



DIVERSITY, EQUITY, & INCLUSION



SCHOOL OF KINESIOLOGY
UNIVERSITY OF MICHIGAN

Strategic Plan Diversity, Equity, & Inclusion

(2020-2021)

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Preface

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).



Kinesiology Diversity, Equity, & Inclusion Strategic Plan

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Introduction

“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).



The U-M School of Kinesiology fully embraces the aforementioned position and sentiments of President Schlissel. More specifically: (a) we celebrate and are committed to the ideals of diversity, equity, and inclusion, (b) we believe that diversity, equity, and inclusion enrich the learning environment and enhance the School's innovation and overall

productivity, and (c) we do not think we can maximize the excellence of our teaching, research, and service without considering the implications of diversity, equity, and inclusion. We have developed a strategic Diversity, Equity, & Inclusion (DEI) plan that uniquely addresses our challenges and opportunities in Kinesiology. The overall essence of our DEI 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, scholarship, 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, systematic, and sustained TEAM effort. This process will span the next several years as we continue to plan, implement, evaluate, and revise our DEI efforts and initiatives. The participation and engagement of our faculty, staff, and students in this process is critical! We need your feedback (your thoughts, suggestions, and ideas) to create an effective document ('game plan') to strategically guide our DEI efforts and to facilitate and sustain our success. We also need your active support, involvement, participation in our DEI activities. In the true spirit of team...I hope you will be **ALL-IN** for diversity, equity, and inclusion in Kinesiology!

Sincerely,

A handwritten signature in black ink, appearing to read "Ketra L. Armstrong".

Ketra L. Armstrong, Ph.D.
Professor of Sport Management
Director, Diversity, Equity, & Inclusion



Executive Summary: Highlights of the Kinesiology Diversity, Equity, & Inclusion Strategic Plan

- **Increase the diversity of Kinesiology students by:**
 - Engaging in intentional and targeted recruitment via print and electronic communications and participating in on and off-campus outreach and engagement activities with entities that serve diverse students.
 - Offering need-based application fee waivers and support for students with financial hardships.
 - Adhering to an inclusive review process for undergraduate and graduate student admissions.
 - Continuing to offer Kinesiology Merit Fellowships
 - Continuing the Kinesiology Bridge Program to facilitate the transition and academic success for students from communities that are underrepresented at UM.
- **Increase the diversity of Kinesiology faculty & staff via inclusive application pools by:**
 - Establishing a protocol document 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:**
 - Maintaining an online (e-portal) of resources related to diversity, equity, and/or inclusion.
 - Offering diversity and inclusion related 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 initiatives 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.
 - Supporting the Kinesiology Diversity and Inclusion Network (KDIN) for students.
 - Establishing an inclusive mentoring and peer advising community/program for 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.
 - Sexual harassment and misconduct prevention training for the Kinesiology community.



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.*

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!



DEI Foresight and Forecast

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, Applied Exercise Science, 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.

In the coming years we hope to attain information that will equip us with the foresight and empower us with the ability to strategically forecast problems and realize possibilities relative to achieving the ideals and promises of diversity, equity, and inclusion. The questions/issues we hope to unearth and address in the coming years include but are not limited to the following:

- The climate/pulse/'temperature' of the School of Kinesiology relative to diversity, equity, and inclusion?
- The identity of Kinesiology relative to diversity, equity, and inclusion?
- What diversity, equity, and inclusion in Kinesiology look like now [race/ethnicity; religious identity/faith tradition; disability; sexuality/sexual orientation; gender/gender identity; first-generation status; geographical residence; etc.]? What should it look like in the future?
- How diversity, equity, and inclusion are presently received by faculty, staff, and students?
- How diversity, equity, and inclusion should be positioned in Kinesiology for faculty, staff, and student acceptance, engagement and/or support?
- 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:

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



While our main partner is our own community, 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, UM Office of Professional Development, Provost’s Office, Office of Multicultural Affairs/Trotter House, and other academic partners.
- Current and potential external partners such as youth programs, high schools, Minority Serving Institutions (MSI) - Historically Black Colleges/Universities (HBCUs), Hispanic Serving Institutions (HSI), and Tribal Colleges (TC), and a number of other educational entities and institutions that service/enroll students from communities that are underrepresented at UM in general and underrepresented in Kinesiology in particular.



Snapshot of Kinesiology's Diversity, Equity, & Inclusion Activities 2019-20

Following are some student-centered DEI related endeavors and accomplishments for 2019-20:

- **Kinesiology Diversity and Inclusion Network:**

To engage and empower our students to be advocates and champions of diversity and inclusion, Kinesiology continued to support the Kinesiology Diversity and Inclusion Network (KDIN). KDIN is open to all students in Kinesiology and is comprised of a demographically diverse group of undergraduate and graduate students from various Kinesiology academic programs areas. KDIN was recognized as an official student association at UM and elected a full slate of officers. For the first time since its inception, KDIN had some dedicated student support and leadership, due to our ability to secure a Rackham Graduate Student Staff Assistant. This allowed for a notable increase and improvement in the number and quality of programs KDIN hosted to promote inclusion and create community among our graduate and undergraduate which included but was not limited to the following:

- ✓ Chat & Chew: Dialogues on Diversity for Kinesiology students
- ✓ Trap Yoga: Celebrating the 'Culture' of Movement
- ✓ Dig Pink Volleyball (in support of Breast Cancer Awareness)
- ✓ Diversity Trivia Game Night (featuring games on issues of diversity and inclusion)
- ✓ The creation of a KDIN promotional video and other promotional items
- ✓ The establishment of more pronounced KDIN social media presence and footprint

- **Diverse Student Recruitment (on and off-campus)**

Kinesiology faculty, staff, and students participated in various outreach and engagement activities on and off-campus (locally, regionally, and nationally) to connect with demographically diverse students and share with them opportunities for undergraduate and graduate education in Kinesiology at UM. This past year our off-campus efforts resulted in: (a) a more diverse representation of undergraduate students at our September and October on-campus events and (b) diversity in our pool of graduate applications.

- **Kinesiology Graduate Bridge Program:**

We continued our Bridge Program (Connecting and Engaging Graduate Students for Success) for the successful transition of a diverse array of 18 graduate students (comprised of first generation students, students from Minority Serving Institutions, students for whom English is not their native language, veterans, students with children, students with unique/challenging academic profile, etc.). The program featured presentations from Kinesiology and UM constituents, social and networking activities, campus tours, as well as leadership, team building, and other activities to promote and facilitate their success at UM.

- **Diversity Career Peer Advisor:**

Consequent to our increased population of international graduate students (from 15 in 2018 to 27 in 2019), we realized the need for customized service to better assist them with their transition and successful matriculation. As such, we funded a part-time staff (graduate student) to increase the capacity for our Career Development Center to uniquely service our international students.

- **Doctoral Students Fireside Chats:**

To promote community among our PhD students (who are often isolated and siloed in different labs), we offered several sessions addressing important topic such as work-life balance, health and wellness, working with faculty mentors, career planning, and other topics. Over 85% of our doctoral students regularly participated in this activity.



Snapshot of Kinesiology's Diversity, Equity, & Inclusion Activities 2019-20

Following is a summary of additional events and endeavors we offered to: (a) support dialogue and understanding throughout Kinesiology about matters of diversity, equity, and inclusion, (b) to create and support a climate and culture of respect and inclusion in Kinesiology, and (c) to empower our Kinesiology our faculty, staff, and students to support the ideals and values of DEI in various ways.

- **Kinesiology-HBCU Alliance**

Kinesiology continued its active alliance and engagement with our Historically Black Colleges and University (HBCU) partners. This year we celebrated the receipt of a PhD by one of our HBCU Alliance students, and we engaged in collaborative research ventures to support our HBCU partners.

- **Faculty and Staff Workshops:**

- Lunch & Learn: "Disability Awareness and Etiquette." We offered this workshop for our faculty and staff to allow them to better identify and address matters of 'ability.'
- "Distress Signals:" To better equip our faculty and staff to support the overall well-being of our students and each other, we offered a workshop delivered by CRLT on Mental Health entitled "Distress Signals."

- **Lunar New Year Celebration:**

Kinesiology hosted a Lunar New Year Celebration for Kinesiology faculty, staff, and students. This event featured Asian cuisine and a video celebration of the Lunar New Year, followed by a discussion about culture in general and the cultural significance of this event. This endeavor allowed for a spirited and inclusive fellowship of Kinesiology faculty, staff, and students and their guests, and was a particularly powerful celebration for the members of our Kinesiology 'family' of Asian descent.

- **Movie Night: "Woodlawn"**

We hosted a viewing of the movie "Woodlawn," a movie based on a true story about how sports and love were used to promote unity amid racial tension. The viewing was followed by a discussion about the role of sport in promoting social justice. The Movie Night featured popcorn, soft drinks, and other snacks. The movie elicited rich dialogue and discussion among the audience comprised of Kinesiology faculty and students. This endeavor was a Kinesiology Dialogue on Diversity initiative.

- **MLK Symposium:**

We hosted a Watch Party of UM's Keynote MLK Presentation: The (Mis)Education of Us: Angela Davis (activist, feminist, author, academic). A lively and engaged discussion followed, and the event concluded with a reception. This endeavor was a Kinesiology Dialogue on Diversity initiative.



Kinesiology's 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

(Adaptation of Pless & Maak, 2004)



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

(Sommechein, 1999)

- 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.

*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)*



II. Implementation Highlights and Planning Process

The Director for Kinesiology's Diversity, Equity, and Inclusion (DEI) Plan is Ketra L. Armstrong (Professor of Sport Management). Since the implementation process is intended to be delivered in a manner that weaves matters of DEI throughout the culture of Kinesiology (i.e., as 'baked into' the culture rather than an 'appendage' to the culture), the Kinesiology DEI director will work accordingly with other factions of the School (the Faculty and Program Chairs, Inclusive Instruction Liaisons, the HR Office, Staff Development, Office of Graduate and Undergraduate Affairs, Associate Deans, Director of Innovative Teaching and Learning, Executive Committee, Kinesiology student leaders, and others) to organically integrate DEI into their processes and procedures. We have made some progress in this regard and we will continue to work to increase the critical mass of individuals in Kinesiology who are dedicated to assisting with this work.

The items contained in this plan are realistic and achievable based on the manner in which we have been able to either complete the tasks and action items proposed, or make notable progress in each regard. Increasing the diversity and sense of inclusion and community among our students is our greatest task, and one for which we have been diligent and strategic. For instance, 2018 was a banner year for us regarding the diversity among our graduate students, as we were able to attain two notable accomplishments: (a) the highest application of underrepresented students in our graduate program's history, and (b) the highest matriculation of underrepresented students in our graduate program's history. This allowed Kinesiology the distinction of being deemed the most diverse graduate program on UM's campus. We established a Bridge Support program for our graduate students that started with 12 students and nearly doubled (23) the second year of its existence. We also made notable progress with recruitment of underrepresented students. The Fall 2019 pool of applicants from underrepresented groups/communities reflected an increase of 88% since Fall 2014. Additionally, our off-campus recruitment efforts resulted in a marked increase in the respective students visiting us and participating in our on-campus activities. However, converting the application interest into enrollment remains a challenge. For example, although 38 underrepresented students were admitted to our undergraduate program, our yield was only 19. To address this issue we dedicated funds to support additional staffing (via a paid internship/part-time staff arrangement) to broadly increase our capacity for recruiting, with the hopes of improving our strategic recruitment, engagement, and support of the matriculation of underrepresented students (first generation, from educational institutions located in minoritized communities, etc.) into our undergraduate programs. We will continue to support this endeavor as our funds allow. Based on the increased numbers of international students, we staffed our Career Development Office with targeted support for this unique group of students. To mobilize our students' involvement in DEI initiatives, we were able to secure funding for a dedicated graduate student and it resulted in remarkable outcomes.

In summary, our efforts to date to intentionally and strategically recruit, enroll, engage, and deliver a quality educational experience to all students, including students who have been traditionally/historically underrepresented in our graduate and undergraduate programs have not been in vain, based on the progress we are making, the impact we are experiencing, and the success we are witnessing. These accomplishments evidence the effectiveness and potential impact of our strategic plan's initiatives and action items included herein targeting our students. However, we still have much more work to do to: (a) increase the compositional diversity of our students, and (b) give all students, and particularly our underrepresented students the type of holistic experience and support that we desire and they deserve. Our challenge is to be able to sustain our support and be consistent in our efforts to withstand the internal and external ebbs and flows of higher education. Moreover, it is imperative that we have the financial means to continue the endeavors we have in place in our strategic plan that are in progress (at the very least) and seek to enhance and elevate them (at the very best). Therefore, focusing on our student diversity and offering our students a welcoming climate, supportive culture, and socially just educational experience has been a focus at the outset of our strategic plan and will continue to be a strategic Kinesiology priority.



Our Year 4 (2019-20) DEI plan reflected a continuation of what worked well the previous years and some modifications to the items that did not work as well as intended. During Year 4 we offered a variety of DEI related activities (such as symposia, information, training and education, and activities) targeted to Kinesiology faculty, staff, and students. Unlike the previous years, our primary goal and DEI focus for Year 4 was to increase our students' active involvement and engagement in our student-focused DEI programs and events. We made great progress in this regard: (a) our proposal to Rackham for a Graduate Student Staff Assistant (GSSA) with dedicated responsibilities to student DEI initiatives was approved/funded, (b) the number of programs we were able to offer our students increased dramatically, (c) there was a marked improvement in the type and quality of events we were able to offer our students, and (d) student participation and involvement in our DEI events almost tripled. Since our focus in Year 4 was on increasing the engagement of students in DEI efforts, this was a major accomplishment.

In Year 5 (2020-21), we will continue our focus on students but we will intensify our efforts with a co-primary focus on Inclusive Instruction primarily targeting our faculty. We hope to offer some events that will better engage the faculty in DEI efforts that will have a direct impact on their instruction and better engage staff in DEI efforts that will have a direct impact on their service and other responsibilities.

What we learned from Year 4 is that we need to continue our offerings of various DEI initiatives for our faculty and staff as well as improve attendance particularly among faculty. We also learned that while we offer DEI grants for our faculty, staff, and students, these have been under-utilized and we need to be more intentional in promoting them and encouraging our constituents to pursue them. Perhaps most insightful was what we learned from feedback received from our students the previous year(s) regarding the need to have dedicated and strategic student leaders to help with the planning and implementation of student-focused events. This dedicated student leadership was exactly what we needed to spearhead and mobilize our students' involvement in DEI activities.

While we will continue to focus on our students in Year 5, we will not have the benefit (luxury) of a GSSA, and as such, it will be important that we find ways to continue the momentum created last year among our students for our DEI events. Identifying candidate student leaders is our main challenge as we do have financial resources available.



III. Data and Analysis: Key Findings

This plan was devised, informed, and revised based on a number of data sources: (a) conversations and group discussions with Kinesiology faculty and students (both solicited and unsolicited), (b) UM data (data on undergraduate and graduate programs, the UM 2017 All-Student Climate Survey, the UM 2017 All-Staff Climate Survey, and the 2018 All Faculty Climate Survey), (b) data from Rackham on our graduate program, and (c) student exit surveys.

Given that our focus in Year 4 was on our students, in Fall 2019 we obtained data on our Graduate Bridge Program, an endeavor we launched a couple of years ago to examine its effectiveness. The students' responses indicated that the program was effective and performing as we had intended. See some of the responses students provided about our Bridge program below:

- *"The bridge program for me was wonderful. I had a great time meeting everyone and it benefited me in so many ways. I was able to walk into class on the first day and see familiar faces and right away felt comfortable because I spent a few days with these people. I am grateful that I was able to participate in the program because it basically made me feel at home at Michigan.*
- *"It was really helpful in that it provided some useful information, gave me the chance to meet people early on, and also gave me a chance to meet some people I probably would not have met. Overall, I think it was just a great opportunity to begin creating a community at Michigan. The fact that we were all coming from different places makes that "community creation" even more important."*
- *"I feel that the bridge program did exactly what it intended to do... I'm also impressed with the community that came with the bridge program. It was great having peers on campus and in my program to collaborate with. If I were to say I didn't feel like there was a community or a sense of belonging, it would be completely my own fault. The bridge program leaders and the students all were very welcoming with everything. I honestly feel that the bridge program was one of the most positive things I experienced with grad school. I wish everything else was as positive and advantageous as the bridge program."*
- *"I really appreciated the bridge program. I felt the program brought some of us closer but also provided us with some familiar faces for when classes began. I was happy to meet other people that looked like me but it showed that diversity is deeper than what's on the surface. I was able to bond with other people in other similar ways because of the program.*
- *"Summer Bridge is a unique opportunity for incoming UM Kinesiology graduate students. I was impressed by the number of activities they organized for us. ...It was an invaluable experience, because it helped me establish meaningful relationships with my colleagues. These relationships have continued to strengthen, and it means a lot knowing that I have a support tribe when academic demands are high."*

The following semester (Winter 2020) we also gathered data via an online survey and interviews with many of our Bridge students (notably from first-generation students and students from HBCUs) to determine the nature of their experience and ways in which we can better serve them. The findings revealed the need for: (a) more assistance with the application process, (b) more support via mentoring and advising during their matriculation at UM and, (c) most importantly - more dedicated support and networking activities/events/endeavors to assist with and facilitate their career development and job placement.

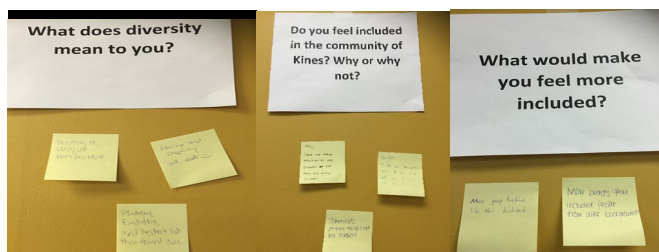


To gauge our faculty and staff's contributions and engagement in DEI, we gathered data from their 2019 annual reviews. The data revealed that our faculty and staff's contributions to DEI are varied – with some being more actively engaged than others. Nonetheless, there are a myriad of ways in which our faculty and staff are engaging in a DEI initiatives in their research, scholarship, and service. Some of the activities include: (a) being actively engaged in recruiting a more broadly diverse base of students; (b) participating in outreach and engagement efforts that involve communities that are underrepresented; (c) conducting research, producing scholarship, and offering or supporting events that focus on diverse populations and address issues that are prevalent in underrepresented communities, (d) engaging in inclusive instruction, (e) attending DEI events on and off campus (locally and nationally), (f) and mentoring and supporting our students, including those who are traditionally underrepresented in our programs. We will continue to explore ways (i.e., recognition, incentives, and improved content, relevance, and focus of our events) to increase the number of faculty and staff who are actively and consistently involved in DEI endeavors.

The collective nature of the information we have obtained thus far, supports the premise and informs the strategies contained in this iterative strategic plan. Be it in independent and/or interdependent ways, the data obtained by faculty, staff, and students (via various formal and informal data collection methods) have and continues to evidence the need for improving: (a) the demographic compositional diversity among Kinesiology faculty, staff, and students, (b) the culture and climate in Kinesiology (notably for females and non-white students), (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 (notably as it pertains to how students with unique cultural identities are treated). Notwithstanding the unique insight gleaned, more comprehensive information is needed. As such, we will continue to review current UM general data and Rackham data, and we have plans to eventually also collect more systematic data directly from our stakeholders to obtain additional insight regarding issues that should be prioritized and the parameters by which they should be addressed and infused into this strategic plan. 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 plan.

The activation of our Year 5 DEI Plan will undoubtedly depend on the status/trends of COVID-19. As such, some of the in-person and interactive events proposed in this plan will either be offered virtually (where possible), postponed, or discontinued for the time being. Our Year 5 focus will be on Inclusion in general, with some dedicated infusion and focus on racial justice and anti-Black racism in particular. In addition to the 'usual' policies, practices, and activities identified in our strategic plan to achieve the ideals of diversity, equity, and inclusion, we will also be more intentional in ways in which we may also, concurrently, and broadly accomplish the following objectives:

- Increase our faculty, staff, and students' understanding of racism and its impact of inclusion/exclusion.
- Improve our faculty's competence to deliver inclusive instruction by heightening their awareness of ways in which to address any racism in their pedagogy and classroom climates.
- Enhance our staff's competence to deliver inclusive service by heightening their awareness of ways in which racism may impact their service delivery.



IV. A. Strategic Objectives, Measures of Success, and Action Items*

**All strategic objectives and related actions will be pursued through legally compliant means.*

Constituency Targeted: Students

A) Student Recruitment

Strategic Objective(s):

- a. Improve our outreach and engagement (via on and off-campus activities) with high schools and colleges that serve demographically diverse students.
- b. 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 21 Actions:

- a. Identify/compile e-mail contacts of entities and that serve/enroll 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, high schools with diverse student populations, and list serves and associations to send targeted e-mails regarding educational opportunities in Kinesiology.
- b. Offer an e-Information session for students at demographically diverse colleges and universities.
- c. 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 to recruit for Kinesiology Undergraduate Programs.
- d. Visits, outreach, and engagement to at least two (2) entities or events (such as recruitment fairs) that serve/enroll a diverse student population to recruit for Kinesiology Graduate Program (at least one per semester).
- e. Involve current Kinesiology students from demographically diverse high schools or colleges/universities 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 21 Actions:

- a. Invite campus visits for students from our MSI partner institutions.
- 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. Maintain a 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.

Measures of Success: Review of anecdotal feedback from students as well as exit surveys.

FY 21 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 community/program for students.
- c. Maintain 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. Maintain the Bridge Program throughout the academic year to support the transition and academic success of students from groups that are underrepresented in at UM and in Kinesiology.

Goals: Diversity and Inclusion

Constituency Targeted: Faculty

A) Faculty Recruitment:

1. Strategic Objective: Obtain diverse applicant pools for all Kinesiology faculty hires.

Objective Measure: Diversity of applicants in the pools for Kinesiology faculty hires.

FY 21 Actions:

- a. Comprise a list of potential hiring, advertising, and job posting outlets with high reach and high return with diverse faculty 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 21 Actions:

- a. Establish a protocol document 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.

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 Measures:

- a. Evidence of DEI in faculty course syllabi
- b. Evidence reported in Faculty Annual Review.

FY 21 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. Maintain an online/e-portal of DEI related resources and information for faculty.

Goal: Inclusion (also impacts retention strategies for underrepresented students)



2. Strategic Objective: Encourage faculty's commitment to DEI.

Objective Measure: Evidence of faculty's contribution to DEI.

FY 21 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 underrepresented students)

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 21 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 21 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.

FY 21 Actions:

- a. Establish a protocol document 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 21 Actions:

- a. Offer Diversity/Inclusion Training Workshop for staff.
- b. Maintain 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.

FY 21 Actions:

- 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 21 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

...Inclusion

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

(Ani DiFranco)



IV. B. Education and Scholarship*

* All strategic objectives and related actions will be pursued through legally compliant means.

Target Constituency: Faculty

A) Faculty DEI Education:

Strategic Objective: Assess the DEI 'pulse' and competence of Kinesiology faculty.

Measures of Success: Faculty's post-training response to the DEI training sessions.

FY 21 Action: Offering DEI related training/workshops for 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 21 Action: Offer grants to support faculty scholarship on matters related to 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's post-training response to DEI training sessions.

FY 21 Action: Offering DEI related training/workshops for staff.

Goal: Inclusion

Target Constituency: Students

A) Student DEI Education:

Strategic Objective: Assess the DEI 'pulse' of Kinesiology students.

Measures of Success: Student post-event response to DEI activities.

FY 21 Action: Offer DEI related events to inform and educate students.

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 21 Actions:

- a. Offer grants to support student research/scholarly activities on matters related to DEI in Kinesiology.
- b. Continue to offer the Graduate Research Showcase Winter 2020 to feature the intellectual diversity of Kinesiology student's scholarship.

Goals: Diversity and Inclusion



IV. C. Promoting an Equitable and Inclusive Community*

* All strategic objectives and related actions will be pursued through legally compliant means.

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 21 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 procedure
FY 21 Actions:
 - a. Consult Kinesiology HR officer, STRIDE, OGC, or other UM offices on conflict resolution practices.
 - b. Publicize existing University pathways for reporting concerns and to encourage students, faculty, and staff to report concerns for resolutions.**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 21 Action: 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' embrace of DEI.
Measures of Success: Kinesiology faculty, staff, and student participation in DEI activities.
FY 21 Actions:
 - a. Maintain an online portal of DEI resources.
 - b. Disseminate Kinesiology DEI Update (Fall 2018)
 - 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 Rackham Reviews and UM Climate Surveys (as available)
FY 21 Action: Continual review of Rackham and UM data for 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 21 Action: 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

7. Strategic Objective: Educate our community on sexual harassment and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.
FY 21 Actions:
a. Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender Misconduct prevention (“umbrella policy”).
b. Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity, and Inclusion, and Sexual and Gender-Based Misconduct Prevent work that is already underway.

IV. D. Service*

** All strategic objectives and related actions will be pursued through legally compliant means.*

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 21 Action: 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 21 Action: 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 21 Action: 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 21 Action: 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 21 Action: Encourage OUSA and OGSA staff to meet 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 21 Actions:

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

Goal: Inclusion

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.



Some elements of diversity, equity, and inclusion are difficult to quantify or codify. Moreover, quantitative data do not tell the “why” of the findings, nor do they tell the full narrative of the ‘story’ such data seek to convey. Additionally, the value of quantitative data is dependent upon the size and characteristics of the sample on which they are based. Notwithstanding the limitations of quantitative data, we will track and monitor a number of metrics to help us gauge the scope of: (a) effectiveness of our plan, and (b) our progress and/or challenges regarding achieving our diversity, equity, and inclusion ideals, goals, and objectives. The quantitative metrics we will track are categorized below and organized by our constituent groups as follows and pertain to Kinesiology and/or UM:

Undergraduate Students:

- Demographic Composition
 - Headcount
 - Race/Ethnicity
 - Sex
- Graduation Rates:
 - 4-Year
 - 6-Year
- Enrollment:
 - Entry Status (New, Continuing)
 - Student Class (Freshman, Sophomore, Junior, Senior)
- Climate Survey Indicators:
 - Satisfaction with overall UM climate/environment
 - Semantic aspects of the general climate of UM campus overall
 - Semantic aspects of the DEI climate at UM campus overall
 - Feeling valued at UM campus overall
 - Feeling of belongingness at UM campus overall
 - Assessment of UM institutional commitment to diversity, equity, and inclusion
 - Perceptions of equal opportunity for success at UM campus overall.
 - Feeling able to perform up to full potential at Um campus overall
 - Feelings of academic growth at UM campus overall
 - Feelings of discrimination at UM campus overall

Graduate Students:

- Demographic Composition
 - Headcount
 - Race/Ethnicity
 - Sex
- Enrollment:
 - Student Class (Graduate – Masters/Doctoral/Professional)



- Climate Survey Indicators:
 - Satisfaction with climate/environment in Kinesiology
 - Assessment of semantic aspects of the general climate in Kinesiology
 - Assessment of semantic aspects of the DEI climate in Kinesiology
 - Feeling valued in Kinesiology
 - Feeling of belongingness in Kinesiology
 - Assessment of Kinesiology's commitment to diversity, equity, and inclusion
 - Perceptions of equal opportunity for success in Kinesiology
 - Feeling able to perform up to full potential in Kinesiology
 - Feelings of academic growth in Kinesiology
 - Feelings of discrimination in Kinesiology

Staff:

- Demographic Composition
 - Headcount
 - Race/Ethnicity
 - Sex
 - Age (Generational Cohort)
- Climate Survey Indicators:
 - Satisfaction with 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's 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 academic growth in work unit
 - Feelings of discrimination in work unit

Faculty:

- Demographic Composition
 - Headcount
 - Race/Ethnicity
 - Sex
 - Tenure Status



- Climate Survey Indicators:
 - Satisfaction with climate/environment in Kinesiology
 - Assessment of semantic aspects of the general climate in Kinesiology
 - Assessment of semantic aspects of the DEI climate in Kinesiology
 - Feeling valued in Kinesiology
 - Feeling of belongingness in Kinesiology
 - Assessment of Kinesiology's commitment to diversity, equity, and inclusion
 - Perceptions of equal opportunity for success in Kinesiology
 - Feeling able to perform up to full potential in Kinesiology
 - Feelings of academic growth in Kinesiology
 - Feelings of discrimination in Kinesiology

In addition to these quantitative metrics, we will periodically try to obtain qualitative data as well, as associated with the various elements/activities in our DEI plan.

VI. A. Recruitment, Retention, and Development*

**All the following strategic objectives and related actions will be pursued through legally compliant means.*

Explanation of Abbreviations Used in Tables 1-11

- 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/Ambassadors
- 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 1: Targeted Constituency – Kinesiology Undergraduate Students

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
<p><u>Recruitment:</u> Increase outreach and engagement (via on and off-campus activities) with entities and events that serve/enroll a diverse population of students.</p> <p>Increase the diversity of applications to Kinesiology UG Programs.</p>	<p>An increase in the diversity of students who apply to the Kinesiology UG Programs.</p>	<p>Visits to 5 local and 3 regional 'pipeline' entities (high schools, programs, and events) that serve demographically diverse students.</p> <p>Involve current Kinesiology students from demographically diverse high schools in outreach recruitment and engagement.</p>	<p>OUSA Kinesiology Faculty KDEI Cord. KDEI GA</p>	<p>Recruiting materials</p> <p>Finances for travel, lodging, and registration to designated locations</p> <p>Finances for student outreach</p>
<p><u>Enrollment:</u> Increase the diversity of students enrolled in Kinesiology UG Programs.</p>	<p>An increase in the diversity of students enrolled in Kinesiology UG Programs.</p>	<p>Establish a need-based application waiver program.</p> <p>Establish criteria for a UG Kinesiology Merit Fellowship.</p> <p>Establish a need-based bridge support system for UG students with financial hardships.</p>	<p>OUSA, Kinesiology Undergraduate Admissions Committee, KDEI Comm., KDEI Comm.</p>	<p>Finances for fee waiver</p> <p>Finances for Kinesiology Merit Fellowship</p> <p>Finances to offer need-based bridge support.</p>
<p><u>Retention:</u> Create a supportive and welcoming learning environment for all students.</p>	<p>Student satisfaction with learning environment based on anecdotal feedback and exit surveys.</p> <p>Students' post-event responses to DEI events.</p>	<p>Elevate the presence of the KDIN at UG Student Fall Orientation.</p> <p>Maintain a dedicated physical multicultural space for students.</p> <p>Establish an Inclusive Mentoring & Peer Support program for students.</p> <p>Offer at least one student-focused DEI program/activity/event per semester.</p> <p>Create an e-portal of DEI resources for students.</p>	<p>OUSA KDEI Comm. KDEI Cord. KDEI GA</p>	<p>Physical multicultural space for students.</p> <p>Resources and finances for Mentoring & Peer Support Meetings.</p> <p>Resources for DEI Programs.</p>

Table 2: Targeted Constituency – Kinesiology Graduate Students

Strategic Objective	Measures of Success	Detailed Action Planned F20-W21	Person(s) Accountable	Resources Needed
<p>Recruitment: Improve our outreach and engagement (via on and off-campus activities) with and entities that serve demographically diverse students.</p> <p>Increase the diversity of student applications to Kinesiology Graduate Programs.</p>	An increase in diversity of applications to Kinesiology Graduate Programs.	<p>Visits to at least 2 events (such as recruitment or career fairs) that serve/enroll demographically diverse students.</p> <p>Offer an e-Information session for students at demographically diverse colleges (at least one per semester).</p> <p>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.</p> <p>Involve current Kinesiology students from demographically diverse HS in at least one outreach recruitment and engagement activity at their home institution per year.</p>	KDEI Dir., OGSA Staff, Kinesiology Faculty, KDEI Cord., KDEI GA	<p>Recruiting Materials</p> <p>Finances for travel, lodging, and registration to designated locations</p> <p>E-mail contacts</p> <p>Finances for student outreach</p>
<p>Enrollment: Increase the number of URM students enrolled in Kinesiology Graduate Programs.</p>	An increase in the diversity of students enrolled in Kinesiology Graduate Programs.	<p>Invite campus visits for students from our MSI partner institutions.</p> <p>Create metrics beyond the GRE that are viable indicators of merit, potential, and 'grit'.</p> <p>Maintain a need-based Grad application waiver program.</p> <p>Develop criteria for Merit Fellowship.</p> <p>Establish a need-based bridge support system for Grad students with financial hardships.</p>	KDEI Dir., Kin Grad. Cord., Kinesiology Graduate Committee, KDEI Cord., KDEI GA	<p>Finances to support MSI students' campus visits</p> <p>Kinesiology Merit Fellowship for Financial Support</p>
<p>Retention: Create a supportive and welcoming learning environment for all students.</p>	<p>Student satisfaction with learning environment based on anecdotal feedback and exit surveys.</p> <p>Students' post-event responses to DEI activities.</p>	<p>Elevate the presence of the KDIN at Fall Graduate Student Orientation.</p> <p>Establish an Inclusive Bridge and Mentoring & Peer Support program for students.</p> <p>Maintain a dedicated physical multicultural space for students.</p> <p>Offer at least one student-focused DEI program/activity/event per semester.</p> <p>Maintain an e-portal of DEI resources for students.</p>	KDEI Dir. Kin. Grad. Cord. KDEI Comm. KDEI Cord. KDEI GA	<p>Physical multicultural space for students.</p> <p>Resources and Finances for Mentoring & Peer Support Meetings.</p> <p>Resources for DEI Programming.</p> <p>Information for Climate Survey</p>

Table 3: Targeted Constituency – Kinesiology Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Recruitment: Obtain diverse pools of applicants for all faculty hires.	Diverse applicant pools for faculty hires.	Compile a list of hiring, advertising, and job posting outlets with high reach and high return with diverse faculty.	Kinesiology HR Officer, KDEI Dir., Kinesiology Faculty, Chairs of Kinesiology Search Committees	Information about possible Kinesiology and related sites, entities, and organizations that may serve as sources for accessing and identifying diverse faculty.
Recruitment: Ensure that search committees adhere to best practices to achieve diverse pools for all Kinesiology faculty hires.	Documentation of search committees' adherence to best practices to achieve a diverse applicant pool.	Establish a protocol document 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.	Kinesiology HR Officer, KDEI Dir. Kinesiology, Search Committees	STRIDE Personnel OGC Consultation
Development: Enhance faculty's instructional competence with DEI.	Evidence of DEI in faculty course syllabi and course delivery.	Support Program Faculty Workgroups for Inclusive Instruction to review curriculum to establish baseline metrics for DEI content and competencies. Offer a Diversity Training & Inclusive Instruction (Teaching & Learning) Workshop for faculty. Maintain an online/e-portal of DEI information and resources for faculty.	KDEI Dir. KIIC KDEI Dir. KIIC	Finances and resources to support Faculty workgroups DEI Training Personnel DEI Information and Training Resources
Development: Encourage faculty's commitment to DEI.	Evidence of faculty's commitment and contribution to DEI.	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.	KDEI Dir. KIIC Kin. Dean Kin. Exec. Committee	Resources to fund 'Inclusive Instruction' Grants
Development: Enhancing faculty's skills for career advancement.	Faculty's participation in prof. development and career advancement activities. Faculty's improved knowledge and skills for career advancement.	Proactively advertise UM professional development/ career advancement activities. Encourage and support faculty's participation in professional development/career advancement activities.	KDEI Dir. KIN Assoc. Dean for Faculty Affairs	Compilation of UM Professional Dev. Activities and resources. Finances to support Faculty's participation in Professional Development.

Table 4: Targeted Constituency – Kinesiology Staff

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Recruitment: Obtain a diverse pool of applicants for all Kinesiology staff hires.	Diverse profile of applicant pools for staff hires.	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.	Kinesiology HR Officer KDEI Dir. Kinesiology Staff	Information about possible HR related sites, entities, and organizations that may serve as sources for accessing and identifying diverse staff.
Recruitment: Ensure that Search Committees adhere to best practices to achieve diverse pools for all Kinesiology staff hires.	Documentation of Search Committees' adherence to best practices to achieve a diverse applicant pool.	Establish a protocol document 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.	Kinesiology HR Officer, KDEI Dir., Kinesiology Search Committees	STRIDE Personnel OGC Consultation
Development: Enhance staff's development and competence with DEI.	Improved skills, ability, and comfort with DEI matters via self-reflection survey.	Offering Diversity Training for Staff. Maintain an e-portal of DEI resources for Staff.	KDEI Dir. KIIC KIN Director of Budget & Admn. KDEI Cord.	DEI Training Personnel and Training Resources
Development: Encourage staff's commitment to DEI.	Evidence of staff's participation in and contribution to DEI.	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.	KDEI Dir. KDEI Comm. KIIC KDEI Dir. Kinesiology Dir. of Budget & Admn. KDEI Cord.	Resources to fund Staff DEI initiatives
Development: Enhance staff's skills for career advancement.	Staff's participation in professional development/career advancement activities. Staff's improved knowledge, skills, and strategies for professional development/career advancement.	Proactively advertise UM professional development/career advancement activities. Encourage and support Staff's participation in professional development/career advancement activities	KDEI Dir. Kinesiology Dir. of Budget & Admn.	Compilation of UM Professional Dev. Activities and resources. Finances to support Staff's participation in Professional Development.

VI. B. Education and Scholarship*

**All the following strategic objectives and related actions will be pursued through legally compliant means.*

Table 5: Target Constituency – Kinesiology Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Education: Enhance faculty's competence with DEI.	Faculty's post-event response to DEI training.	Offer DEI training session for faculty.	KDEI Dir. KIN Assoc. Dean for Faculty Affairs KIN Dir. Innovative Teaching	UM Office of Professional Development CRLT
Scholarship: Enhance the Kinesiology faculty's embrace of DEI Scholarship.	Faculty applications for DEI Research Grants.	Establish criteria for awarding funds for faculty research on matters of DEI in Kinesiology.	KDEI Dir. Kines. Assoc. Dean for Research	Resources to fund Faculty DEI research grants. OGC Consultation

Table 6: Target Constituency – Kinesiology Staff

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Education: Enhance staff's competence with DEI.	Staff's post-event response to DEI training.	Offer DEI training session for staff.	KDEI Dir., Kinesiology Dir. of Budget & Admn., Kines HR	UM Office of Professional Development

Table 7: Target Constituency – Kinesiology Students

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Education: Assess DEI 'pulse' of students.	Students' post-DEI event responses	Offer an event to inform and educate students about DEI.	Kinesiology Faculty, KDEI Dir., KDEI Cord., KDEI GA	IDI instrument
Scholarship: Enhance students' embrace of DEI Research & Scholarly Activities.	Student applications for DEI Research Grants.	Offer grants to support student research on matters related to DEI in Kinesiology. Continue to offer the Kinesiology Graduate Research Showcase Winter 2020 featuring intellectual diversity in student scholarship.	KDEI Dir. Kines. Assoc. Dean for Research, KDEI Cord., KDEI GA	Research to fund Student DEI research grants. OGC Consultation

VI. C. Promoting an Equitable and Inclusive Community*

**All the following strategic objectives and related actions will be pursued through legally compliant means.*

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

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Equity: Fairness and transparency in Kinesiology 'governing' documents, policies, practices, and procedures.	The posting and accessibility of current policies and procedures for faculty, staff, and students.	Review, revise, and post UG Student Policies Handbook. Review, revise, and post Graduate Bulletin. Review, revise, and post Faculty and Staff Handbook.	Kin. Dean, OUSA, OGSA, Kin. Exec. Comm.	Current UG Policies and Procedures Current Graduate Bulletin Current Faculty and Staff Handbook
Equity: Establish Conflict Resolution procedures.	Established Conflict Resolution procedures.	Consult with HR officer, STRIDE, OIE, OGC, and other UM offices for templates and best practices for conflict resolution. Publicize existing University pathways for reporting concerns and to encourage students, faculty, and staff to report concerns for resolutions.	Kin. HR Officer KDEI Dir.	Resources on best practices for conflict resolution. Consultation with Stride, OIE, OGC, other UM entities
Inclusion: Increased commitment and presence of diversity and inclusion in marketing materials.	Culturally diverse and inclusive images and narratives in Kinesiology materials.	Review current Kinesiology print and electronic materials, website, and premiums for DEI content and presence (images, narratives, brand markers, etc.).	KDEI Dir. Kin. Marketing	Resources and services (personnel, electronic, financial, etc.) to revise Kinesiology materials to reflect DEI
Inclusion: Enhance the Kinesiology constituents' embrace of DEI.	Kinesiology faculty, staff, and student participation in DEI activities.	Maintain an online portal for DEI resources. Disseminate a DEI Update (Fall 2020) Offer at least one DEI related program or event each semester	KDEI Comm. KDEI Cord. KDEI GA	DEI Resources DEI Program Materials
Equity & Inclusion: Assess the pulse of DEI in Kinesiology.	Results from a UM Climate Surveys.	Encourage Kinesiology's participation in UM Climate Surveys	KDEI Dir. Kin. Marketing Kin. Dean KDEI Cord. KDEI GA	UM Survey & Data
Equity & Inclusion Establish a mechanism for DEI feedback.	Participants' feedback offered.	Create an online 'Suggestion Box' for faculty, staff, and students to provide continual feedback on DEI matters Develop a corresponding response system/process.	KDEI Dir. Kin. Marketing Kin. Dean KDEI Cord. KDEI GA	Skills to create an online feedback portal. OGC Consultation OIE Consultation
Sexual Harassment Educate the Kinesiology community on sexual and gender-based misconduct	Full participation in sexual harassment training by faculty and staff	Support central efforts to educate faculty, staff, and students on the new University of Michigan Policy on Sexual and Gender-Based Misconduct prevention ("umbrella policy").	Kin Dean Kin HR Officer KDEI Dir.	Access to sexual harassment training and relevant policies.

prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.		Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity, & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.		
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VI. D. Service*

**All the following strategic objectives and related actions will be pursued in through legally compliant means.*

Table 9: Targeted Constituency – Kinesiology Staff

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Ensure access to Kinesiology Development activities by women and People of Color.	Diversity in Kinesiology database of current and potential donors and educational partners.	Review and adjust the current and prospective lists of external partners and stakeholders to promote diverse representation.	Kinesiology Development Team KDEI Dir.	Lists of current and potential donors and partners.
Ensure access to Kinesiology spaces (buildings, rooms, etc.)	Visible and readily available ability/disability information and access to Kinesiology spaces.	Review all signage and points of entry to ensure ADA access to Kinesiology buildings and spaces.	Perry Titus KDEI Dir.	Materials for building signage.
Ensure access to all Kinesiology materials.	Ability/disability access to Kinesiology print and electronic materials.	Review all print and electronic materials and website to ensure that they are ADA accessible for individuals with visual, hearing, or other impairments.	KDEI Dir. Kin. Marketing	ADA compliance regulations
Improve Staff's ability to counsel and advise students.	Staff reported successes with counseling diverse students.	OUSA and OGSA Staff meetings with UM Counseling services (CAPS and others) to learn best practices.	OUSA OGSA	Counseling Services Assistance (Resources, Personnel)

Table 10: Targeted Constituency – Kinesiology Faculty

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Ensure that all Kinesiology course materials are accessible to a diverse learners.	Ability/disability access to Kinesiology print and electronic course materials.	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.	KIIC KDEI Dir.	Programs or specialty software to make materials accessible



Table 11: Targeted Constituency – Kinesiology Students

Strategic Objective	Measures of Success	Detailed Actions Planned F20-W21	Person(s) Accountable	Resources Needed
Encourage all recognized Kinesiology Student Associations to engage in inclusive service.	Kinesiology Student Associations' actual engagement in service to diverse and/or underserved populations or communities.	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.	KDEI Dir. Faculty Advisors to Kin. Student Associations	Resources currently in place to support Kinesiology Student Association Events.

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

**All the following strategic objectives and related actions will be pursued through legally compliant means.*

Following is an overview of the personnel plan for implementing and evaluating Kinesiology’s DEI plan:

- Ketra Armstrong, Ph.D. (Kinesiology Professor & Director of 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 2020.
- A Kinesiology Diversity, Equity, and Inclusion (KDEI) Action Force (Committee/Ambassadors) 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 assist with tracking and supporting the implementation of the Plan.
- Kinesiology Inclusive Instruction (KII) subcommittee (consisting of Inclusive Instruction Liaisons and others) will assist with endeavors to promote inclusive teaching and learning.
- A DEI Graduate Student Assistant and possibly an Undergraduate Student DEI liaison will be ‘employed’ to the extent possible/allowable to primarily assist with the Kinesiology (student) Diversity and Inclusion Network (KDIN) and the implementation of the student focused initiatives of the DEI 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 2021. A final evaluation of the plan’s success measures, accomplishments, challenges, and suggested modifications will be presented to the Kinesiology Leadership Group and DEI Ambassadors in May 2021, along with recommendations. Additionally, a summary of the DEI accomplishments for 2020-21 will be published in the Kinesiology Movement Magazine to share with our faculty, staff, students, alumni, and other external constituents. The iterative nature of the Plan will allow the Kinesiology Director of Diversity, Equity, and Inclusion to make necessary adjustments on an on-going basis (between the benchmark mid-year and year-end evaluation periods).

