRC and ICPSR summer programs	Outline the different ways in which non-ISR faculty currently and potentially could interact with ISR centers	DEI Faculty Working Group
			(Continue to) integrate DEI principles to ensure diversity in all speaker series	Speaker series organizers within each center
			Launch Visiting Scholars Program to host scholars for one week at ISR	VSP coordinator
			(Continue to) promote diversity of perspectives into the instructor selection process for both ICPSR and SRC summer programs	SRC Summer Institute coordinator; ICPSR Summer Program coordinator
Faculty	2 (D)	1. Number of faculty who have completed DEI training on faculty recruitment and hiring 2. Frequency of communication to faculty about up-to-date DEI-informed hiring practices, as outlined in the 'Recruiting and Hiring Toolkit' created in DEI 1.0 3. Number of faculty who report knowledge of these policies and practices at ISR 4. Number of faculty search committees who have used these hiring practices 5. Number of potential outlets for job listings for which funding has been set aside	Develop faculty-led process to evaluate policies and practices regarding faculty recruitment across centers, along with challenges that need to be addressed	Policy Committee, DEI Faculty Working Group
			Communicate opportunities and encourage participation by faculty in DEI training on faculty recruitment and hiring	Communications Office
			Building from University HR policies and practices, refine set of transparent and equitable policies and practices around faculty recruitment across and within centers	DEI Faculty Working Group, Center Directors
			Communicate these policies to stakeholders including junior, mid-career and senior faculty, Center Directors and search committee	Communications Office

		6. Sociodemographic composition of applicants, shortlists, offers, and acceptances for faculty positions (to be reviewed annually), within each center, rank, and type of tie to ISR (e.g., 100% appointment, joint appointment with another U-M unit, etc.)	members	
			Maintain and expand list of potential outlets and secure funding for job listings	Human Resources Office
			Employ these policies and practices in faculty recruitment efforts, with a near-term focus on the recruitment of a new director and four new faculty within the Program for Research on Black Americans (PRBA)	RCGD Director, Human Resources Office
Staff	3 (D)	1. Number of hiring managers and search committee members who have completed DEI training on staff recruitment and hiring 2. Frequency of communication to hiring managers about up-to-date transparent and equitable hiring systems, as outlined in the 'Recruiting and Hiring Toolkit' created in DEI 1.0 3. Number of hiring managers and search committee members who report knowledge of these hiring systems 4. Number of hiring managers and search committee members who have used these hiring systems 5. Frequency of communication to faculty and staff supervisors regarding DEI-informed (transparent and equitable) onboarding systems 6. Number of faculty and staff supervisors who report knowledge of the DEI-informed onboarding systems 7. Number of faculty and staff supervisors who have used the DEI-informed onboarding systems 8. Sociodemographic composition of	Evaluate key challenges in the development of a unified set of hiring systems	Human Resources Office, DEI Staff Working Group
			Develop an expanded set of unified, transparent, and equitable hiring systems, building from those outlined by University HR	Human Resources Director, DEI Staff Working Group
			Develop (with the potential to fund, pilot, and evaluate in Year 1) initiatives to link these hiring systems to hiring managers and search committee members	DEI Office with the Human Resources Office, DEI Staff Working Group, DACCD
			Evaluate key challenges in the development of a unified set of onboarding systems	Human Resources Director, DEI Staff Working Group, DACCD
			Develop unified, transparent, and equitable set of onboarding systems	Human Resources Director, DEI Staff Working Group, DACCD
			Develop (with the potential to fund, pilot, and evaluate in Year 1) initiatives to link these onboarding practices for all new employees to faculty and staff supervisors	DEI Office with the Human Resources Office, DEI Staff working Group, DACCD

		staff members, within center and job rank		
Staff	4 (E)	1. Frequency of communication to faculty and staff supervisors regarding staff career advancement 2. Number of faculty and staff supervisors who report discussions on career advancement with staff on their team 3. Number and sociodemographic composition of staff who report discussions on career advancement with their faculty or staff supervisors 4. Number and sociodemographic composition of staff who report engaging in professional development opportunities, funded by the program, center, ISR, or U-M, within center and job rank 5. Sociodemographic composition of staff members who report that they are happy with their current plan for career advancement and professional development, within center and job rank	Evaluate key attitudes, needs, and challenges regarding staff career advancement	DEI Office with the DEI Staff Working Group, DACCD
			Clarify U-M career advancement guidelines with specific application to ISR	Human Resources Office
			Develop transparent best practices for supervision, which may include formal training, across position types for use by both faculty and staff supervisors that promote an equitable workplace	Human Resources Office, DEI Staff Working Group, DACCD
			Develop transparent and equitable practices for the evaluation of staff members that include opportunities for feedback on supervisors and discussion of career advancement opportunities	Human Resources Director, DEI Staff Working Group, DACCD
			Evaluate key attitudes, needs, and challenges regarding staff professional development	DEI Office with the DEI Staff Working Group, DACCD
			Develop a continually-updated set of professional development opportunities throughout staff roles, along with the funding provided by the program, center, ISR, or U-M	Human Resources Office
			Develop (with the potential to fund, pilot, and evaluate in Year 1) initiatives to promote the career progression of staff members	DEI Office with the DEI Staff Working Group
Staff	5 (I)	1. Number and sociodemographic composition of staff who report participation in most of the activities of the networking and mentoring program 2. Number and sociodemographic composition of staff who report that	Identify key needs and challenges related to professional development across staff	DEI Office with the DEI Staff Working Group, DACCD
			Develop (with the potential to fund, pilot, and evaluate within Year 1) initiatives to facilitate cross-center staff networking and mentoring	DEI Office with the DEI Staff Working Group, DACCD

		they were not allowed by their supervisor(s) to participate in any/all of the activities of the networking and mentoring program 3. Amount of funding allocated for the program		
Postdoctoral fellows	6 (D)	1. Sociodemographic composition of applicants and offers within and across research and training programs 2. Sociodemographic composition of postdoctoral fellows within and across research and training programs	Identify key challenges in the recruitment of a diverse pool of applicants for training programs	DEI Faculty Working Group, DEI Education Working Group
			Create, pilot, and evaluate a multi-pronged Career Development Program (CDP) to facilitate the use of the "NIH administrative supplement to promote diversity" mechanism for postdoctoral fellows that includes broad recruitment of scholars who are eligible for this NIH program and assistance with the development and submission of the supplement proposal	DEI Office
Graduate students	7 (D)	1. Sociodemographic composition of applicants and admitted graduate students across educational and training programs 2. Sociodemographic composition of doctoral students across educational and training programs 3. Number of participants in the Career Development Program (CDP) 4. Number of NIH 'diversity supplements' awarded both within and outside the CDP 5. Sociodemographic composition of GSRA applicants and those working for externally-funded research projects	Identify new sources of funding within each of the educational and training programs, to support undergraduate and graduate students, including those from populations that are underrepresented in the scientific workforce	DEI Office with the DEI Faculty Working Group, DEI Education Working Group
			Expand partnerships with appropriate U-M undergraduate and graduate programs to promote research training opportunities at ISR	DEI Faculty Working Group
			Create a multi-pronged CDP to facilitate the use of the "NIH administrative supplement to promote diversity" mechanism for doctoral students that includes broad recruitment of scholars who are eligible for this NIH program and assistance with the development and submission of the supplement proposal	DEI Office

			Develop a plan to partner with the admissions directors of appropriate graduate programs to discuss ISR support (through externally-funded research projects) of graduate student funding packages	DEI Faculty Working Group
			Maintain PSDS Achievement Fellowship program	PSDS Director
General academic pipeline	8 (D)	1. Number and sociodemographic composition of JPRs placed with ISR projects/programs 2. Number and sociodemographic composition of JPRs who go on to graduate studies or career in social science research 3. Amount of funding raised to support JPR program 4. Number and sociodemographic composition of Diversity Fellowship Program	Develop and implement Year 1 JPR program	JPR Co-Directors
			Evaluate and refine program for Year 2	JPR Co-Directors
			Launch Year 2 of JPR program	JPR Co-Directors
			Explore additional funding sources to support JPR program	JPR Co-Directors
			Maintain the Diversity Fellowship Program of the SRC Summer Institute	SRC Summer Institute Coordinator

PROCESS (Promoting Equitable & Inclusive Community)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan for Year 1	Persons Accountable (for Year 1 Actions)
Faculty	9 (E)	1. Frequency of communication about evaluation criteria of the research professor and research scientist tracks 2. Number and sociodemographic composition of research scientists within each level who report understanding of the difference between the research professor and research scientist tracks 3. Number and sociodemographic composition of research scientists within each level who report understanding of the evaluation criteria for the research professor and research scientist tracks 4. Number and sociodemographic composition of research scientists who are satisfied with the research scientist track 5. Number and sociodemographic composition of research scientists who report a desire to move to the research professor track in the future 6. Number of those who supervise research scientists who have communicated the difference between the research professor and research scientist tracks to all research scientists on their team 7. Number and sociodemographic composition of faculty who report that they are happy with their current position and career plan, by center,	Develop a faculty-led process to evaluate policies on use of, evaluation of, and criteria for movement between the research professor and research scientist tracks for transparency and equity	Policy Committee, DEI Faculty Working Group
			Refine a set of transparent and equitable policies and practices around use of, evaluation of, and criteria for movement between the research professor and research scientist tracks	Policy Committee, DEI Faculty Working Group
			Regularly communicate these policies to stakeholders including junior, mid-career and senior faculty, Center Directors, and search committee members	DEI Office with the Communications Office

			track, and rank	
Staff	10 (I)	1. Number and sociodemographic composition of staff reporting feelings of isolation and belonging 2. Number and sociodemographic composition of staff reporting participation in ISR activities that promote professional development, DEI training, or other activities	Evaluate key needs and challenges across staff settings (e.g., center, research groups, administrative teams) that may be linked to feelings of isolation and belonging	DEI Staff Working Group, DACCD
			Identify reasons for nonparticipation in ISR activities designed to facilitate professional development, DEI training, or other activities	DEI Staff Working Group, DACCD
			Develop (with the potential to fund, pilot, and evaluate within Year 1) initiatives that facilitate networking, professional development, and/or mentoring as well as frequent and regular staff member connections across centers, programs, and job types	DEI Office with DEI Staff Working Group, DACCD
Staff	11 (I)	1. Frequency of communication on the process for reporting conflicts and concerns 2. Number of staff reporting knowledge of the process for reporting conflicts and concerns	Evaluate and refine a transparent process for the reporting of conflicts and concerns that is drawn from the University process	DEI Office, Human Resources Director, DEI Staff Working Group
			Broadly communicate transparent process for the reporting of conflicts and concerns	Communications Office
			Post process for the reporting of conflicts and concerns on the ISR intranet site	Communications Office
All employees	12 (E)	1. Number and sociodemographic composition of ISR employees, by rank (faculty) and supervisory/individual contributor roles, who report an understanding of the policies and practices related to work site arrangements 2. Number and sociodemographic	Develop a faculty- and staff-led process to review and evaluate the policies and practices related to work site arrangements	Policy Committee, DEI Faculty Working Group, DEI Staff Working Group
			Review and refine transparent and equitable policies and practices related to work site arrangements, drawn from University HR policies and practices, including the values and logic upon which they are based	Policy Committee, DEI Faculty Working Group, DEI Staff Working Group

		composition of ISR employees, by rank (faculty) and supervisory/individual contributor roles, who report they are satisfied with the policies and practices, and the values upon which they were developed, related to work site arrangements	Regularly communicate these policies and practices to the entire ISR community	Communications Office
All Constituencies	13 (E)	1. Number of potential sources of funding to support ISR DEI activities 2. Number of relationships established with potential sources of funding to support ISR DEI activities 3. Number and amount of gifts secured to support ISR DEI activities	Identify, document, and maintain database of potential sources of funding to support ISR DEI activities	Development Office
			Develop a strategy for development around ISR DEI activities that may include new types of communication with potential donors, special donor events, etc.	Development Office

PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan for Year 1	Persons Accountable (for Year 1 Actions)
Faculty	14 (I)	1. Number and sociodemographic composition of junior faculty, within each track, who have attended most activities within the curriculum 2. Amount of funding allocated for the curriculum	Identify career development efforts for junior faculty within centers that can be integrated into an ISR-wide curriculum	DEI Office
			Develop (with the potential to fund, pilot, and evaluate within Year 1) an interdisciplinary curriculum that includes professional development and scientific topics	DEI Office with the DEI Faculty Working Group
Postdoctoral fellows & graduate students	15 (I)	1. Number and sociodemographic composition of trainees, by career stage, who report participation in most of the activities of the curriculum, by program 2. Amount of funding allocated for the curriculum 3. Frequency of communication regarding the details of the curriculum by ISR and centers	Identify established activities within and across centers that can be included (and enhanced) within the curriculum that are open to all ISR trainees	DEI Office
			Development of an interdisciplinary, inclusive curriculum for the predoctoral and postdoctoral trainees, that integrates components of existing training activities as well as the development of new activities	DEI Office with the DEI Education Working Group
			Solicit feedback and refine curriculum	DEI Office with the DEI Education Working Group
			Launch of interdisciplinary curriculum for the predoctoral and postdoctoral trainees	DEI Office with the DEI Education Working Group
			(Continued) funding of the annual symposium on the study of race and racism	ISR Director
			(Continued) convening of the annual symposium on the study of race and racism	RacismLab Director
General academic pipeline	16 (I)	1. Number and sociodemographic composition of JPRs and other ISR staff who participate in the JPR	Development of an interdisciplinary, inclusive, skill-building curriculum for ISR's Junior Professional Research (JPR) program	JPR Co-Directors

		curriculum 2. Number and sociodemographic composition of JPRs who go on to graduate studies or career in social science research	Implement curriculum with inaugural Year 1 JPR cohort (and other ISR staff at a similar career stage, as appropriate)	JPR Co-Directors
			Evaluate and refine curriculum (as needed) for Year 2	JPR Co-Directors
All Constituencies	17 (I)	1. Number and proportion of ISR websites that are digitally accessible 2. Number and proportion of door handles that are physically accessible	Identify and document priority objectives for digital and physical accessibility committees	Accessibility Committees
			Develop and broadly communicate systems to address the priority objectives around digital and physical accessibility	

Plans for Supporting, Tracking, and Updating the Strategic Plan

The ISR DEI Director, in partnership with the ISR Assistant to the Director and the DEI Program Manager, will serve as the key contact for the stewardship of the plan. With support from the ISR Director's Administrative Specialist, these four will serve as the ISR DEI core team who will meet regularly with other ISR entities. Further, there is a GSRA and undergraduate RA who will work with the core team.

Communication about progress regarding our strategic objectives will take place in the following meetings:

- ISR DEI Committee meeting: The ISR DEI core team will meet each month with the DEI Committee, which consists of:
    - Faculty DEI working group co-leads
    - Staff DEI working group co-leads
    - Education DEI working group co-leads
    - DACCD co-leads
    - Technical Accessibility Committee lead
    - ISR Human Resources Director
    - ISR Communications Director
    - ISR Development Director
    - Directors and Center Administrators of the five ISR centers
    - ISR Director and Managing Director

    These meetings will focus on reporting of plan progress as well as getting overall feedback.

- ISR DEI faculty, staff, and education working group meetings: Members of the ISR DEI core team will meet monthly with each of the working groups to discuss the strategic objectives relevant to the respective group. These meetings will focus on the activities needed to accomplish the plan, including any data collection and program design. As the plan progresses, these meetings will also include data collection and report generation for the respective objectives. These working group meetings also serve as a way to regularly collect feedback and other information from our constituencies within ISR regarding DEI activities.

- ISR HR meetings: Members of the ISR DEI core team will meet monthly with Human Resources to discuss the activities needed to accomplish HR-related objectives, including data collection and program design. As the plan progresses, these meetings will include data collection and report generation for those HR-related objectives.

- ISR Communications meetings: The ISR DEI core team will meet monthly – as needed – with the Communications Office to ensure that we are regularly updating all ISR employees about DEI process, products, and other information. Meetings will also include discussions about publicity around initiatives that link ISR to our external network.

- ISR Development meetings: The ISR DEI core team will meet every six months to discuss the plan to secure gifts to support DEI activities.

- ISR DEI/Director's Office meeting: The ISR DEI core team will meet with the ISR Director and ISR Managing Director each month to discuss the overall direction and progress of the plan to

ensure that it continues to align with the ISR and center missions. These meetings will also include discussions on funding for initiatives and other activities to meet our objectives.

The ISR DEI core team will produce an annual report on the strategic objectives that will be presented first written, to the ISR Director and Center Directors, and then to all of ISR in an annual DEI symposium. Data for the annual report will be collected by the various members of the DEI Committee, as appropriate. (For example, the HR office will provide data on the sociodemographic composition of employees.) The DEI symposium will also be an opportunity for constituencies within ISR to provide feedback on the plan.