Strategic Plan
Diversity, Equity, & Inclusion

(October 2016)
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Ketra L. Armstrong, Ph.D.
Version 1.0
This Strategic Plan for Diversity, Equity, and Inclusion in Kinesiology is considered a living document. It will undergo continual revisions, it welcomes additional input, and it will be revised and adjusted accordingly (as new information is obtained, new ideas are generated, and different needs arise).
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School's innovation and overall productivity. We have developed a draft and preliminary plan for diversity, equity, and inclusion (DEI) in Kinesiology. Our DEI Plan proposes some new programs and initiatives relative to diversity, equity, and inclusion; however, the overall essence of the plan is for us to organically weave, infuse, embed, and integrate a consciousness and sensitivity to elements of diversity, equity, and inclusion into our existing culture – our ways of doing (our policies, practices, and procedures) and our ways of being (our teaching, learning, research, and service). The strategic thrusts of our plan are to: (a) increase our demographic/compositional diversity, (b) promote inclusive excellence (in teaching, learning, research, and service), and (c) create a fair, positive, and supportive environment for all of our faculty, staff, and students to thrive. Our DEI motto is: KIN-ALL IN!

The following page contains an Executive Summary of the Kinesiology DEI Plan. To access the full plan, please visit kines.umich.edu/DEI. The plan is a living document. It will undergo continual revisions, it welcomes additional input, and it will be revised and adjusted accordingly (as new ideas are generated, new information is obtained, and different needs arise). I encourage you to review the full plan, and I welcome your feedback. You may send your comments to kines-dei@umich.edu.

As you can imagine, achieving the ideals of diversity, equity, and inclusion will take a continual and systematic TEAM effort. As such, throughout Fall 2016, we will offer a number of opportunities for you to share your thoughts and participate in dialogues and activities regarding diversity, equity, and inclusion in Kinesiology. This process will span the next several years as we continue to plan, implement, evaluate, and revise our DEI efforts and initiatives. Your participation and engagement in this process is critical! We need your feedback (your thoughts, suggestions, and ideas) to create an effective document to strategically guide our DEI efforts and to facilitate and sustain our success. In the true spirit of team...I hope you will be ALL-IN for diversity, equity, and inclusion in Kinesiology!

Sincerely,

Ketra L. Armstrong, Ph.D.
Professor & Associate Dean
DEI Planning & Implementation Lead
School of Kinesiology
Executive Summary: 
Highlights of the Kinesiology Diversity, Equity, & Inclusion Strategic Plan

- **Increase the diversity of Kinesiology students by:**
  - Engaging in targeted recruitment via electronic (e-mails, e-advising sessions), and in-person (on campus and off-campus visits) to community, high school, and college entities that serve diverse students.
  - Offering need-based application fee waivers.
  - Adhering to an inclusive review process for undergraduate and graduate student admissions.
  - Establishing a Kinesiology Merit Fellowships for undergraduate students; continuing the Kinesiology Merit Fellowship for graduate students.
  - Establishing need-based bridge support system for students with financial hardships.

- **Increase the diversity of Kinesiology faculty & staff via inclusive application pools by:**
  - Establishing a protocol document (per the approval of the Office of General Counsel and others) containing principles, practices, and procedures (best practices) for all faculty and staff searches/hires.
  - Requiring STRIDE training for individuals involved in searches for all faculty and staff positions.
  - Requiring Search Committees to report their efforts to obtain diverse applicant pools.

- **Enhance Kinesiology faculty, staff, and student competence/ability to engage in diversity/inclusion by:**
  - Creating an online (e-portal) of resources related to diversity, equity, and/or inclusion.
  - Offering diversity and inclusion training (via workshops, seminars, programs, activities, etc.)

- **Encourage and support Kinesiology faculty, staff, and student engagement in diversity and inclusion by:**
  - Offering students grants to support research/scholarly activities related to diversity, equity, or inclusion.
  - Offering faculty grants to support research related to diversity, equity, or inclusion.
  - Offering faculty grants to promote inclusive teaching and learning in Kinesiology courses/curriculum.
  - Offering staff grants to support programs that promote diversity, equity, or inclusion in Kinesiology.

- **Increase Kinesiology faculty, staff, and student accountability for diversity, equity, and inclusion by:**
  - Requiring faculty and staff to document their DEI contributions in their annual reviews/productivity reports.
  - Requiring Kinesiology funded student associations to engage in at least one program a year related to diversity, equity, or inclusion.

- **Promote Inclusion throughout Kinesiology by:**
  - Offering at least one program per semester that stimulates dialogue on diversity, equity, and inclusion.
  - Increasing student participation in the Kinesiology Diversity and Inclusion Network (KDIN).
  - Establishing an inclusive mentoring and peer advising program for students.
  - Disseminating a cultural competence inventory and climate survey to faculty, staff, and students.
  - Ensuring diverse and inclusive images and narratives in all of Kinesiology materials and products.

- **Promote equity and transparency in Kinesiology by posting accurate policies, practices, and procedures:**
  - Revising and making accessible Kinesiology ‘governing’ documents such as the Undergraduate Handbook, Graduate Bulletin, and the Faculty and Staff Handbook.
  - Establishing/revising a conflict resolutions process for faculty, staff, and students.
I. Diversity, Equity, & Inclusion Strategic Plan Overview

“At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.” From President Schlissel's Charge to the U-M Community for a Strategic Planning Process on Diversity, Equity, and Inclusion (July 2015).

**Diversity:** We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability 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 do not discriminate 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 where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

The U-M School of Kinesiology fully embraces the aforementioned position and sentiments of President Schlissel. We celebrate and are committed to the ideals of diversity, equity, and inclusion and believe that they enrich the learning environment and enhance the School’s innovation and overall productivity. Through our programs, policies and practices, Kinesiology is dedicated to creating a positive, engaging, respectful, and supportive climate for all individuals to thrive. While there is a need for some new programs and initiatives relative to diversity, equity, and inclusion, the thrust of this strategic plan is for us to organically weave, infuse, embed, and integrate elements of diversity, equity, and inclusion into our culture – our ways of doing (our policies, practices, and procedures) and our ways of being (our teaching, learning, research, and service). In the spirit of team ... our motto is **KIN – ALL IN!** The graphic below represents Kinesiology’s DEI logo/brand marker. It will be displayed on our DEI print and electronic materials, our products, and where possible, our premium items.

Inspiring Our Present...Empowering Our Future!
The School of Kinesiology offers degree programs and is comprised of corresponding faculty (at various ranks and with varied responsibilities) in two different sub-disciplines related to: (a) STEM, biomedical, and allied health professions, and (b) social sciences and business management professions. More specifically, it offers content/programs in Athletic Training, Health and Fitness, Movement Science, and Sport Management. Kinesiology’s disciplinary diversity represents unique challenges and opportunities relative to promoting compositional and ideological diversity, equity, and inclusion for our faculty, staff, and students. Additionally, the School of Kinesiology recently ushered in a new era of leadership with the hiring of a new Dean. Elements of this plan will be revised accordingly with the ideals and objectives of our new Dean.

To further develop and inform this plan in response to the nuances and unique attributes of Kinesiology previously noted, we will engage in a parallel comprehensive organizational audit/needs assessment relative to diversity, equity, and inclusion. Notwithstanding the insight gleaned from the preliminary data we have obtained thus far, additional information is needed regarding assessing our present status, identifying our aspirations, and determining and prioritizing our needs/special attention areas relative to achieving the ideals and promises of diversity, equity, and inclusion.

Among the foreground macro/system level questions such data gathering audit should address are the following:

- What is the climate/pulse/‘temperature’ of the School of Kinesiology relative to diversity, equity, and inclusion?
- What are the core values of Kinesiology? Where are we ‘drawing lines in the sand’ around diversity, equity, and inclusion?
- What role does diversity, equity, and inclusion play in the mission of Kinesiology?
- What is the identity of Kinesiology relative to diversity, equity, and inclusion?
- What are the promises of Kinesiology to faculty, staff, students, and other stakeholders and constituencies relative to diversity, equity, and inclusion?
- What does diversity, equity, and inclusion in Kinesiology look like now [race/ethnicity; religious identity/faith tradition; disability; sexuality/sexual orientation; gender/gender identity; first-generation; geographical residence; etc.]? What should it look like in the future?
- How is diversity, equity, and inclusion presently received by faculty, staff, and students? How should diversity, equity, and inclusion be best positioned in Kinesiology for faculty, staff, and student acceptance, engagement and/or support?

At the combined meso (group) and macro (system) level, a comprehensive audit should seek to further unveil the following:

- Norms/history of inclusion/exclusion among Kinesiology faculty, staff, and students.
- Psychological inclusion/exclusion of Kinesiology faculty, staff, and students.
- Cultural inclusion/exclusion of Kinesiology faculty, staff, and students.
- Demographic/physical presence/absence among Kinesiology faculty, staff, and students.
- Elements of Kinesiology’s organizational culture that influences the opportunities and experiences of the faculty, staff, and students.
- Current sources of cultural, social, and psychological support for Kinesiology faculty, staff, and students.
At the micro/individual level, a comprehensive audit should ascertain/explore the following:

- Best practices for inclusive teaching/instruction/curriculum, advising, and mentorship.
- Defining moments of relationships with/for faculty, staff and students relative to diversity, equity, and inclusion.
- Elements that foster meaningful academic engagement between Kinesiology faculty, staff, and students.
- Sociocognitive impact of diversity, equity, and inclusion on the performance of Kinesiology faculty, staff, and students.
- Personal stories, histories, and experiences of Kinesiology faculty, staff, and students that encourage or discourage their full engagement.

There are a number of imperatives for institutionalizing Kinesiology's DEI success:

- Facilitating Kinesiology faculty and staff's earnest engagement and commitment to diversity, equity, and inclusion.
- Holding Kinesiology faculty and staff responsible and accountable for contributing to an environment that promotes diversity, equity, and inclusion.
- Securing the necessary personal, financial, informational, and physical resources to make the ideals of diversity, equity, and inclusion in Kinesiology a reality.
- Kinesiology faculty's, staff's, and students' courage and willingness to embrace their fears and welcome the unknowns to experience the benefits of diversity, equity, and inclusion.

The success of Kinesiology's DEI endeavors will depend on various partners such as:

- Current and potential internal Kinesiology-UM partners, i.e., Rackham, CRLT, Provost's Office, Office of Multicultural Affairs/Trotter House, STEM Programs, Health Sciences, Engineering/Biomechanics, Social Science programs (notably DAAS, Women’s Studies, Business, and Taubman).
- Current and potential external partners such as Minority Serving Institutions (MSI) that include but are not limited to: (a) the Historically Black Colleges/Universities (HBCU) of Morehouse College, Spellman College, Johnson C. Smith University, Howard University, Hampton University, Prairie View A & M University, Alabama State University, and Shaw University; (b) Hispanic Serving Institutions (HSI) in California – San Diego State University, University of San Diego, California State University-San Marcos; and (c) Tribal Colleges (TC) currently being identified.
Institutional Kinesiology data culled from the Office of the Registrar, Office of Budget Planning, Office of Vice President for Student Life, and the HR Records and Information Services provided by the Vice Provost for Equity, Inclusion, and Academic Affairs offered a poignant look at trends that informed our preliminary strategic plan. Note: The data on which these profiles are based are not static. Due to the ebb and flow of changes among Kinesiology’s undergraduate and graduate student populations, faculty, and staff, these data (although insightful) may not accurately depict Kinesiology’s current profile (as of Fall 2016).

Kinesiology Demography by Gender and Race/Nationality:

- **Undergraduate Students**: Regarding sex/gender, notwithstanding the predominant trend of slightly more males than females, the gender difference is not dramatic as the composition of Kinesiology Undergraduate students reflects a fairly comparable gender ratio with few exceptions (Fall 2009, Fall 2013). More pronounced disparities are depicted when the data for the racial/ethnic composition of Kinesiology undergraduate students are examined. For instance, the Fall 2015 data revealed that the overwhelming majority (81%) of Kinesiology undergraduate students were White, and other race/ethnicities were very much underrepresented: Asians=5%; Blacks=5%; Hispanics= 5%; students of two or more ethnicities=4%, three (3) Native American students, and one (1) Hawaiian student. Approximately 11% are first generation college students. Moreover, while the retention rates of White students has historically been good, such is not the case for Black and Hispanic students in general as the trend depicts highs and lows with significant declines (25% and 20%, respectively) for two year and four year retention for Hispanic females. These findings suggest a need for recruitment and retention measures early and continually for URM students. Kinesiology students’ responses to a UM climate survey revealed some concerns about expressing their political and religious beliefs. We are in the process of combing available Kinesiology data to offer additional context relative to how our application, enrollment, and completion rates and trends (with respect to the race/ethnicity, nationality, gender, and generation status of our undergraduate students) link to these institutional data.

- **Graduate Students**: The gender composition of Kinesiology Doctoral program is fluid. It has reflected a predominant trend of being majority male, then a change to majority female, to currently boasting a fairly comparable gender balance. It has historically reflected very limited to no racial/ethnic diversity. Regarding the Master’s program, there are generally more males than females; while there is some fluctuation of the composition on international students, the number of Black and Hispanic students has consistently been very low. These findings support the need for more recruitment efforts to diversify the graduate applicant pools and activities to encourage and support the enrollment of a diverse groups of students. We are in the process of combing available Kinesiology and Rackham data to offer additional context relative to how our application, enrollment, and completion rates and trends (with respect to the race/ethnicity, nationality, gender, and generation status of our graduate student) link to these institutional data.

- **Faculty**: The profile of the Kinesiology Tenure Track Faculty is such that the big picture depicts a gender balance. However, a more nuanced look depicts a different picture: equal number of male and female at the Assistant Professor rank, more females at the Associate Professor rank, and more males at the Professor rank. The majority of the Tenure Track Faculty are White; however, Faculty of Color (Asian, Black, Hispanic, Native American, or Other) are also represented. Research Track Faculty are predominately male, predominately White and Asian, with no Blacks or Hispanics represented. Clinical Track Faculty are comprised predominately of White males.
Non-Tenure Track Faculty are all (100%) White, and almost all female. Notwithstanding some recent hires that may have changed the absolute composition of our Faculty, the general trends conveyed in these data attest to the need for recruitment efforts to diversity applicant pools for faculty hires. We are in the process of obtaining current data to offer a more precise demographic depiction of our faculty.

- **Staff:** The predominate trends among Kinesiology Staff positions are such that the Kinesiology Academic, Administration, and Research Staff positions are predominately held by females, and the Information Technology roles are predominately held by males. Regarding race/ethnicity, the majority of the staff are Asians and Whites. Notwithstanding some recent hires that may have changed the absolute composition of our staff, the general trends conveyed in these data attest to the need for recruitment efforts to diversify the applicant pools for staff hires. We are in the process of obtaining current data to offer a more precise demographic depiction of our staff.

**Kinesiology Instruction:**

To examine the cultural inclusiveness of the Kinesiology instruction, a review of the syllabi for undergraduate and graduate courses offered Winter 2014 and Fall 2014 was undertaken. The results revealed that 30% (21 of the 70) of the course syllabi for Winter 2014 and 24% (19 of the 79) of the course syllabi for Fall 2014 expressly/explicitly included content regarding some element of diversity (e.g., culture, gender, sex, or sexuality, race/ethnicity, obesity, ability, geography, nationality, etc.). These findings substantiate the need for dedicated attention to enhancing the inclusive nature of Kinesiology instruction (relative to teaching and learning).

Based on the review of the Kinesiology syllabi and some expressed and implied information obtained from interviews with Kinesiology students (see Section III), it will be important to gather data to portray incidences and prevalence by which factors related to instruction may influence the educational experiences of Kinesiology students in general, and those of underrepresented minority and first generation students in particular. Such factors may include:

- Expectations: (a) low expectations of underrepresented students from faculty and student peers, and (b) low expectations of underrepresented students of themselves and their academic readiness/performance.
- Individual feelings of academic and cultural isolation; unsupportive environment.
- Inadequate preparation for attitudinal and behavioral demands of the academy.
- Peers unsupportive of academic success (challenges with maintaining ties to their friends and cultural community given their academic responsibilities).
- Inadequate advising.
- Poor performance in science-based classes.
- Financial need.
Kinesiology’s Preliminary Diversity, Equity, & Inclusion Goals and Objectives

- **Compositional Diversity** – Enhanced diversity via multiculturalism and cultural pluralism in the demographic representation among Kinesiology faculty, staff, and students.
- **Ideological/Intellectual Diversity** – Increased diversity in Kinesiology education (classroom instruction/teaching and learning) and scholarly endeavors.
- **Cultural Competence** – Improved skills of Kinesiology faculty, staff, and students relative to diversity, equity, and inclusion.
- **Equity** – Fairness and transparency in the policies, practices, and procedures governing faculty and staff hiring, promotion, job responsibilities, and rewards.
- **Inclusion** – Creation of a climate, community, and physical space that is welcoming and supportive of all Kinesiology faculty, staff and students.
- **Diversity Branding** – Branded salience and marketing of diversity, equity, and inclusion in all of Kinesiology print and electronic materials and program premiums.

**Planning for Diversity, Equity, & Inclusion in Kinesiology**

**Principles for Achieving Diversity, Equity, & Inclusion in Kinesiology**

**Creating a Sustainable Culture of Diversity, Equity, & Inclusion in Kinesiology**

- **Awareness of Diversity, Equity, & Inclusion**
  - Ongoing Dialogues
  - Discursive Learning: Challenging and Confronting Predominant Assumptions
  - Forthright Communication

- **Develop a Vision that Values Diversity, Equity, & Inclusion**
  - Fostering a Sense of Belonging
  - Increasing Commitment
  - Unleashing Synergies of an Diverse & Inclusive Unit (Faculty, Staff, & Students)

- **Acceptance of Vision of Diversity, Equity, & Inclusion**
  - Building Understanding
  - Standpoint Plurality
  - Personal Reflection
  - Trust & Integrity

- **Management to Actualize Vision of Diversity, Equity, & Inclusion**
  - Observable and Measurable Outcomes
  - Policies, Practices, & Procedures
  - System of Accountability & Rewards
  - Allocation of Necessary Resources

**Fundamentals of Successful and Authentic Diversity, Equity, & Inclusion in Kinesiology**

- Respect – for others, for differences, for ourselves.
- Tolerance – for lack of familiarity and ambiguities in language, styles, and behaviors.
- Flexibility – in situations that are new, different, difficult, and/or challenging.
- Empathy – to feel what someone who is different from you might be feeling.
- Patience – for change that can be slow and difficult.
- Humor – because when we lose our sense of humor, we lose our perspective, and our sense of humanity.
The Lead for Kinesiology's Diversity, Equity, and Inclusion (DEI) Plan is Ketra L. Armstrong (Associate Dean for Graduate Affairs, and Professor of Sport Management). Armstrong invited participation and sought preliminary feedback and suggestions relative to diversity, equity, and inclusion in Kinesiology from faculty, staff, and students in various venues. For example, the DEI endeavor and the specific strategic thrusts were presented at the Fall All-Teaching Faculty meeting, and it has been an agenda item on each monthly School Faculty meeting (which includes Staff leaders), Graduate Faculty meeting, and Executive Committee meeting. Additionally, e-mails were sent to Kinesiology students inviting them to participate in the Kinesiology Student Diversity and Inclusion Network (KDIN), and to participate in a student dialogue/engagement activity relative to diversity, equity, and inclusion. Separate forums were offered for Kinesiology faculty, staff, and students in Fall 2016 to allow each constituency to have an open dialogue on diversity, equity, and inclusion and share their thoughts on the preliminary version of this plan. Individuals who were unable to attend the open forums were encouraged to offer their input via the kines-dei@umich.edu email.

In addition to trying to obtain some preliminary information concerning diversity, equity, and inclusion in Kinesiology in general, Armstrong also identified some targeted Kinesiology stakeholders for insight notably: La’Joya Orr (Recruitment Coordinator/Academic Advisor, Office of Undergraduate Student Affairs), Charlene Ruloff (Coordinator, Office of Graduate Student Affairs). Armstrong also consulted Kinesiology’s Inclusive Teaching Liaisons: Melissa Gross (Associate Professor and Director of Innovative Teaching and Learning), and Tom Templin (Professor and Associate Dean for Undergraduate and Faculty Affairs) for suggestions.

Kinesiology’s DEI Plan has been approved by the UM legal office and has been advanced through the appropriate University channels. The planning-implementation-evaluation cycle is an on-going process, and we will seek to obtain more comprehensive and inclusive data to further inform this plan. Kinesiology faculty, staff, and students will have several opportunities to contribute their thoughts and suggestions to this plan via individual in-person meetings, group/town hall meetings, and electronically through the use of a dedicated DEI e-mail, online surveys, and other response mechanisms. Faculty, staff, and student feedback will be critical to the creation of an effective plan to guide our DEI efforts and to facilitate and sustain our success. As such, this version of the plan will be modified continually and accordingly, based on the feedback received.

II. Planning Process

We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion. (Max De Pree)
Data on which this plan was devised were obtained via a number of measures such as: (a) interviews and group discussions with Kinesiology students (both solicited and unsolicited), (b) UM and Rackham data on Kinesiology’s undergraduate and graduate programs, (c) informal conversations with Kinesiology faculty and staff, and (d) tangentially from feedback received from faculty and staff during our search for a new Dean regarding the needs, challenges, and issues to address in the School of Kinesiology. In the future, UM entities such as CRLT, STRIDE, ADVANCE and others will be consulted to assist with ascertaining data from Kinesiology constituents to further inform this iterative Plan.

Anecdotal feedback from Kinesiology faculty and staff varied but was generally positive, notably concerning the quality and dedication of Kinesiology faculty and staff. However, some DEI concerns were also espoused such as the following perceptions:

- Inequity in duties, salaries, and evaluation
- Favoritism and preferential treatment of some
- Microaggressions
- Religious tolerance/intolerance
- Discrimination; unfair expectations
- Unequal access and opportunities to/for jobs or promotions
- Lack of transparency in policies and procedures

These findings suggest a need to address matters of equity and inclusion for Kinesiology faculty and staff.

Feedback provided by some students of Color in Kinesiology was also varied. Some students reported having very positive experiences. However, the following perceptions resonated among some of them whose experiences were not as positive:

- Feelings of alienation; Lack of community; need more students of Color
- Lack of diversity related content in classroom instruction
- Feeling as though they must represent the perceptions of their racial group in classes
- Challenges of working with majority (Caucasian) students; feeling disrespected
- Having racially-disparaging remarks made by majority (Caucasian) students that go ‘unchecked’ by Faculty
- Faculty insensitivity to microaggressions in the classroom
- Faculty’s lack of competence to critically discuss race, sexuality, gender identity, etc. in the classroom
- White privilege among faculty and student peers
- Minimal opportunities for experiential learning due to part-time jobs (finances)
- Minimum representation of Faculty and Staff of Color

Rackham's recent (2014) four year Kinesiology Program Review also offered some valuable insight that informed this DEI Plan. The review was very favorable and complimentary of Kinesiology. The positive rating was based on graduate school best practices, Rackham's expectations. They included a review of data on our students' productivity, satisfaction with their graduate education opportunities/experiences, perceptions of the climate and feelings of belonging in Kinesiology, and the nature and quality of the support received (from their faculty advisor and the School of Kinesiology overall). Notwithstanding the very favorable assessment of Kinesiology's graduate programs, some concerns were expressed by some students, notably among international students regarding: (a) their lack of experience and acculturation to the US settings,
illustrations, and course examples, (b) their English language challenges, and (c) the consequent adverse reactions from Kinesiology faculty and student peers (based on the assumption of requisite knowledge). Additionally, some students commented on the challenges of balancing the pressures and rigors of graduate study in general and at UM in particular.

Feedback to inform this DEI Plan was also provided by a mixed group of Kinesiology students consisting of underrepresented minority students (URM), Caucasian/majority students, graduate students, and undergraduate students. The students responded to an open invitation to participate in a Question/Answer/Dialogue about DEI in Kinesiology. While the nature of the feedback received was varied, the overall tenor of the feedback regarding the students’ experience in Kinesiology was generally positive. Students perceived the friendliness and community feel in Kinesiology as a particularly favorable attribute that distinguished Kinesiology from other UM units. Following is a summary of some of the students’ responses.

1) **What does diversity mean to you?**
   a. Having a unique perspective.
   b. Loving and respecting all people.
   c. Sympathy, empathy, and respect for those around you.

2) **Do you feel included in the community of Kinesiology? Why or Why not?**
   a. Yes: There are many opportunities and programs for each and every student.
   b. Yes/no.
   c. Sometimes; at times things/departments feels segregated based on research topics and groups, workspaces in Kinesiology, and Kinesiology student project groups.

3) **What would make you feel more included in Kinesiology?**
   a. More group functions (that allow student dialogue).
   b. More events that include people from other backgrounds.

4) **How can Kinesiology impact social change?**
   a. Incorporating more conversations in class about social change/things happening in the world and on campus.
   b. Making things relevant.

5) **What other diversity & inclusion events would you like to see?**
   a. Have regular staff/faculty LGBTQ sensitivity workshops to make them more aware of the ever-changing landscape of LGBTQ community and its presence in Kinesiology.
   b. Forums/panel discussions across all aspects of Kinesiology.
   c. Microaggression workshops for students and for faculty/staff.
   d. Classes within Kinesiology that have space for open discussion centered around identity.
Additional discussion points also raised by the students during the open dialogue about diversity, equity, and inclusion included the following:

- **The Status of Minorities:**
  - It is not that people of African descent are not capable, but that the educational system was designed to make it harder for these individuals.
  - White privilege has an impact on society.
  - People of Color do not have the same opportunities as non-People of Color.
  - Across races, people of Asian descent are not even close to being discriminated on the same level as Blacks and Hispanics.
  - People of African descent and Black people will still be the further from the achievement goal due to how (American) society is built.

- **Preparation of Black Students for UM**. The educational gap on a high school level makes it more difficult for students of African descent to be successful in such a rigorous program like Kinesiology.

- **Institutional Racism**. At the institutional level there are issues that stem from systematic racism and discrimination; however, there are not enough resources to combat the issue.

- **UM Leadership**. The current UM President is on the right path towards addressing this issue; however, it is too soon to tell if it will be successful.

The students also offered a number of suggestions and comments relative to improving diversity, equity, and inclusion in Kinesiology such as:

- **Offering different games and activities to be played in the School of Kinesiology to create dialogue about diversity in Kinesiology across the different programs.** Using diversity-related games/activities as a catalyst at the beginning of the semester and have various case studies and conversations around different situations in sport.

- **Creating a dialogue/seminar course/series around how race, religion, gender, and sexuality, transgender, gender identity, impacts the study of Kinesiology (for undergraduates and graduates).**

- **Discussing issues of diversity in sport, such as Maria Sharapova vs Serena Williams (racial discrimination in tennis/sport), Michael Sam (homosexuality in football), Ibtihaj Muhammad (religion in sport), WNBA vs NBA and the pay gap.**

- **Acknowledging the difficulty in discussing religion within the campus community due to the lack of awareness of the intensity or severity in which one may follow religion/spirituality.** Note: One student revealed their level of discomfort at a Kinesiology event due to the overall secular comments from other students and the playing of secular music as background entertainment.
The collective nature of the preliminary information obtained served as the fundamental/baseline catalyst in informing and undergirding this iterative strategic plan. Notwithstanding the positive sentiments expressed by most faculty, staff, and students (via the various data collection means employed), some of the information obtained evidenced areas that needed improving: (a) the demographic compositional diversity among Kinesiology faculty, staff, and students, (b) the culture and climate in Kinesiology, (c) equity and fairness in Kinesiology, (d) the inclusiveness of Kinesiology instruction/teaching and learning, and (e) and the cultural competence of Kinesiology faculty, staff, and students.

As indicated previously, the issues identified here are based on some preliminary assessments, anecdotal information, and data from small convenience samples of Kinesiology faculty, staff, and students. Consequently, the issues identified here may not be widespread concerns among a majority of Kinesiology stakeholders. Nonetheless, they represent the truths and the realities for a notable number of our constituents. As such, be it in independent and/or interdependent ways, the preliminary feedback obtained substantiates the need for enhancing and improving various elements regarding diversity, equity, and inclusion in Kinesiology.

Notwithstanding the insight gleaned from the limited available data as a starting point for framing issues of diversity, equity, and inclusion in Kinesiology, more information is needed. Therefore, a comprehensive inclusive climate survey will be disseminated in Fall 2016 to Kinesiology faculty, staff, and students to obtain additional insight regarding issues that should be prioritized and the parameters by which they should be addressed and infused into this iterative strategic plan.
*All strategic objectives and related actions will be pursued in accordance with the law and the University policy.*

**Constituency Targeted: Students**

**A) Student Recruitment**

**Strategic Objective:** Increase the diversity of the applications to Kinesiology Undergraduate and Graduate Degree Programs.

**Measures of Success:** An increase in the diversity of students who apply to Kinesiology Graduate and Undergraduate Programs.

**FY 17 Actions:**

a. Visit at least five (5) local (Detroit, Ypsilanti, Belleville, Romulus) and three (3) regional entities such as high schools, Peace Neighborhood, Boys & Girls Clubs, and other programs/events that serve/enroll demographically diverse students.

b. Identify/compile e-mail contacts of entities that serve high performing demographically diverse students (Minority Serving Institutions (MSI) [such as Historically Black Colleges/Universities (HBCUs) Hispanic Serving Institutions (HIS), and Tribal Colleges], McNair Scholar Programs, and list serves and associations to send targeted e-mails regarding educational opportunities in Kinesiology.

c. Offer an e-Information session for students at demographically diverse colleges.

d. Visit at least four (4) entities that serve/enroll a diverse student population to recruit for Kinesiology Graduate Program (visiting at least two [2] per semester).

e. Involve current Kinesiology students from demographically diverse high schools or colleges in at least one outreach and engagement activity per year (return to home high schools and home colleges) to share information about educational opportunities in Kinesiology.

**Goal:** Diversity

**B) Student Enrollment**

**Strategic Objective:** Increase the diversity of students enrolled in Kinesiology Graduate and Undergraduate Programs

**Measures of Success:** An increase in the diversity of students enrolled into our Kinesiology Graduate and Undergraduate programs.

**FY 17 Actions:**

a. Establish High School UM Campus Visitation Day(s) for students from high schools that serve demographically diverse students.

b. Implement a system for waiving the UG and Graduate application fees for need-based students.

c. Create Graduate Admission metrics beyond the traditional GRE scores that are viable indicators of academic merit, potential, and ‘grit’.

d. Increase the amount of the Kinesiology Merit Fellowship for Graduate students and establish a Kinesiology Merit Fellowship for Undergraduate students using the same criteria that is used to select Rackham Merit Fellows.

e. Offer need-based bridge support for deserving students with financial hardships.

**Goal:** Diversity
C) Student Retention
Strategic Objective: Provide a supportive and welcoming learning environment for all students.
FY 17 Actions:
   a. Elevate the presence of the Kinesiology Student Diversity and Inclusion Network at UG and Graduate Fall Orientations.
   b. Establish an Inclusive Mentoring and Peer-Support program for students.
   c. Offer a dedicated physical multicultural space for students.
   d. Offer at least one DEI program, event, or activity per semester that will promote cultural learning and facilitate interactions among diverse groups of Kinesiology graduate and undergraduate students.
   e. Create an online or e-portal of DEI resources and materials for students.
   f. Administer a Student Climate Survey Winter 2017.
Goals: Diversity and Inclusion

Constituency Targeted: Faculty

A) Faculty Recruitment:
1. Strategic Objective: Obtain more diverse applicant pools for all Kinesiology faculty hires, with a notable increase in applicants of Color.
   Objective Measure: An increase in the diversity of applicants in the pools for Kinesiology faculty hires.
   FY 17 Actions:
      a. Research and scour various Kinesiology websites, entities, and academic associations to identify potential Faculty of Color who might apply for Kinesiology positions.
      b. Comprise a list of potential hiring, advertising, and job posting outlets with high reach and high return with Faculty of Color so that postings will reach a broader audience.
   Goal: Diversity

2. Strategic Objective: Ensure that search committees adhere to best practices to achieve diverse applicant pools for all Kinesiology faculty hires.
   Objective Measure: Documentation of search committee adherence to best practices.
   FY 17 Actions:
      a. Establish a protocol document (per the approval of the OGC) containing principles, practices, and procedures for all faculty searches relative to DEI.
      b. Require each search committee to document the actions taken to achieve a diverse applicant pool.
      c. Mandate STRIDE training for individuals serving on a Search Committee and/or interacting with candidates for faculty hires.
      d. In order to serve on a School of Kinesiology search committee, or interact with candidates faculty need to participate in a STRIDE training course.
   Goal: Diversity (also impacts student retention strategies).

B) Faculty DEI Development: 'Who dares to teach, must never cease to learn' (J.C. Dana)
1. Strategic Objective: Enhance faculty's instructional competence with DEI.
   Objective Measure: Evidence of DEI in faculty course syllabi.
FY 17 Actions:
   a. Support program area faculty workgroups for Inclusive Instruction (to review the undergraduate and graduate curriculum and establish program area baseline metrics/content regarding DEI content and competency).
   b. Offer Diversity Training/Inclusive Instruction (Teaching & Learning) Workshops for faculty.
   c. Create an online/e-portal of DEI related resources and information for faculty.

Goal: Inclusion (also impacts retention strategies for students of Color)

2. Strategic Objective: Encourage faculty’s commitment to DEI.
   Objective Measure: Evidence of faculty’s contribution to DEI.
   FY 17 Actions:
   a. Offer Inclusive Instruction Grants for faculty course redesign.
   b. Require faculty to document their DEI contributions and commitment (i.e., inclusive mentoring, inclusive instruction, diversity outreach, etc.) in their annual evaluations.

Goal: Inclusion (also impacts retention strategies for students of Color)

C) Faculty Professional Development

Strategic Objective: Enhance the faculty's skills for career advancement.

Measures of Success:
   a. Faculty’s participation in professional development/career advancement activities.
   b. Faculty’s improved knowledge, skills, and strategies for professional development and career advancement.

FY 17 Actions:
   a. Proactively communicating and advertising UM professional development/career advancement programs to faculty.
   b. Encouraging and supporting faculty's participation in professional development/ career advancement programs and activities.

Goals: Equity and Inclusion

Constituency Targeted: Staff

A) Staff Recruitment:

1. Strategic Objective: Obtain diverse applicant pools for all Kinesiology staff hires.
   Objective Measure: Diverse profile of applicant pools for Kinesiology staff hires.
   FY 17 Action: Compile a list of potential hiring, advertising, and job posting outlets with high reach and high return with diverse staff so that postings will reach broader audience.
   Goal: Diversity

2. Strategic Objective: Ensure that search committees adhere to best practices to achieve diverse applicant pools for all Kinesiology staff hires.
   Objective Measure: Documentation of search committee adherence to best practices.
   a. Establish a protocol document (per the approval of the OGC) of principles, practices, and procedures for all Staff searches relative to DEI.
   b. Require each search committee to document the actions taken to achieve a diverse applicant pool.
   c. Mandate STRIDE training for individuals serving on a Search Committee and/or interacting with candidates for staff hires.
   Goal: Diversity
B) Staff DEI Development:
   1. **Strategic Objective:** Enhance staff’s development and competence with DEI.
      **Objective Measure:** Improved skills, ability, and comfort with DEI via self-reflection survey.
      **FY 17 Actions:**
      a. Offer Diversity/Inclusion Training Workshop for staff.
      b. Create an e-portal of DEI resources for staff.
      **Goal:** Inclusion
   2. **Strategic Objective:** Encourage staff’s commitment to DEI.
      **Objective Measure:** Evidence of staff’s participation and contribution to DEI.
      a. Ensure that DEI is an agenda item at all staff Meetings.
      b. Offer staff grants for DEI programs and events.
      c. Require staff to document their DEI commitment and contributions (i.e., attendance at DEI related workshops, webinars, etc.) in their annual reviews.
      **Goal:** Inclusion

C) Staff Professional Development:
   **Strategic Objective:** Enhance the staff’s skills for career advancement.
   **Measures of Success:**
   a. Staff’s participation in professional development/career advancement activities.
   b. Staff’s improved knowledge, skills, and strategies for professional development and career advancement.
   **FY 17 Actions:**
   a. Proactively communicating and advertising UM professional development/career advancement programs to staff.
   b. Encouraging and supporting staff’s participation in professional development/career advancement programs and activities.
   **Goals:** Equity and Inclusion

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"I know there is strength in the differences between us. I know there is comfort, where we overlap."

*(Ani DiFranco)*

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...Inclusion
**IV. B. Education and Scholarship**

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

**Target Constituency: Faculty**

**A) Faculty DEI Education:**
- **Strategic Objective:** Assess the DEI ‘pulse’ and competence of Kinesiology faculty.
- **Measures of Success:** Faculty response to the Intercultural Development Inventory (IDI).
- **FY 17 Action:** Administer the IDI to faculty.
- **Goal:** Inclusion

**B) Faculty DEI Scholarship:**
- **Strategic Objective:** Enhance Kinesiology faculty's embrace of DEI scholarship.
- **Measures of Success:** Faculty applications for DEI Research Grants.
- **FY 17 Actions:** Establish criteria (as approved by the OGC) for awarding funds for faculty on matters of DEI in Kinesiology.
- **Goal:** Diversity and Inclusion

**Target Constituency: Staff**

**Staff DEI Education:**
- **Strategic Objective:** Assess the DEI ‘pulse’ and competence of Kinesiology staff.
- **Measures of Success:** Staff response to the Intercultural Development Inventory (IDI).
- **FY 17 Action:** Administer the IDI to staff.
- **Goal:** Inclusion

**Target Constituency: Students**

**A) Student DEI Education:**
- **Strategic Objective:** Assess the DEI ‘pulse’ of Kinesiology students.
- **Measures of Success:** Student response to the Intercultural Development Inventory (IDI).
- **FY 17 Action:** Administer the IDI to students in selected required/core Kinesiology courses.
- **Goal:** Diversity

**B) Student DEI Scholarships:**
- **Strategic Objectives:** Enhance Kinesiology students' embrace of DEI research and scholarly activities.
- **Measures of Success:** Student applications for student DEI Research Grants
- **FY 17 Actions:**
  a. Establish criteria (as approved by the OGC) for awarding funds for student research/scholarly activities on matters of DEI.
  b. Continue to offer the Graduate Research Showcase Winter 2017 to feature the intellectual diversity of Kinesiology student's scholarship.
- **Goals:** Diversity and Inclusion
**Key Constituents: Faculty, Staff, and Students**

1. **Strategic Objective**: Transparency in Kinesiology 'governing' documents, policies, practices, and procedures.  
   **Measures of Success**: The posting and accessibility of current policies and procedures for faculty, staff, and students.  
   **FY 17 Actions:**  
   a. Review, revise/update, and post Undergraduate Student Handbook  
   b. Review, revise/update, and post Graduate Bulletin  
   c. Review, revise/update, and post Faculty and Staff Handbook  
   **Goal**: Equity

2. **Strategic Objective**: Establish conflict resolution procedures.  
   **Measures of Success**: Established conflict resolution procedures  
   **FY 17 Action**: Consult with Kinesiology HR officer, STRIDE, OGC, and other UM offices on conflict resolution practices.  
   **Goal**: Equity

3. **Strategic Objective**: Increased presence of diversity and inclusion in marketing materials.  
   **Measures of Success**: Culturally diverse and inclusive Kinesiology images and narratives in print and electronic materials, on the website, and in program premiums.  
   **FY 17 Action Item**: Review current Kinesiology print and electronic materials and premiums for DEI content and presence (narratives, images, brand markers, etc.).  
   **Goal**: Inclusion

4. **Strategic Objective**: Enhance Kinesiology constituents' understanding and embrace of DEI.  
   **Measures of Success**: Kinesiology faculty, staff, and student participation in DEI activities.  
   **FY 17 Action Items:**  
   a. Create an online portal of DEI resources.  
   b. Disseminate Kinesiology DEI Update (Winter 2017)  
   c. Offer at least one School-wide DEI program each semester.  
   **Goal**: Inclusion

5. **Strategic Objective**: Assess the ‘pulse’ of DEI in Kinesiology.  
   **Measures of Success**: Results from climate survey (Winter 2017)  
   **FY 17 Action item**: Administer a climate survey to Kinesiology faculty, staff, and students  
   **Goal**: Equity & Inclusion

6. **Strategic Objective**: Establish a mechanism for continual DEI feedback and response.  
   **Measures of Success**: Participant feedback offered.  
   **FY 17 Action Item**: In consultation with OIE, OGC, and other UM entities, create an online ‘Suggestion Box’ for faculty, staff, and students to provide continual feedback and develop a corresponding response system/process.  
   **Goal**: Equity & Inclusion
Targeted Constituency: Faculty

**Strategic Objective:** Ensure that all Kinesiology course materials are accessible to a diverse group of learners.

- **Measures of Success:** Ability/disability access to Kinesiology print and electronic course materials.
- **FY 17 Action Item:** Require faculty to attest in their syllabi that all print and electronic materials are accessible to individuals with visual, hearing, or other impairments or learning challenges.

**Goal:** Inclusion

Targeted Constituency: Staff

1. **Strategic Objective:** Ensure access to Kinesiology development activities by women and People of Color.
   - **Measures of Success:** Diversity in Kinesiology database of current and potential donors and educational partners.
   - **FY 17 Action Item:** Review and adjust the current and prospective lists of external partners, constituents, and stakeholders to promote diverse and inclusive representation.
   - **Goals:** Diversity & Inclusion

2. **Strategic Objective:** Ensure access to Kinesiology buildings and spaces.
   - **Measures of Success:** Visible and readily available ability/disability information and access to Kinesiology buildings and spaces.
   - **FY 17 Action Item:** Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.
   - **Goal:** Inclusion

3. **Strategic Objective:** Ensure access to all Kinesiology materials.
   - **Measures of Success:** Ability/disability access to Kinesiology print and electronic materials.
   - **FY 17 Action Item:** Review all print and electronic materials and website to ensure that they are ADA compliant and accessible to individuals with visual, hearing, and other impairments.
   - **Goal:** Inclusion

4. **Strategic Objective:** Improve staff's ability to counsel and advise Kinesiology students.
   - **Measures of Success:** Staff reported successes with counseling diverse students.
   - **FY 17 Action Items:** OUSA and OGSA staff meeting with UM Counseling services (CAPS and others) to learn best practices for counseling/advising diverse students.
   - **Goal:** Inclusion
**Targeted Constituency: Students**

**Strategic Objective:** Encourage all recognized Kinesiology student associations to engage in inclusive service.  
**Measure of Success:** Kinesiology student association members' participation in service to diverse and/or underserved populations or communities.

**FY 17 Action Item:**
- Encourage each Kinesiology sponsored student association to participate in at least one event per year with diverse and/or underserved populations or communities.
- Prioritize funding of voluntary student organization events that have a DEI theme.

**Goal:** Inclusion

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**V. Goal-Related Metrics Tracked Over Time**

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

**Diversity:** Increased demographic and compositional diversity among Kinesiology faculty, staff, and students based on the annual review of demographic data.

**Equity:** Fairness and transparency in the administering of faculty, staff, and student policies, practices, and procedures based on relevant documentation.

**Inclusion:** Evidence of an environment, climate, and culture that is welcoming and supportive of all Kinesiology faculty, staff, and students based on but not limited to the following:
- Increased presence and infusion of diversity, equity, and inclusion content and learning activities/assessments in graduate and undergraduate curriculum based on annual reviews of course syllabi, Faculty productivity reviews, and other metrics.
- Improved climate and culture via periodic climate survey assessments.
- Increased cultural competence by faculty and staff via periodic reflections and assessments.

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**Kinesiology Diversity, Equity, & Inclusion Game Plan**

- Unveil, Inspire, Release, and Harness the Diversity of Human Genius in Kinesiology Faculty, Staff, and Students!
**VI. A. Recruitment, Retention, and Development***

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

**Explanation of Abbreviations Used**

- DEI: Diversity, Equity, & Inclusion
- Grad: Graduate
- Grad. Cord.: Graduate Coordinator
- Grad. Comm.: Graduate Committee
- HBCU: Historically Black College/University
- HSI: Hispanic Serving Institution
- IDI: Intercultural Development Inventory
- KDEI Dir.: Kinesiology Diversity, Equity, and Inclusion Director
- KDEI Cor.: Kinesiology Diversity, Equity, and Inclusion Coordinator
- KDEI Comm: Kinesiology Diversity, Equity, & Inclusion Committee
- KDEI GA: Kinesiology Diversity, Equity, & Inclusion Graduate Assistant
- KDIN: Kinesiology Diversity & Inclusion Network
- KIIC: Kinesiology Inclusive Instruction Committee
- MSI: Minority Serving Institutions (HBCU, HSI, Tribal Colleges)
- OUSA: Office of Undergraduate Student Affairs
- OGC: UM Office of General Counsel
- OGSA: Office of Graduate Student Affairs
- OIE: UM Office of Institutional Equity
- UG: Undergraduate
- URM: Underrepresented Minorities
<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned F16-W17</th>
<th>Person(s) Accountable</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment:</strong> Increase the diversity of applications to Kinesiology UG Programs.</td>
<td>An increase in the diversity of students who apply to the Kinesiology UG Programs.</td>
<td>Visits to 5 local and 3 regional ‘pipeline’ entities (high schools, programs, and events) that serve demographically diverse students. Involve current Kinesiology students from demographically diverse high schools in outreach recruitment and engagement.</td>
<td>OUSA Kinesiology Faculty KDEI Cord. KDEI GA</td>
<td>Recruiting materials Finances for travel to pipeline locations Finances for student outreach</td>
</tr>
<tr>
<td><strong>Enrollment:</strong> Increase the diversity of students enrolled in Kinesiology UG Programs.</td>
<td>An increase in the diversity of students enrolled in Kinesiology UG Programs.</td>
<td>Establish High School Visitation Day(s) in Kinesiology for students from demographically diverse HS. Establish a need-based application waiver program. Establish criteria for a UG Kinesiology Merit Fellowship. Establish a need-based bridge support system for UG students with financial hardships.</td>
<td>OUSA Kinesiology Undergraduate Admissions Committee KDEI Comm. KDEI Comm.</td>
<td>Finances for the Visitation Event Finances for fee waiver Finances for Kinesiology Merit Fellowship Finances to offer need-based bridge support.</td>
</tr>
<tr>
<td><strong>Retention:</strong> Create a supportive and welcoming learning environment for all students.</td>
<td>Student satisfaction with learning environment based on Climate Survey Winter 2017.</td>
<td>Elevate the presence of the KDIN at UG Student Fall Orientation. Offer a dedicated physical multicultural space for students. Establish an Inclusive Mentoring &amp; Peer Support program for students. Offer at least one student-focused DEI program/activity/event per semester. Create an e-portal of DEI resources for students. Administer Student Climate Survey Winter 2017</td>
<td>OUSA KDEI Comm. KDEI Cord. KDEI GA</td>
<td>Physical multicultural space for students. Resources and finances for Mentoring &amp; Peer Support Meetings. Resources for DEI Programs. Information for Climate Survey</td>
</tr>
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<td>Strategic Objective</td>
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<tr>
<td><strong>Recruitment:</strong> Increase the diversity of student applications to Kinesiology Graduate Programs.</td>
<td>An increase in diversity of applications to Kinesiology Graduate Programs.</td>
<td>Visits to at least 4 institutions that serve/enroll demographically diverse students (i.e., MSI – (HBCU, MSI, or Tribal Colleges). Offer an e-Information session for students at demographically diverse colleges (at least one per semester). Compile e-mails lists and send targeted recruitment e-mails to entities that serve high performing demographically diverse students (McNair Scholars, MSI contacts, and list serves and associations) to send information about educational opportunities in Kinesiology.</td>
<td>KDEI Dir. OGSA Staff Kinesiology Faculty KDEI Cord. KDEI GA</td>
<td>Recruiting Materials Finances to travel to MSI campuses E-mail contacts Finances for student outreach</td>
</tr>
<tr>
<td><strong>Enrollment:</strong> Increase the number of URM students enrolled in Kinesiology Graduate Programs.</td>
<td>An increase in the diversity of students enrolled in Kinesiology Graduate Programs.</td>
<td>Establish Campus Visitation Day(s) to host prospective students from demographically diverse institutions. Create metrics beyond the GRE that are viable indicators of merit, potential, and ‘grit’. Establish a need-based Grad application waiver program. Develop criteria for Merit Fellowship. Establish a need-based bridge support system for Grad students with financial hardships.</td>
<td>KDEI Dir. Kin Grad. Cord. Kinesiology Graduate Committee KDEI Cord. KDEI GA</td>
<td>Kinesiology Merit Fellowship for Financial Support</td>
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<td>Strategic Objective</td>
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<td><strong>Recruitment:</strong> Obtain more diverse pools of applicants for all faculty hires, with a notable increase in applications from individuals of Color.</td>
<td>Increase in the diversity of applicant pools for faculty hires.</td>
<td>Research (scour) various Kinesiology and related websites, entities, and academic associations to identify potential faculty of Color who might apply for Kinesiology faculty positions. Compile a list of hiring, advertising, and job posting outlets with high reach and high return with faculty of Color so that postings will reach a broader audience.</td>
<td>Kinesiology HR Officer KDEI Dir. Kinesiology Faculty Chairs of Kinesiology Search Committees</td>
<td>Information about possible Kinesiology and related sites, entities, and organizations that may serve as sources for accessing and identifying diverse Faculty.</td>
</tr>
<tr>
<td><strong>Recruitment:</strong> Ensure that Search Committees adhere to best practices to achieve diverse pools for all Kinesiology faculty hires.</td>
<td>Documentation of Search Committees’ adherence to best practices to achieve a diverse applicant pool.</td>
<td>Establish a protocol document (approved by OGC) containing principles, practices, and procedures to govern faculty hires in support of DEI. Requiring each search committee to document the actions taken to achieve a diverse pool of candidates. Mandating STRIDE training for Search Committees and individuals who interact with candidates for faculty hires.</td>
<td>Kinesiology HR Officer KDEI Dir. Kinesiology Search Committees</td>
<td>STRIDE Personnel OGC Consultation</td>
</tr>
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<td><strong>Development:</strong> Enhance faculty’s instructional competence with DEI.</td>
<td>Evidence of DEI in faculty course syllabi and course delivery.</td>
<td>Support Program Faculty Workgroups for Inclusive Instruction to review curriculum to establish baseline metrics for DEI content and competencies. Offer a Diversity Training &amp; Inclusive Instruction (Teaching &amp; Learning) Workshop for faculty Fall 2016. Create an online/e-portal of DEI information and resources for faculty.</td>
<td>KDEI Dir. KIIC KDEI Dir. KIIC</td>
<td>Finances and resources to support Faculty workgroups DEI Training Personnel DEI Information and Training Resources</td>
</tr>
<tr>
<td><strong>Development:</strong> Encourage faculty’s commitment to DEI.</td>
<td>Evidence of faculty’s commitment and contribution to DEI.</td>
<td>Offer ‘Inclusive Instruction’ Grants for faculty course redesign Requiring faculty to address their contributions and commitment to DEI (i.e., inclusive mentoring, inclusive instruction, diversity outreach, etc.) in their annual evaluations.</td>
<td>KDEI Dir. KIIC Kin. Dean Kin. Exec. Committee</td>
<td>Resources to fund ‘Inclusive Instruction’ Grants</td>
</tr>
<tr>
<td><strong>Development:</strong> Enhancing faculty’s skills for career advancement.</td>
<td>Faculty’s participation in prof. development and career advancement activities. Faculty’s improved knowledge and skills for career advancement.</td>
<td>Proactively advertise UM professional development/ career advancement activities. Encourage and support faculty’s participation in professional development/career advancement activities.</td>
<td>KDEI Dir. KIN Assoc. Dean for Faculty Affairs</td>
<td>Compilation of UM Professional Dev. Activities and resources. Finances to support Faculty’s participation in Professional Development.</td>
</tr>
<tr>
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<td><strong>Recruitment:</strong> Obtain a diverse pool of applicants for all Kinesiology staff hires.</td>
<td>Diverse profile of applicant pools for staff hires.</td>
<td>Compile a list of hiring, advertising, and job posting outlets with high reach and high return for a diverse staff so that postings will reach a broader audience.</td>
<td>Kinesiology HR Officer KDEI Dir. Kinesiology Staff</td>
<td>Information about possible HR related sites, entities, and organizations that may serve as sources for accessing and identifying diverse staff.</td>
</tr>
<tr>
<td><strong>Recruitment:</strong> Ensure that Search Committees adhere to best practices to achieve diverse pools for all Kinesiology staff hires.</td>
<td>Documentation of Search Committees’ adherence to best practices to achieve a diverse applicant pool.</td>
<td>Establish a protocol document (approved by OGC) containing principles, practices, and procedures to govern staff hires in support of DEI. Requiring each Search Committee to document the actions taken to achieve a diverse pool of candidates. Mandating STRIDE training for Search Committees and individuals who interact with candidates for staff hires.</td>
<td>Kinesiology HR Officer KDEI Dir. Kinesiology Search Committees</td>
<td>STRIDE Personnel OGC Consultation</td>
</tr>
<tr>
<td><strong>Development:</strong> Enhance staff’s development and competence with DEI.</td>
<td>Improved skills, ability, and comfort with DEI matters via self-reflection survey.</td>
<td>Offering Diversity Training for Staff Winter 2016. Create an e-portal of DEI resources for Staff.</td>
<td>KDEI Dir. KIIC KIN Director of Budget &amp; Admn. KDEI Cord.</td>
<td>DEI Training Personnel and Training Resources</td>
</tr>
<tr>
<td><strong>Development:</strong> Encourage staff’s commitment to DEI.</td>
<td>Evidence of staff’s participation in and contribution to DEI.</td>
<td>Ensure that DEI is an agenda item at all Staff Meetings. Offer Staff Grants for DEI Programs/Activities. Requiring staff to address their contribution and commitment to DEI (i.e., attendance at workshops, webinars, etc.) in annual evaluations.</td>
<td>KDEI Dir. KDEI Comm. KIIC KDEI Dir. Kinesiology Dir. of Budget &amp; Admn. KDEI Cord.</td>
<td>Resources to fund Staff DEI initiatives</td>
</tr>
<tr>
<td><strong>Development:</strong> Enhance staff’s skills for career advancement.</td>
<td>Staff’s participation in professional development/career advancement activities. Staff’s improved knowledge, skills, and strategies for professional development/career advancement.</td>
<td>Proactively advertise UM professional development/career advancement activities. Encourage and support Staff’s participation in professional development/career advancement activities</td>
<td>KDEI Dir. Kinesiology Dir. of Budget &amp; Admn.</td>
<td>Compilation of UM Professional Dev. Activities and resources. Finances to support Staff’s participation in Professional Development.</td>
</tr>
</tbody>
</table>
VI. B. Education and Scholarship*

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

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned F16-W17</th>
<th>Person(s) Accountable</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education:</strong></td>
<td>Assess DEI ‘pulse’ and cultural competence of faculty.</td>
<td>Faculty’s response to Intercultural Development Inventory (IDI).</td>
<td>Administer the IDI to faculty.</td>
<td>KDEI Dir. Kinesiology Dir. of Budget &amp; Admn.</td>
</tr>
<tr>
<td>Scholarship:</td>
<td>Enhance the Kinesiology faculty’s embrace of DEI Scholarship.</td>
<td>Faculty applications for DEI Research Grants.</td>
<td>Establish OGC approved criteria for awarding funds for faculty research on matters of DEI in Kinesiology.</td>
<td>KDEI Dir. Kines. Assoc. Dean for Research</td>
</tr>
</tbody>
</table>

Table 5: Target Constituency – Kinesiology Faculty

<table>
<thead>
<tr>
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<th>Measures of Success</th>
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</thead>
<tbody>
<tr>
<td><strong>Education:</strong></td>
<td>Assess DEI ‘pulse’ and cultural competence of staff.</td>
<td>Staff’s response to Intercultural Development Inventory (IDI).</td>
<td>Administer the IDI to staff.</td>
<td>KDEI Dir. Kinesiology Dir. of Budget &amp; Admn.</td>
</tr>
</tbody>
</table>

Table 6: Target Constituency – Kinesiology Staff

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned F16-W17</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Education:</strong></td>
<td>Assess DEI ‘pulse’ of students.</td>
<td>Students response to Intercultural Development Inventory (IDI)</td>
<td>Administer the IDI to students in selected required/core classes.</td>
<td>Kinesiology Faculty KDEI Dir. KDEI Cord. KDEI GA</td>
</tr>
<tr>
<td>Scholarship:</td>
<td>Enhance students’ embrace of DEI Research &amp; Scholarly Activities.</td>
<td>Student applications for DEI Research Grants.</td>
<td>Establish OGC approved criteria for awarding funds for student research on matters of DEI in Kinesiology.</td>
<td>KDEI Dir. Kines. Assoc. Dean for Research KDEI Cord. KDEI GA</td>
</tr>
</tbody>
</table>

Table 7: Target Constituency – Kinesiology Students

30
### Table 8: Key Constituents – Kinesiology Faculty, Staff, and Students

<table>
<thead>
<tr>
<th>Strategic Objective</th>
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<th>Person(s) Accountable</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity:</strong> Establish Conflict Resolution procedures.</td>
<td>Established Conflict Resolution procedures.</td>
<td>Consult with HR officer, STRIDE, OIE, OGC, and other UM offices for templates and best practices for conflict resolution.</td>
<td>Kin. HR Officer KDEI Dir.</td>
<td>Resources on best practices for conflict resolution. Consultation with Stride, OIE, OGC, other UM entities</td>
</tr>
<tr>
<td><strong>Inclusion:</strong> Increased commitment and presence of diversity and inclusion in marketing materials.</td>
<td>Culturally diverse and inclusive images and narratives in Kinesiology materials.</td>
<td>Review current Kinesiology print and electronic materials, website, and premiums for DEI content and presence (images, narratives, brand markers, etc.).</td>
<td>KDEI Dir. Kin. Marketing</td>
<td>Resources and services (personnel, electronic, financial, etc.) to revise Kinesiology materials to reflect DEI</td>
</tr>
<tr>
<td><strong>Inclusion:</strong> Enhance the Kinesiology constituents’ understanding and embrace of DEI.</td>
<td>Kinesiology faculty, staff, and student participation in DEI activities.</td>
<td>Create an online portal for DEI resources. Disseminate a DEI Update (Winter 2017) Offer at least one Diversity program or event each semester</td>
<td>KDEI Comm. KDEI Cord. KDEI GA</td>
<td>DEI Resources DEI Program Materials</td>
</tr>
<tr>
<td><strong>Equity &amp; Inclusion:</strong> Assess the pulse of DEI in Kinesiology.</td>
<td>Results from a Climate Survey Winter 2017.</td>
<td>Administer a Climate Survey to Faculty, Staff, and Students to allow them to anonymously offer their perspectives of DEI in Kinesiology</td>
<td>KDEI Dir. Kin. Marketing Kin Dean KDEI Cord. KDEI GA</td>
<td>Information to inform the items to be included in the Climate Survey.</td>
</tr>
<tr>
<td><strong>Equity &amp; Inclusion</strong> Establish a mechanism for DEI feedback.</td>
<td>Participants’ feedback offered.</td>
<td>Create an online ‘Suggestion Box’ for faculty, staff, and students to provide continual feedback on matters related to DEI. Develop a corresponding response system/process.</td>
<td>KDEI Dir. Kin. Marketing Kin Dean KDEI Cord. KDEI GA</td>
<td>Skills to create an online feedback portal. OGC Consultation OIE Consultation</td>
</tr>
</tbody>
</table>
All the following strategic objectives and related actions will be pursued in accordance with the law and the University policy.

### Table 9: Targeted Constituency – Kinesiology Staff

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Ensure access to Kinesiology Development activities by women and People of Color.</td>
<td>Diversity in Kinesiology database of current and potential donors and educational partners.</td>
<td>Review and adjust the current and prospective lists of external partners and stakeholders to promote diverse representation.</td>
<td>Kinesiology Development Team KDEI Dir.</td>
<td>Lists of current and potential donors and partners.</td>
</tr>
<tr>
<td>Ensure access to Kinesiology buildings and spaces.</td>
<td>Visible and readily available ability/disability information and access to Kinesiology buildings/spaces.</td>
<td>Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.</td>
<td>Perry Titus KDEI Dir.</td>
<td>Materials for building signage.</td>
</tr>
<tr>
<td>Ensure access to all Kinesiology materials.</td>
<td>Ability/disability access to Kinesiology print and electronic materials.</td>
<td>Review all print and electronic materials and website to ensure that they are ADA accessible for individuals with visual, hearing, or other impairments.</td>
<td>KDEI Dir. Kin.Marketing</td>
<td>ADA compliance regulations</td>
</tr>
<tr>
<td>Improve Staff’s ability to counsel and advise UG and Grad students.</td>
<td>Staff reported successes with counseling diverse students.</td>
<td>OUSA and OGSA Staff meetings with UM Counseling services (CAPS and others) to learn best practices.</td>
<td>OUSA OGSA</td>
<td>Counseling Services Assistance (Resources, Personnel)</td>
</tr>
</tbody>
</table>

### Table 10: Targeted Constituency – Kinesiology Faculty

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all Kinesiology course materials are accessible to a diverse group of learners.</td>
<td>Ability/disability access to Kinesiology print and electronic course materials.</td>
<td>Require Faculty to attest in their syllabi all print and electronic materials are accessible to individuals with visual, hearing, or other impairments or learning challenges.</td>
<td>KIIC KDEI Dir.</td>
<td>Programs or specialty software to make materials accessible</td>
</tr>
</tbody>
</table>

### Table 11: Targeted Constituency – Kinesiology Students

<table>
<thead>
<tr>
<th>Strategic Objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Encourage all recognized Kinesiology Student Associations to engage in inclusive service.</td>
<td>Kinesiology Student Associations’ actual engagement in service to diverse and/or underserved populations or communities.</td>
<td>Encourage each Kinesiology sponsored student association to participate in at least one event per year with diverse and/or underserved populations or communities.</td>
<td>KDEI Dir. Faculty Advisors to Kin. Student Associations</td>
<td>Resources currently in place to support Kinesiology Student Association Events.</td>
</tr>
</tbody>
</table>
VII. Plans for Supporting, Tracking and Updating Strategic Plan

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

Ketra Armstrong, Ph.D. (Associate Dean for Graduate Affairs and the Kinesiology Lead/Director of Diversity, Equity, and Inclusion) will be the key contact for the stewardship of Kinesiology's Diversity, Equity, and Inclusion Strategic Plan in FY 17. A Kinesiology Diversity, Equity, and Inclusion (KDEI) Committee (team of ambassadors) will be formed consisting of Kinesiology faculty and staff (i.e., program area chairs, associate deans, and representatives from/for graduate and undergraduate student affairs, marketing, staff, budget, human resources, etc.) will be formed to assist her in tracking and supporting the implementation of the Plan. A Kinesiology Inclusive Instruction (KII) subcommittee will also be formed with specific responsibilities for promoting inclusive teaching and learning. Additional personnel who will work with the KDEI Committee to support, track, and update the DEI Plan will include: (a) a temporary staff (DEI Coordinator) whose primary responsibility will be to assist Armstrong with the oversight and logistics of implementing the activities outlined in the Kinesiology DEI Plan, and (b) a doctoral student (DEI Graduate Assistant) who will primarily assist with the Kinesiology (student) Diversity and Inclusion Network (KDIN) and the implementation of the student initiatives of the DEI Plan.

This collection of individuals will be involved in conducting a thorough review of the Plan in Fall 2016 and will also engage multiple constituents throughout Kinesiology to gather feedback, input, and additional ideas to be incorporated and implemented into the plan. A midyear status report on the progress of the DEI Plan's implementation will be presented to the Kinesiology Leadership Group (Associate Deans Group and Executive Committee) in January. A final evaluation of Year One success measures, accomplishments, challenges, and suggested modifications will be presented to the Kinesiology Leadership Group in April 2017, along with Year Two recommendations. The iterative nature of the Plan will allow the Kinesiology Diversity, Equity, and Inclusion Committee to make necessary adjustment on an on-going basis (between the benchmark mid-year and year one evaluation periods).
Inclusion: Student Connections & Engagement

- Kinesiology Student Diversity & Inclusion Network (comprised of undergraduate and graduate students)
- Kinesiology International Student Acculturation & Engagement
Diversity: Recruitment to Potential ‘Pipeline’ High Schools that serve URM and Demographically Diverse Students

Lincoln Park High School, Chicago, IL

The Detroit Center
Diversity: Partnership with Minority Serving Institutions
The Creation of a UM Kinesiology-HBCU Alliance

HBCU Faculty
Diversity: Partnership with Minority Serving Institutions
The Creation of a UM Kinesiology-HBCU Alliance

Students from HBCU Partner Hampton University

Students and Faculty from HBCU Partner Johnson C. Smith University
Inclusion: 2014 Dialogues on Diversity
(Gender, Ethnicity, and Sport Media)
Diversity in Kinesiology Symposium

Friday, October 17, 2014, Noon-2:00pm
Bickner Auditorium, Room 3735 CCRB
Reception following in 3040 CCRB

Faculty from Historically Black Colleges and Universities will discuss matters of race, ethnicity, and culture, and highlight their impact on Kinesiology scholarship, teaching, and service.

All Faculty, Staff, and Students are invited!

 Symposium Presenters:
Dr. Chevelle Hall, Hampton University
Dr. Vernon Bond, Jr., Howard University
Dr. Rennae Williams, Johnson C. Smith University
Dr. J. Kenyatta Cavil, Texas Southern University

A Kinesiology Dialogues on Diversity Initiative
(Funded by a Rackham Enhancing Diversity in Graduate Education Grant)
Inclusion: 2016 Kinesiology Dialogues on Diversity
Social Change & MLK Celebration

Dialogue about Social Justice in Kinesiology at the MLK Symposium

Theme: WhoWillBeNext: #WhyNotUs…Kinesiology as social change agents.

Students from the Kinesiology Diversity and Inclusion Network were the featured speakers at the Kinesiology MLK Symposium. The students shared ways in which students in Athletic Training, Health and Fitness, Movement Science, and Sport Management may be agents of social change in promoting diversity, inclusion, and social justice.
Inclusion: 2016 Kinesiology Dialogues on Diversity
Social Change & MLK Celebration

Kinesiology Faculty and Staff at MLK Reception

#WhoWillBeNext
2016 MLK Symposium

#WhyNotUs
Athletic Training
Health and Fitness
Movement Science
Sport Management

KINESIOLOGY
Inclusion: Kinesiology Inclusive Teaching Seminars

CRLT Inclusive Workshop Winter 2015
CLRT Workshop:
Teaching Inclusively in the Kinesiology Classroom
Tuesday, March 17, 2015

- **Session Description:** Research shows that engaging with diverse peers can enhance student learning in the college classroom. How can faculty create a welcoming class climate for a diverse range of students? How can instructors make good use of the diversity—both visible and invisible—in their classes to foster productive peer exchanges that enrich all students’ learning experiences? This interactive session will present a series of specific strategies for enhancing class climate while encouraging students to engage with one another across their differences. The workshop is designed for instructors of a wide range of courses: those that foreground social difference as a course topic as well as those that do not.

- **Facilitators:**
  - Tersha Pinder-Grover, Ph.D., Assistant Director, Center for Research on Learning and Teaching
  - Victoria Genetin, CRLT Postdoc, Center for Diversity and Inclusion

Presentation at Kinesiology Fall 2015 Teaching Faculty Orientation/Meeting

Inclusive Instruction
Fall 2015: Kinesiology Teaching Faculty Meeting
(Dr. Ketra L. Armstrong)
Diversity & Inclusion: 2015 Dialogues on Diversity (Kinesiology Co-Sponsored Event on Gender)

Michael A. Messner
Sociology & Gender Studies
University of Southern California

Thursday
September 17, 2015
3:10 PM
2239 Lane Hall

Feminist Allies & the Movement to End Violence Against Women

Some Men
Michael A. Messner
Max A. Greenberg
Tal Peretz

What does it mean for men to join with women in preventing sexual assault and domestic violence? Based on life history interviews with men and women anti-violence activists, Some Men illuminates both the promise of men's violence prevention work, as well as the strains and tensions that inhere, both for men as feminist allies, and for the women they work with.

Book sales and signing will follow the talk.
Ideological/Intellectual/Disciplinary Diversity: Winter Research Showcase(s) 2014 & 2015
Intellectual/Disciplinary Diversity: New Graduate Degree Names

Changed Graduate Degrees names from *Kinesiology* to reflect the disciplinary diversity within Kinesiology: *Movement Science & Sport Management*  
(New Degrees Effective Fall 2016)

Master of Science in Movement Science  
Doctor of Philosophy in Movement Science

Master of Science in Sport Management  
Doctor of Philosophy in Sport Management
Diversity, Inclusion, & Equity: 2015 Kinesiology Spectrum Training

The Kinesiology Diversity, Equity, and Inclusion Committee in partnership with the Kinesiology Office of Undergraduate Student Affairs (OUS) cordially invite YOU to attend the

UM Spectrum Center’s LGBTQ
(Lesbian, Gay, Bisexual, Transgender, Queer) Ally Development Training Program

Tuesday, December 15th from 9am-1pm
Location: OUSA Large Meeting Room, 555 S. Forest St.

Agenda:
9:00am-12:00pm Training and Dialogue
12:00pm-1:00pm Working Lunch Discussion
Continental Breakfast and Lunch will be provided! 😊

Please RSVP to Jen Oza (joza@umich.edu) by Friday, December 11th at 5:00pm.

The Spectrum Center’s LGBTQ Ally Development Training Program started in 2005, seeks to empower members of the University community to be active social justice allies. More than just a "Safe Zone" training, the Ally Development Training uses a social justice framework to guide participants through a curriculum that bridges knowledge of developmental theory to the lived experiences of LGBTQ and Ally-identified people.

Topics include social identities, ally development models, LGBTQ terminology, active bystander intervention strategies, and practice utilizing the day's knowledge and skills in real-life scenarios.

Through active engagement in the training, participants will grow in their personal awareness, knowledge, skills, and actions as it relates to their engagement in doing ally work. The purpose of having the Ally Development Training is to promote a campus community in which everyone is treated with respect and dignity.
Diversity: Minority Serving Institutions
2015 Student Recruitment at Hispanic Serving Intuitions in California
Diversity: Minority Serving Institutions
2015 Students ‘Return to Home’ Recruitment at Historically Black College/University-
Hampton University
Diversity: Minority Serving Institution
Recruitment at 2016 HBCU Career Expo/Graduate Fair
Diversity: Minority Serving Institution
2016 Recruitment at Historically Black College/University – Morehouse College
Inclusion:
Kinesiology ‘Kickback’ Winter 2016
Please send your comments and/or suggestions to kines-dei@umich.edu

Thank You!