

School of Dentistry

Diversity Equity and Inclusion Five Year Strategic Plan – Year Two

August 24, 2017



ADVANCING HEALTH THROUGH EDUCATION, SERVICE, RESEARCH AND DISCOVERY.

Vision: Building on the strengths of its university and state, a diverse University of Michigan School of Dentistry community will lead the science and practice of dentistry with preeminent research, contemporary and engaged learning, and exemplary patient care in a vital and sustainable manner.

The School of Dentistry's Core Values

Compassion:

We encourage a culture of collaboration, collegiality and helpfulness based on empathy and respect.

Leadership:

We shape the future leaders of dentistry.

Excellence:

We intend to be the best at all we do.

Responsibility:

We promote integrity, professionalism, and accountability to ensure ethical decision making.

Trust:

We commit to honest transparent communication to build relationships.

Creativity:

We challenge existing knowledge to foster problem-solving and new discovery.

Inclusion:

We embrace and celebrate our diverse community.



Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY18 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

Selected text from President's Schlissel's Charge to the U-M Community for a Strategic Planning Process on Diversity, Equity and Inclusion:

Plan Goals: Diversity, Equity and Inclusion

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.*

Historical Overview

For over a century, the University of Michigan School of Dentistry (UMSD) has been a 'leader and best' in diversity, equity and inclusion (DEI) programs, including successful recruitment, matriculation and professional development activities. The School of Dentistry is proud to have graduated the first female African-American dentist in the United States of America, Dr. Ida Gray in 1890. We are still challenged to uphold the commitment of the dental school leadership, faculty, staff and students who in 1887 dared to be different by admitting, matriculating and graduating Dr. Gray. Understanding the significance of this accomplishment and to celebrate her, in 1997 we instituted an annual Dr. Ida Gray Award, to be given to a current or past dental student, staff and faculty member who exhibits a commitment to DEI.

We are both excited and motivated by President Schlissel's words as he reflected on the School of Dentistry's accomplishments at his first campus-wide DEI breakfast. He charged units "to create a five year strategic plan and propose programming that people will consider significant 100 years from now, like the graduation of Dr. Ida Gray." Diversity, equity and inclusion have been major goals for the School of Dentistry throughout its 140-year history. Through these efforts, it is

believed that the UMSD has graduated more African-American dentists (400+) than any other U.S. dental school with the exception of those at the historically black colleges and universities (HBCU), Howard and Meharry. The school has also graduated 140 Latino dentists and 25 Native American dentists, including the first American Indian female dentist, Dr. Jessica Rickert, DDS 1975 (Potawatomi). Her graduation placed Dr. Rickert in history as the third American Indian dentist in the nation to come from a federally recognized tribe.

The School of Dentistry's leadership has always been very forward-thinking. This was clearly demonstrated when, in 1973, Dean William Mann established the Office of Minority Affairs, dedicated to the recruitment of diverse students, staff and faculty. This office evolved into the Office of Multicultural Affairs in 1999, the Office of Multicultural Affairs and Recruitment Initiatives in 2008, and, since 2014, the Office of Diversity and Inclusion.

For more than 40 years our school has been dedicated to the support of diversity in the dental profession within our school, state and nation. The issues of diversity, equity and inclusion are compelling and a focus at the University of Michigan and in higher education as a whole as confirmed by the Supreme Court in June 2003. The University of Michigan has a long history of utilizing affirmative action to correct for historical injustices and to aid in achieving diversity, equity and inclusion on its campus. In recent years, however, we have had to modify our processes to reflect changes in state law. In the words of Dr. Martin Luther King, Jr. from his American Dream speech in 1964, "We must understand that ever since the Founding Fathers of our nation dreamed this dream, America has been something of a schizophrenic personality, tragically divided against itself. On the one hand we have proudly professed the great principles of democracy. On the other hand we have sadly practiced the very antithesis of those principles." In 2006, the constitution of Michigan was changed to ban admission practices that gave preference on the basis of race, ethnicity, sex, or national origin by public institutions of higher education. Nonetheless, the University of Michigan is committed to DEI initiatives as essential to achieving excellence in education. It continues to pursue diversity, equity and inclusion as a goal, but does so in a manner that complies with the laws of the State of Michigan. Inherent in the UMSD's Vision Statement is a commitment to diversity: "Building on the strengths of its university and state, a diverse University of Michigan School of Dentistry community will lead the science and practice of dentistry with preeminent research, contemporary and engaged learning and exemplary patient care in a vital and sustainable manner." In order to achieve this vision, the School of Dentistry must have a critical mass of diverse members at all academic levels including faculty, post-doctoral graduate students, pre-doctoral professional students, undergraduate students and staff. Our historically diverse student population has become our diverse alumni and they are leaders throughout the dental profession. We are committed to developing future leaders in our profession by recruiting and graduating a diverse student population.

Importantly, Diversity, Equity and Inclusion are key elements in the People domain of the School of Dentistry Strategic Plan. The Vision statement for the People domain is "To lead by becoming a dental home for our patients, an employer of choice, and a nurturing environment for current and future leaders in dentistry." Our strategic planning process and the 2014-2015 Climate Study independently produced a common recommendation to increase the number of underrepresented and other diverse students, faculty and staff at the school. The strategic plan defines clear action steps and metrics designed to ensure we achieve this highest priority goal – to increase the number of faculty, staff and students from diverse backgrounds every year over the next five years.

Dimensions of Diversity: Structure, Curriculum, Institutional Climate and ServiceA. Structure

The school has made many enhancements toward meeting our goals for diversity since 1994. In response to recommendations from assessments that emerged from the Multicultural Audits (1994-95 and 2006-07) and the Climate Study (2014-15), the School of Dentistry has continually evolved to create a climate in which students, staff, faculty and patients can interact, learn, work, and be treated in a supportive manner.

The School of Dentistry and the University have reassessed strategies to pursue our diversity goals in response to passage of the Michigan Civil Rights Initiative (MCRI or Proposal 2) in 2006. We continue to pursue our diversity goals in compliance with all applicable laws, especially in response to the population's need for workforce diversity to enhance access to oral health care.

The school makes a strong attempt to recruit a **diverse student** population. Our efforts have focused on (1) evaluating candidates for admission to our pre-doctoral program using holistic admissions review, including multiple cognitive and non-cognitive measures to increase the likelihood of enrolling a diverse population of students; and (2) securing external funding and allocating internal resources to re-establish and sustain a pipeline program for applicants to dental school, including for those from underrepresented minority (URM), low income (LI) and non-traditional backgrounds, and to enhance their competitiveness for admission into our dental education program and others.

The Profile for Success (PFS) program is a UMSD funded summer enrichment program that aims to provide support to students who are disadvantaged (educationally, socially, or economically) or who have shown a demonstrated commitment to improving the health of underserved or disadvantaged populations. Approximately, **56 percent** of PFS participants have become dentists, a strong testimony to the value of this program. Our Internationally Trained Dentist Program (ITDP) admits up to 20 international students annually, and adds to the diversity of the student body.

Hiring and retaining exceptional **diverse faculty** are two of the most critical tasks in maintaining a diversity of perspectives and a culture of excellence. In order to attract world-class scholars, educators and clinicians we are constantly recruiting talented colleagues, not just during formal searches, but at every opportunity – socially and professionally. Since 2002, the U-M Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee has assisted search committees to successfully recruit and retain women and other under-represented minorities (racial and ethnic minorities, sexual minorities, faculty with disabilities, etc.) on the faculty. STRIDE has written a handbook that summarizes strategies that have been identified nationally as effective, practical and fair in promoting a diverse workforce.

The UMSD uses strategies suggested by STRIDE in its faculty and staff searches. Some examples include: diverse faculty on the search committee, search committee members from outside the hiring department, and broad-based position descriptions. In job postings, we also use inclusive text such as “*Underrepresented minorities, people of color and individuals with disabilities are encouraged to apply*” and “*...a commitment to diversity in higher education...*”

In order to self-evaluate our diversity efforts and in compliance with federal law, we ask applicants to voluntarily supply gender, race or ethnicity, and disability information.

Through the Provost's Faculty Initiatives Program (PFIP) the Office of the Provost will occasionally provide supplemental resources to hire and retain faculty who contribute to the intellectual diversity of the school and university. These funds are limited to tenure track positions and the faculty member must have a proven record of intellectual excellence in order to be eligible. We have benefitted from this support for our tenure track faculty; yet, even as half of our faculty members are clinical track faculty with extensive visibility to our student populations, we are challenged to be competitive in the recruitment and retention of clinical track faculty from diverse backgrounds, and continue to explore ways to improve.

It is a core value of our distinguished university and school to assure an excellent, inclusive and welcoming environment, making the School of Dentistry a great place to work and learn. We are committed to ensuring diversity in recruiting, selecting and retaining a diverse and highly engaged workforce. The school's Human Resources Service Center partners with the university's Human Resources Diversity Recruitment Coordinator and Employment Process Coordinator to assist with diversity recruitment efforts, including sharing information on resources and strategies. For example, there are specific associations, publications and online media that target diversity-specific communities and groups. Coordinating diversity recruitment efforts to include such resources increases the likelihood of building diverse applicant pools for department vacancies. There are also specific websites dedicated to professionals in diverse minority groups. While not focused on recruiting, these sites offer valuable information on specific minority groups and associated events that may lead to diversifying the applicant pool by making information available to a broad variety of groups. Additionally, during the recruitment process, supervisors are encouraged to review and consider all qualified minority candidates for positions that have been identified by the university, under its federally mandated affirmative action plan, as underrepresented in terms of minorities and/or women.

The HR Director meets with each faculty search committee to provide university guidelines and legal information and resources from the Office of the Provost and other entities within the university committed to ensuring a consistent and equitable faculty search process. The university's Committee on Strategies and Tactics for Recruiting to Increase Diversity and Excellence (STRIDE) offers Faculty Recruitment Workshops for faculty members with roles in faculty recruitment, e.g. search committee chairs and members. These workshops provide background information and concrete advice relating to successful and inclusive search strategies. Similarly, the university's ADVANCE Program promotes institutional transformation with respect to female faculty members in science and engineering fields. The program has since expanded to promote other kinds of diversity among faculty in all fields. We have utilized resources from the ADVANCE Program to improve our environment in the four general areas that are within its focus:

- **Recruitment** – focuses on development and use of equitable recruiting practices
- **Retention** – focuses on preemptive strategies to prevent the loss of valued faculty
- **Climate** – focuses on improvement of departmental climates

- **Leadership** – focuses on support for development of leadership skills and opportunities as well as on support for development of skills among all academic leaders to encourage a supportive climate

B. Curriculum

Our dental school curriculum provides intentional educational programming to prepare our students to function successfully in a multicultural work environment. In the first semester of the D1 year, several orientation activities address diversity and inclusion, to prepare students for their new role as healthcare professionals with obligations to provide care for all people, and raise awareness of diversity issues:

- i. Orientation Workshop – Intercultural Awareness
- ii. “Creating Communities in Times of Diversity I” (small group discussion)
- iii. “Creating Communities in Times of Diversity II” (orientation field trip)

In the D1 Fall and Winter semesters, the DENT 518 Behavioral Sciences and DENT 534 Behavioral Science courses provide continued content on these themes, including poverty and literacy, oral health literacy, dental fear, patients with mental health conditions including anxiety and depression, different cultures, ethnicity and race, gender identity and sexual orientation, autism, aging and sensory and cognitive changes, and chronic pain. The D1 course on Oral Health Promotion, Healthcare System and Policy DENT 529 introduces students to concepts of access to care and oral health disparities.

Several other didactic and clinical courses reinforce these themes, and contribute to student competency in providing care for diverse patients, including those with disabilities. Examples include: DENT 615 Dental Management of the Medically Complex Patient; DENT 741 Hospital Dentistry; and DENT 704 Geriatric Dentistry. Within our Pathways Program, which accounts for 10 percent of the curriculum time, two of the three Pathways – Healthcare Delivery and Leadership – require that students complete a minimum number of supplemental learning opportunities. Our extracurricular brown bag CE courses offered by the Multicultural Affairs Committee (MAC) count towards this requirement and have encouraged attendance at these events.

One of the most important of our curricular dimensions of diversity and inclusion occurs in our Community Based Dental Education (CBDE) program. Over the past seven years, we have increased direct dental services provided to the underserved and vulnerable populations through enhancement of our Community Based Dental Education “outreach” program. The clinics in which our students provide patient care in CBDE are primarily serving patients at or below 200 percent of the poverty level. Outcomes of the CBDE program indicate that with increasing length of time spent in our community clinics, an increasing number of our graduates commit to practice in public health as their primary choice upon graduation. Further, the majority of our faculty preceptors in our CBDE program are UMSD alumni.

C. Institutional Climate

At UMSD, various groups endeavor to create a positive climate in the school that encourages diversity efforts. The Multicultural Affairs Committee (MAC) is a dynamic organization that brings together staff, faculty and students. The MAC was established in 1995-96 as a response to a recommendation from the inaugural dental school multicultural audit. The mission of the MAC is to create an atmosphere where students, staff, faculty and patients can interact and benefit in a supportive environment by promoting justice and by exploring and celebrating differences and similarities. The MAC is a voluntary committee and each year a call goes out to the dental school community for new members. Once interest is identified, new members are invited to join the committee by the dean. The MAC acts as an advisory committee to the dean and provides yearly reports for dissemination. The MAC meets once a month, on a day selected by the committee, from 5 p.m.-6:30 p.m. so all can attend. A light supper is provided. There has always been great interest and commitment to the committee, and members rotate in three-year cycles.

The MAC also plans and presents many different cultural events such as Dr. Martin Luther King, Jr. Day Program, LGBT Ally training, TasteFest, Women's Tea and Veteran's Day celebrations. In the 2014-15 Climate Study, students, faculty and staff cited these schoolwide events as valuable in creating an environment for diversity and inclusion. Results indicate that 63 percent of students, 85 percent of staff, and 73 percent of faculty felt that events and organizations were ways that staff, students and faculty are supported and included in the school community.

The MAC also offers a monthly Disability Subcommittee CE course, "Treating the Patient with..." and lunch-time brown bag presentations on dentistry in different cultures and communities, called the "Getting to Know You" series. For example, in 2013-14, nearly 1,200 people attended monthly "getting to know you" brown bags hosted by the MAC, on topics such as "Anti-Semitism at Emory Dental School," "The Muslim Faith," "The Ambassador of Botswana," and "University of Michigan Dental Students on the Road in Kenya." That same year, 847 students, faculty and staff attended the Disability Subcommittee CE courses on a topics including "Providing Care for Patients with Autism Spectrum Disorders," "Providing Care for Patients with Alcohol Dependence/Abuse Issues," and "Interdisciplinary Considerations in the Dental Office."

The Dean and the leadership of the school serve as leaders, advocates and role models for professional and ethical behavior. In their capacity to recruit and retain faculty and staff, they continuously consider the environment and culture that individuals in their unit create and sustain. Most of the members of the leadership team are members of the American College of Dentists (ACD) and uphold the standards of membership in that organization. The mission of the ACD is "to advance excellence, ethics, professionalism and leadership in dentistry." When dealing with challenging situations, the school leadership strives to maintain the respect and dignity of all with whom they interact. The Director of Diversity and Inclusion is a member of the following dental associations: National Dental Association (NDA), Hispanic Dental Association (HDA), Society of American Indian Dentists (SAID), and the American Dental Association (ADA). Further, he advises the U-M Student National Dental Association (SNDA) chapter.

For students, the groups that serve to resolve student issues include: Student Services, through the Assistant Dean for Student Services, and the Curriculum Committee and Clinic Issues Group that include peer-elected student representatives. Ad-hoc groups are formed as needed to address



specific issues. The Assistant Dean for Student Services is responsible for student advocacy and is available to students, by scheduled appointments, but also on a walk-in basis as needed. Multiple student issues are addressed and resolved in these meetings. Examples include resolution of academic, curricular and personal issues, as well as issues of student, faculty and/or staff conflict. Further, we have an informal model of an “Alternative Dispute and Conflict Resolution Plan” drafted by our MAC in 1999-2000. This plan was reviewed by OGC at that time and found to be acceptable. We plan to review this model and consider which sections of this plan would still be useful. The newly revised Alternative Dispute and Conflict Resolution Plan will be reviewed by the Office of the General Counsel prior to any formal implementation. The original plan is available in the Appendix.

The School of Dentistry’s Counseling Psychologist is primarily available for the support of students in distress, and to provide school-wide health and wellness programs, including stress management strategies and conflict management. As a regular member of the academic affairs staff meetings she has provided expert input into ways the school can provide a more supportive environment for all.

The Curriculum Committee is a standing committee of students, faculty and staff that meets every other week throughout the year to monitor and shape curriculum content and delivery. Student input is particularly important as the committee works to hone the educational experience and to consider the needs of the students at all levels. Feedback relating to course sequencing issues and student perceptions of the ways in which learning is unfolded are valued in the evolution of the academic program. Issues related to curricular sequencing and course content and quality are regularly addressed and resolved through the work of this committee.

The Clinic Issues Group includes clinical staff, faculty and elected representatives from the D2, D3, D4, DH3 and DH4 classes. This group provides feedback and recommendations on daily operational activities. The group meets monthly and provides a vehicle for student input into decisions affecting comprehensive patient care in our clinics. Issues of equipment maintenance, dental materials, scheduling, faculty coverage, support staffing and workflow are addressed and resolved.

To ensure other issues are addressed, ad-hoc groups and committees are formed. Examples include a Student Information Technology focus group to assess student IT needs and satisfaction as well as a student advisory group to revise the student Scrubs and Appearance Guidelines.

In summary, the Institutional Climate at the School of Dentistry is regularly assessed, and over time we have created multiple mechanisms to support a humanistic learning environment for students, faculty and staff, and one that supports our goals for diversity, equity and inclusion.

D. Service – Our Patient Care Mission

At the School of Dentistry, direct Patient Care is an important component of our mission, “Advancing health through education, service, research and discovery.” Patient Care is one of the five domains in our Strategic Plan. Patient care is provided by our students and faculty within the Dental School Clinics in Ann Arbor, and within our affiliated sites throughout the State of Michigan in our Community-Based Dental Education (CBDE) Program. Our efforts to support



diversity, equity and inclusion through service to our patients include the following:

Increase access to oral healthcare through Community Based Dental Education throughout the State of Michigan: Over the past seven years, we have increased direct dental services provided to diverse, underserved and vulnerable populations through enhancement of our Community Based Dental Education “outreach” program. The clinics in which our students provide patient care in CBDE are primarily serving patients at or below 200 percent of the poverty level. Outcomes of the CBDE program indicate that with increasing length of time spent in our community clinics, an increasing number of our graduates commit to practice in public health as their primary choice upon graduation. In 2016, we have expanded the time D4 students spend to at least nine weeks in their senior year; we have initiated interprofessional care activities in several of our sites where dental students work collaboratively with other health professional students to provide care for patients with complex needs; and we are exploring opportunities to provide expanded dental services by advanced dental specialty programs residents. Through donated dental care and other philanthropic activities, our students and faculty have increased access to oral health care to vulnerable patients including homeless veterans (Victors for Veterans), victims of human trafficking (Victors Open Arms Project), and migrant workers (Northwest Michigan Health Services, Inc. in Traverse City).

Improve the patient experience at the School of Dentistry. One of our top goals in the Patient Care domain of our Strategic Plan is “to improve the patient experience at the UM School of Dentistry.” We continually assess our outcomes related to this goal through patient satisfaction surveys and individual patient feedback to staff and students. This includes providing culturally competent care to all patients, in alignment with our goals for diversity, equity and inclusion. See below.

Recruit a more diverse patient population. In concert with our other diversity, equity and inclusion initiatives at the School of Dentistry we seek to bring more diverse patients into our clinics. We have targeted patients with low English (LES) speaking ability, installed 18 translation stations throughout the building and are currently planning improvements to the patient care section of the school’s website. We did not reach our LES patient targets the first year and we subsequently developed new training programs and are performing better. We have created web content in Spanish for patients and are planning to do the same for Arabic and Mandarin Chinese, two other dominant languages in our region.

Create an Interprofessional Special Needs Clinic. We have noticed an increase in patients with special needs coming to the School of Dentistry. Those with the most severe needs are referred to our Hospital Dentistry program. We determined that 2-4 percent of patients presenting to the school would benefit from a special needs clinic in the building. We developed a proposal with the three other health schools for an interdisciplinary clinic. We have funding for the clinic and an endowment for the director. The clinic will be built as part of a significant renovation of the Dental School building.

II. Planning Process Used

Planning Lead(s): Todd Ester; Tina Pryor

Planning Teams: Climate Study Steering Committee (CSSC); Climate Study Advisory Committee (CSAC); Multicultural Affairs Committee (MAC); Climate Study Implementation Committee (CIC); Strategic Planning Committee (People Domain)

Planning Process Summary

Historical data from surveys conducted in 1994-95 and 2006-07 were used as a foundation for the Climate Study conducted in 2014-15. As part of the 2014-15 Climate Study, data were gathered from multiple sources: Individual interviews with key informants; surveys (customized for faculty, staff or students); focus groups (organized by faculty, staff and students); and school-wide town halls. Data are both quantitative and qualitative reflecting a multi-step mixed-methods approach. Two committees (CSSC and CSAT) supported the design and execution of the climate study.

A Steering Committee, the CSSC, comprising the associate dean for academic affairs, assistant dean for student services, curriculum assessment specialist and director of diversity and inclusion, plus consultants from the Curtis Center Program Evaluation Group (CC-PEG) at the University of Michigan School of Social Work, met every other week and was influential in guiding the direction of the Climate Study project. This work included making decisions about the best use of the Steering Committee's limited time, carefully reviewing draft communications to be shared with the school community and determining the timeline for the study. This group was also key in framing the context of the Climate Study within the UMSD, which informed important decisions, such as when to launch the survey, how to communicate information with administrators, and strategies for increasing credibility and buy-in.

An Advisory Committee, the CSAC (comprising 15 faculty, staff and students from diverse backgrounds, plus the CSCC) met weekly from July 2014 until March 2015 with the facilitation of the CC-PEG evaluation team. In the first few months, the committee was involved in developing a logic model, critiquing data collection methods, identifying key informants and pilot participants for the survey, and contributing to and reviewing draft survey questions. After the data was collected, the committee interpreted survey and focus group data, planned for the survey launch and town hall meetings, and synthesized data to develop recommendations. Stakeholders (faculty, staff, students, administrators; n=19) collectively looked at the data as part of the CSAC and the CSCC aided by program evaluation experts from CC-PEG. The evaluation team took a collaborative, utilization-focused approach in order to gain buy-in from the stakeholders and to develop recommendations that would be the most useful to all members of the UMSD. **A utilization-focused evaluation approach emphasizes the usefulness of its findings by engaging stakeholders in making key decisions throughout the process.**

To begin the survey design process, the Climate Study committees recruited six individuals (1 student, 1 recent graduate, 2 faculty and 2 staff) for key informant interviews. The committees used the results of these interviews to develop the main sections of the schoolwide survey and a few specific questions.

The **schoolwide survey** was administered electronically to all UMSD staff, faculty and

students. A total of 685 respondents completed the survey, a 53 percent completion rate. The evaluation team conducted a preliminary analysis of the results. These results were presented to the Climate Study committees for interpretation.

The Climate Study committees used the results from the survey to inform the development of the four **focus group protocols**. The evaluation team conducted these focus groups: (1) students, (2) staff, (3) faculty members and (4) a group recruited by the Multicultural Affairs Committee, which intentionally comprised members from underrepresented groups.

Results from all three of these data collection efforts were synthesized and presented to the CSAC. The CSAC participated in a month-long process of developing and ranking their recommendations, which led to a final voting process to establish the Committee's final nine Climate Study recommendations.

The top 5 recommendations were presented to the UMSD community at **two town hall meetings**. During the town hall meetings, members of the CSAC shared their own experiences in the process, thoughts about the results from the study and their plans to develop a Climate Study Implementation Committee (CIC). The town hall forums also solicited additional feedback and questions from the dental school community and were held twice in the same week on different days to allow staff, students and faculty to attend. Approximately 238 community members attended the town halls. In order to allow a response and feedback from the community who could not attend the town hall session, the power point presentation, including the top recommendations from each domain, was placed on our internal MiTools site with a Google form for any additional feedback. In summary, input was solicited from the entire school community, students, staff, faculty and alumni, through multiple vehicles: key informant interviews, focus groups, the survey, the town hall, and through the MiTools site.

The only stakeholder group that was not included in the Climate Study were our patients, who are included using a different mechanism, described previously, under the Dimensions of Diversity, Section D-Service.

Year One FY17 DEI Implementation Process

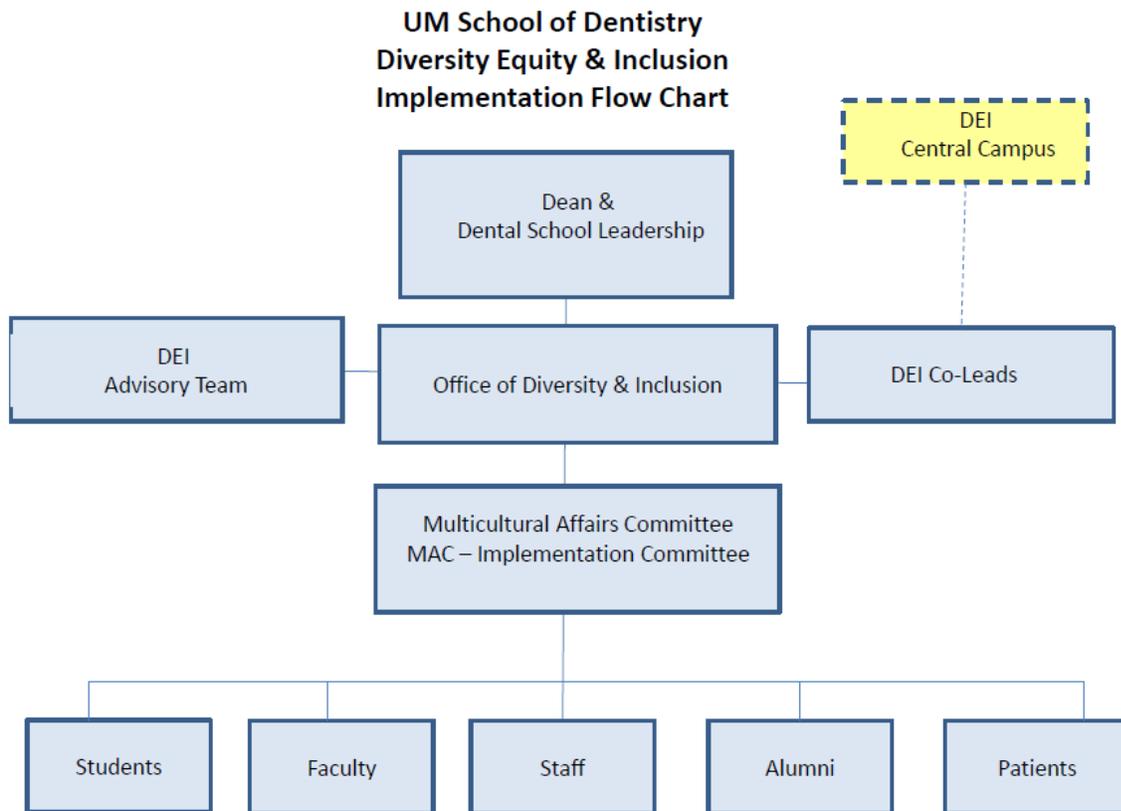
The School of Dentistry DEI plan implementation involved a concerted effort of meetings, planning activities, and engagements at all levels of the dental school community. Our MAC Implementation Committee served as our central working group for implementing the first year of our five-year DEI Strategic Plan. A hallmark of our first-year work included addressing two parts of our planned three part CCT series:

- Part I. Unconscious Bias Training
- Part II. Change It Up Bystander Intervention Training
- Part III. Plenary Session on "Power and Privilege: How we can all use our agency to develop a diverse community."

One of our first year's goal was to continue and sustain the work of our MAC and all of its successful activities and events. In order to achieve our DEI 5-year plan, it was determined that our DEI planning group and MAC would be combined into one entity known as the MAC Implementation committee. We have found that this structure has been instrumental in the

successful execution of our year one plan. We learned that we can streamline our number of events by including our DEI planning goals into our overall annual structure. In the past, our committee members have asked how they can be more than just an event planning committee. Thus, in year one our MAC members served as table host facilitators throughout our events giving them more of a formal role in sharing, collecting and analyzing data. Since September 2015, the Dean and leadership team has received monthly reporting of the number of times our faculty, staff, and students participate in events and activities that support our DEI mission. In our year one implementation, we have observed a 30% increase in overall participation. In going forward will look to encourage greater participation in a greater collaborative way at the departmental level.

The following flow chart describes our DEI Implementation structure with a listing of our dental community participants:



08/08/17

DEAN

Laurie McCauley, DDS, MS, PHD
Dental School Leadership

DEI ADVISORY TEAM

Todd Ester, DDS, MA, Director of Diversity and Inclusion
Tina Pryor, BBA, MSHRM, Director of Human Resources
Carol Anne Murdoch-Kinch, DDS, PhD, Associate Dean for Academic Affairs
Lynn Johnson, MA, PhD, Associate Dean for Faculty Affairs & Institutional Effectiveness
Renee Duff, DDS, MS, Assistant Dean for Student Services
Michael Fox, Director of Budget and Financial Planning
Vidya Ramaswamy, PhD, Associate Director of Curriculum and Program Evaluation

OFFICE OF DIVERSITY & INCLUSION

Todd Ester, DDS, MA, Director of Diversity and Inclusion
Kenneth May, DDS, MS, Associate Professor, Prosthodontics
Dinella Crosby, MUP, DEI Program Manager

DEI CO-LEADS

Todd Ester, DDS, MA, Director of Diversity and Inclusion
Tina Pryor, BBA, MSHRM, Director of Human Resources

MULTICULTURAL AFFAIRS COMMITTEE

Co-Chairs: Henry Temple, DDS, Clinical Associate Professor
Cheryl Quiney, Patient Services Case Manager

Faculty/Administration: Professor Martha McComas, Drs: Rogerio Castilho, Todd Ester, Elliott Hill, Marita Inglehart, Kyriaki Marti, Kenneth May, Romesh Nalliah, Helena Ritchie, Larry Salzmann

Staff: Judy Craft, Dinella Crosby, Bonnie Dawson, Lisa Dodge, John Girdwood, Mary Jo Gray, Diane Nixon, Tina Pryor, John Squires

Students: Sandra Alias, Amir Aryaan, Dan Bair, Jamie Buchanczenko, Kayla Buchanczenko, Carl Buchanon II, Wassim El Awadi, Carlotta Fantin-Yusta, Jae Young Han, Joshua Hurlburt, Milad Karim, Guneet Kohli, Peter Liang, Alice Ou, Shyrie Patel, Joseph Samona, Barjinder Takra, Rachael Vasquez

MAC IMPLEMENTATION COMMITTEE:

Todd V. Ester, DDS & Tina L. Pryor, MSHRM, Co-Chairs

Faculty/Administration: Professor Martha McComas, Drs: Rogerio Castilho, Renee Duff, Elliott Hill, Marita Inglehart, Elisabeta Karl, Kyriaki Marti, Raymond Maturo, Kenneth May, Romesh Nalliah, Helena Ritchie, Larry Salzmann, Henry Temple

Staff: Judy Craft, Dinella Crosby, Bonnie Dawson, Lisa Dodge, John Girwood, Mary Jo Gray,

Kim Huner, Diane Nixon, Gail Oljace, Brandonn Perry, Cheryl Quiney, Kimberly Smith, John Squires, Emily Yanca

Students: Luke Aiura, Sandra Alias, Zahraa Allohaibi, Amir Aryaan, Assal Aslani, Wassim El Awadi, Dan Bair, Jamie Buchanczenko, Kayla Buchanczenko, Carl Buchanon II, Stephen Cheung, Vanessa Donastorg, Carlotta Fantin-Yusta, Jae Young Han, Joshua Hurlburt, Milad Karim, Guneet Kohli, Peter Liang, Alice Ou, Shyrie Patel, Sara Safdari-Sadaloo, Joseph Samona, Barjinder Takra, Rachael Vasquez

III. Data and Analysis: Key Findings

Summary of Data from the **2014-2015 Climate Study**:

Key Informant Interview Results

Responses to interview questions were categorized into four main themes: **hierarchy issues, diversity and inclusion, learning environment and lack of administrative support**. This helped the CSAC frame the questions for the surveys.

Surveys

Demographics: The survey was completed by a total of 685 respondents: fifty percent (50%) of students (n=319), forty-four percent (44%) of faculty (n=148), and sixty-eight percent (68%) of staff (n=218). Overall, fifty-three percent (53 %) of individuals at the UMSD responded to the survey.

1. Humanistic Environment:

- Almost all respondents agreed/strongly agreed that it is important that the UMSD community work towards creating a humanistic environment (faculty 96%; staff 95%; students 93%).
- Most respondents agreed or strongly agreed that individuals experience a humanistic environment at the UMSD (faculty 72%; staff 71%; students 61%).
- For the question: How is the school currently not meeting the definition of a humanistic environment” the major theme that emerged was **“unsupportive, individualistic environment”** (faculty 35%; staff 45%; students 37%).

2. Learning Environment:

- On average, the three groups listed interactions with others as “important” or “very important” to the learning environment over events or activities at the UMSD (interactions with faculty 69%; interactions with students 68%; interactions with staff 66%).
- Staff and faculty both rated opportunities for advancement (faculty 59%; staff 65%) and opportunities for mentoring as top areas of dissatisfaction (faculty 48%; staff 41%).
- For students the top areas of dissatisfaction were curriculum requirements (65%) and interactions with faculty (62%).
- For the question “In what ways could the learning environment at the School of Dentistry be improved to better support student learning?”, the major theme for students (35%) was interactions with faculty, the major theme for faculty (55%) and staff (86%) was improving professional development.

3. Diversity and Inclusion:

- While at least 71% of all three groups agreed or strongly agreed that UMSD administrators are concerned about diversity in the school, fewer agreed or strongly agreed that most persons are satisfied with the present state of

diversity (faculty 53%; staff 57%; students 61%).

- For the question: “In what ways are staff members, students and faculty members in the School of Dentistry currently supported and included in the school community?”, events and organizations emerged as the main theme for all groups (faculty 73%; staff 85%; students 63%).

4. **Microaggressions and Bullying**

- 40-50% of respondents had experienced a microaggression at the UMSD (faculty 43%; staff 40%; students 50%). (Defined as either witnessing or being the victim of the microaggression.)
- Twenty percent or more of respondents had experienced bullying at UMSD (faculty 28%; staff 36%; students 20%). (Defined as either witnessing or being the victim of the bullying.)

5. **Activities and Space:**

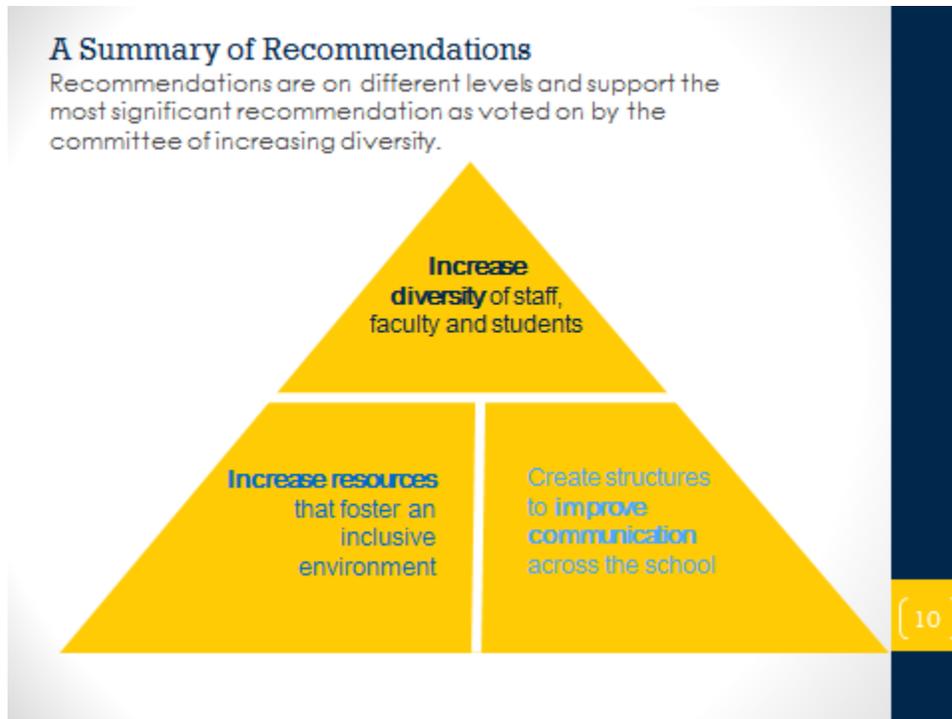
- For the question “What activities, if any, would you like to see offered at the School of Dentistry that are not currently offered”, the top activity for students was “student social events” (n=19); for faculty it was “events for faculty, staff and students (n=11); and for staff it was “staff social events” and “employee recognition” (n=10).
- For both staff and faculty, the main barrier to participating in activities at the school was “time constraints and schedule conflicts”.

Focus Groups

The focus groups were designed to gather data in addition to the surveys that would inform recommendations. Focus group suggestions were categorized into the following themes: Learning Environment; Diversity & Inclusion; Microaggressions & Bullying; and Communication.

Recommendations (Goals)

The evaluation team developed this schematic to conceptually represent the recommendations. The pyramid includes two foundational categories (resources to foster inclusion and structures to improve communication) and the top category to “increase diversity of staff, faculty and students.” The five recommendations are presented next by category.

**Increase Resources that Foster an Inclusive Environment (inclusion and equity)**

R1. Implement cultural sensitivity training.

R2. Provide internal cultural sensitivity training.

Create Structures to Improve Communication across the School (inclusion)

R3. Create think tanks made up of students, faculty and staff.

R4. Create a clear, safe place to report incidents of microaggressions.

Increase Diversity (diversity)

R5. Increase diversity of staff, faculty and students

The 2014-15 Climate Study showed that a majority of respondents agreed or strongly agreed that individuals experience a humanistic environment at the UMSD (staff 72%, faculty 71%, and students 61%). The study identified events and organizations that students, faculty and staff reported as contributing to our institutional climate for diversity and inclusion, and to a humanistic learning environment. To ensure that efforts to sustain a positive climate are ongoing, the Climate Study Implementation Committee (CIC), composed of faculty, staff, and students, is working with the Strategic Planning People domain subcommittee, and the MAC coordinated and led by the Director of Diversity and Inclusion, to implement the recommendations of the Climate Study Report.

The MAC/CIC is also charged with informing and editing the School of Dentistry's DEI Strategic Plan. Planning and organization for the School of Dentistry's five-year DEI Strategic Plan took place throughout the fall of 2015 with meetings of the co-chairs and leadership (including the Dean and Associate Dean for Academic Affairs). Dean Laurie McCauley shared an announcement with the school emphasizing the importance of the School of Dentistry

joining our efforts with President Schlissel's campus-wide DEI strategic planning effort and continuing our efforts to develop a School of Dentistry DEI strategic plan. Additionally, the School had robust participation in the Diversity Summit Week (November, 2015) "raising awareness event", #KRAZYSOCKS Day, on Nov. 13, 2015, designed to celebrate differences and make a stand against bias.

Critical organizational meetings were held, and discoveries surfaced, during Phase I of our planning. We learned that our MAC members wanted to be fully involved and engaged in the CIC work, as opposed to having the CIC report to the MAC. This desire to be fully engaged was understandable since, for 21 years, the MAC has been charged, under our Bylaws, with contributing to the School of Dentistry's process for achieving excellence through diversity by:

- "Providing directions for change and promoting progress based on current and previous findings of the Multicultural Initiatives Committee;
- Acting as an advisory committee to the School of Dentistry Dean and providing yearly progress reports to the Dean for dissemination;
- Supporting other groups and committees in promoting multiculturalism and diversity."

This information helped us transition the naming of the Climate Study Implementation Committee (CIC) to the MAC/Implementation Committee (MAC/IC). This name was affirmed by our MAC and gives greater significance to the MAC's role in this important endeavor. Additionally, in the fall, announcements were made at faculty and department meetings, and the School of Dentistry leadership began to receive regular monthly reports on the number of students, staff and faculty engaged in DEI efforts. Our MAC/IC held its inaugural meeting on Wednesday, February 3, 2016, which began with a charge from Dean Laurie McCauley. The group is currently developing action steps that address our top recommendations (goals) from the Climate Study and plan to edit and inform our five-year DEI strategic plan. On Feb. 24, 2016, the School of Dentistry hosted "Diversity, Equity and Inclusion Day" during which we updated our dental school community about phase II DEI planning, celebrated the 2016 Ida Gray Award recipients and unveiled a portrait of Dr. Ida Gray, painted by School of Dentistry alumnus, Dr. James Lee (DDS 1990).

In response to a call for images of diverse individuals and alumni to grace the walls of the UM Presidential Residence, a framed original print of the painting of Dr. Ida Gray was presented to President Schlissel by the artist Dr. James Lee, Dean Laurie McCauley, Dr. Todd Ester and Ms. Tina Pryor. We believe that Ida Gray may be one of a few dental school alumni who have been artistically represented on the walls of the UM presidential residence.

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

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

IV. A. Recruitment, Retention and Development

All Constituents

Five-Year Strategic Objective 1

Increase the representation and retention of diverse students, faculty and staff.

Measures of Success: (for Objective 1)

- Establish a DEI performance expectation scorecard for hiring units that is approved by the Dean and leadership.
- Include DEI in the core competencies for faculty/staff performance plans and review annually.
- Obtain feedback from faculty, staff, and students about DEI initiatives in the School via an annual Qualtrics survey.

FY18 Actions: Consider the following strategies:

- During recruitment or admissions interviews ask candidates about their life experiences and perspectives and how they show a commitment to diversity, equity, and inclusion.
- Increase scholarships for students who have shown a demonstrated commitment to diversity, equity, and inclusion.
- Develop a faculty, staff and student Ambassadors Program.
- Reach out (via recruiters) to under-represented demographic groups to diversify applicant pools.
- Host high school and community programs to inform, attract, and recruit applicants from more diverse backgrounds.
- Mentor potential candidates.
- Advertise the efforts that the school has made and achieved in the area of multicultural affairs.
- Host Lunch and Learn sessions to teach about different races and religions.
- Provide annual cultural sensitivity training opportunities.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

Faculty*Five-Year Strategic Objective 1:*

Increase our recruitment and retention efforts to hire and retain faculty from diverse backgrounds within the instructional, clinical and research faculty ranks.

Measures of Success (for Objective 1):

- Greater numbers of applicants from diverse backgrounds are engaged in faculty searches.

FY18 Actions:

- Research recruitment and retention best practices and develop and pilot a retention toolkit.
- Ensure all search committee members have STRIDE training.
- Ensure all faculty receive cultural competency and sensitivity training.
- Provide search committees with an internal website where resources are available for best practices on recruiting and retaining faculty from diverse backgrounds.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

Students*Five-Year Strategic Objective 1:*

Increase matriculation of DDS, DH and graduate students from diverse backgrounds yearly over the next five years.

Measures of Success (for Objective 1):

- An increase in the number of students from diverse backgrounds (e.g. URM, SES, first generation, disadvantaged high schools) entering the dental hygiene and DDS programs as well as those entering our graduate programs as reported in the UMSD five year trend data report.

FY18 Actions: Follow our recruitment plan.

- Increase school recruiting presence by hosting 100 more students from diverse Michigan high schools in FY18 than FY17 to encourage all students to consider a career in dentistry and to apply to UMSD.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

Five-Year Strategic Objective 2:

Investigate options and strategies to broaden access to resources for counseling of prospective students.

Measures of Success (for Objective 1):

- Increase the number of pre-dental student contacts.

FY18 Actions:

- Expand outreach to prospective students from diverse backgrounds to ensure that they are aware of counseling resources available to all prospective students.
- Research best approaches for counseling prospective students (including underrepresented minorities, first generation and low SES students).

Primary DE&I Goal: Diversity

Other applicable domain: Recruitment, retention and development

Staff

Five-Year Strategic Objective 1:

Increase our recruitment and retention efforts to hire and retain staff from diverse backgrounds within the various job families at the UMSD.

Measures of Success (for Objective 1):

- Increase the number of staff from diverse backgrounds recruited and retained as reflected in the five-year UMSD demographic trend data report.

FY18 Actions:

- Assess applicant demographics, interview pools and yields for all posted positions over a five-year period with regard to race/ethnicity, sex, gender, veteran status and disability status (as applicable). Ensure federally required affirmative action statements are documented and reviewed for validity where federal affirmative action goals were identified for positions, but candidates who would contribute to meeting those goals were not selected.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

IV. B. Education and Scholarship

Faculty

Five-Year Strategic Objective 1:

Improve cultural sensitivity demonstrated by faculty in the classroom, clinic and in the workplace.

Measures of Success (for Objective 1):

- Student, staff and faculty peer feedback in periodic surveys demonstrates improvement in climate for diversity, equity and inclusion.

- FY18 Actions:*
- Ensure all faculty are offered cultural competency and sensitivity training.
 - Develop and administer pre and post-test assessment instruments.
 - Develop a comprehensive feedback mechanism to provide faculty with feedback from students, peers, and staff.

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting an inclusive and equitable community

IV. C. Promoting an Equitable and Inclusive Community

All Constituents:

Five-Year Strategic Objective 1:

Continue and deepen engagement of faculty, staff and students throughout the school with regard to developing, evaluating and prioritizing actions and strategies to improve diversity, equity and inclusion.

Measures of Success (for Objective 1)

- A decrease in the number of complaints from faculty, staff, and students about “not feeling or being included” on our periodic surveys of the climate.

FY18 Actions:

- During the fall term, hold discussions with key School of Dentistry stakeholders regarding the proposed five-year plan objectives and FY actions.
- Seek input from faculty, staff, and students on plan updates and revisions for year two.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship

DDS and DH Students

Five-Year Strategic Objective 1:

Improve the first-year experience of first generation DDS and DH students.

Measures of Success (for Objective 1):

- Key indicators established by first generation DDS students and DH students of first-year experience.

FY18 Actions:

- Conduct five focus groups of first-year, first-generation students in fall and winter terms to identify key indicators necessary for retention.
- Provide training on cultural sensitivity.

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, retention and development

Staff

Five-Year Strategic Objective 1:

Implement cultural sensitivity training through videos and “lunch and learns.”

Measures of Success (for Objective 1):

- A pre- and post- session assessment tool is implemented to evaluate learning and understanding.

FY18 Actions:

- Strongly encourage participation in cultural sensitivity training.
- Make course/s available in multiple formats.

- Measure DEI initiatives by department, and reward manager or department based on the percentage of staff participating in DEI activities, initiatives and post session assessment scores that evaluate learning and understanding.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship

IV. D. Service

All Constituents

Five-Year Strategic Objective 1:

Improve accessibility of online resources.

Measures of Success (for Objective 1):

- Positive satisfaction survey results regarding accessibility of online resources.

FY18 Actions:

- Conduct review of all websites and web resources to ensure compliance with Americans with Disabilities Act (ADA).

Primary DE&I Goal: Inclusion

Other applicable domains: Promoting an equitable and inclusive community

Patients

Five-Year Strategic Objective 1:

Create an Interprofessional Special Needs Clinic to provide oral healthcare to underserved patients with special needs.

Measures of Success (for Objective 1):

- Clinic is established.
- Number of patients with special needs who receive comprehensive oral health care through this clinic, increases from year to year.
- Number of students who gain experience providing care for special needs patients in this clinic increases from year to year.

FY18 Actions

- Recruit Director of Integrated Special Needs Clinic
- Renovation plan to create space for this clinic

Primary DE&I Goal: Equity

Other applicable domain: Education and scholarship

IV. Goal-related Metrics – School, College or Unit measures tracked over time

School, College or Unit Metrics

Table 1a. Ethnicity data for UMSD pre-doctoral students compared to national statistics, as reported in the ADEA Senior Survey, 2012, 2013, and 2014.						
ETHNICITY	Class of 2012		Class of 2013		Class of 2014	
	UMSD	Nation	UMSD	Nation	UMSD	Nation
American Indian/Alaskan native	0	12 (.3%)	0	19 (.4%)	0	15 (.3%)
Asian	18 (16%)	966 (25%)	18 (17%)	901 (21%)	15 (14%)	927 (21%)
Black/African American	6 (5%)	179 (5%)	3 (3%)	175 (4%)	4 (4%)	196 (4%)
Hispanic/Latino	3 (3%)	249 (6%)	3 (3%)	280 (7%)	6 (6%)	298 (7%)
Native Hawaiian/other Pacific Islander	0	10 (.3%)	0	20 (1%)	0	12 (.3%)
White	82 (73%)	2363 (61%)	75(69%)	2382 (56%)	73 (68%)	2418 (54%)
Two or more races	4 (4%)	105 (3%)	1 (.9)	86 (2%)	2 (2%)	100 (2%)
Unknown	NA	NA	3 (3%)	217 (5%)	5 (5%)	277 (6%)
Nonresident alien	NA	NA	5 (5%)	205 (5%)	2 (2%)	210 (5%)

Table 1b. Gender data comparing UMSD and national statistics (2012-2014), as reported in the ADEA Senior Survey						
GENDER	Class of 2012		Class of 2013		Class of 2014	
	UMSD	Nation	UMSD	Nation	UMSD	Nation
Female	53 (47%)	1840 (47%)	42 (39%)	1977 (48%)	46 (44%)	2041 (48%)
Male	60 (53%)	2040 (53%)	64 (60%)	2050 (50%)	57 (55%)	2117 (50%)
Other/Do not wish to report	0	4 (.1%)	1 (1%)	67 (2%)	1 (1%)	82 (2%)

Our staff demographics indicate that a majority (**81%**) of staff members are female. Approximately **40%** of staff members are non-Caucasian.



Table 1c. Ethnicity Data for Staff (2015)		
Race/Ethnicity	Headcount	Percent
Caucasian	264	72%
African American	42	12%
Hispanic	11	3%
Asian	32	9%
American Indian/Alaskan Native	1	0
Not Indicated	6	2%
Native Hawaiian/Pacific Islander	0	0
2 or More	8	2%
Total	364	100%
Gender		
Female	295	81%
Male	69	19%
Total	364	100

Our faculty demographics indicate that **42%** of faculty members are female. Approximately **28%** of staff members are non-Caucasian.

Table 1d. Ethnicity Data for Faculty (2015)		
Race/Ethnicity	Headcount	Percent
Caucasian	93	61%
African American	4	3%
Hispanic	20	13%
Asian	31	20%
American Indian/Alaskan Native	0	0
Not Indicated	3	2%
Native Hawaiian/Pacific Islander	0	0
Not disclosed	2	1%
Total	153	100%
Gender		
Female	63	42%
Male	88	58%
Not disclosed	2	1%
Total	153	100

Our faculty demographics data indicate that **39%** of full-time faculty members are female. Approximately **20%** of faculty members are non-Caucasian.

Table 1e. Ethnicity Data According to Rank for Faculty (2015)				
Race/Ethnicity	Full-Time Faculty >= 50%		Adjunct Faculty < 50%	
	Headcount	Percent	Headcount	Percent
Caucasian	74	61%	272	81%
Professor	19		3	
Associate Professor	8		0	
Assistant Professor	5		1	
Lecturer	0		0	
Clinical Professor	7		6	
Clinical Associate Professor	12		25	
Clinical Assistant Professor	16		90	
Clinical Lecturer	7		147	
African American	3	3%	10	3%
Professor	0		0	
Associate Professor	1		0	
Assistant Professor	1		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		1	
Clinical Assistant Professor	1		2	
Clinical Lecturer	0		7	
Hispanic	17	14%	14	4%
Professor	3		0	
Associate Professor	1		0	
Assistant Professor	2		0	
Lecturer	0		1	
Clinical Professor	2		0	
Clinical Associate Professor	5		1	
Clinical Assistant Professor	4		7	
Clinical Lecturer	0		5	
Asian	24	20%	31	9%
Professor	5		1	
Associate Professor	3		0	
Assistant Professor	4		1	
Lecturer	0		0	
Clinical Professor	2		0	
Clinical Associate Professor	0		2	

Clinical Assistant Professor	8		11	
Clinical Lecturer	2		16	
American Indian/Alaskan Native	0	0%	2	1%
Professor	0		0	
Associate Professor	0		0	
Assistant Professor	0		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		1	
Clinical Lecturer	0		1	
Not Indicated	4	3%	5	1%
Professor	1		0	
Associate Professor	0		0	
Assistant Professor	1		0	
Lecturer	0		0	
Clinical Professor	1		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		2	
Clinical Lecturer	1		3	
Two or More	0	0%	2	1%
Professor	0		0	
Associate Professor	0		0	
Assistant Professor	0		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		0	
Clinical Lecturer	0		2	
Total	122	100%	336	100%

Table 1f. Gender Data According to Rank for Faculty (2015)				
	Full-Time Faculty		Part-time Faculty	
	Headcount	Percent		
Females	48	39%	125	37%
Professor	8		0	
Associate Professor	2		0	
Assistant Professor	4		0	
Lecturer	0		0	
Clinical Professor	2		0	
Clinical Associate Professor	11		4	
Clinical Assistant Professor	13		40	
Clinical Lecturer	8		81	
Males	74	61%	211	63%
Professor	20		4	
Associate Professor	11		0	
Assistant Professor	9		2	
Lecturer	0		1	
Clinical Professor	10		6	
Clinical Associate Professor	6		25	
Clinical Assistant Professor	16		73	
Clinical Lecturer	2		100	
Not Indicated	0		0	
Professor	0		0	
Associate Professor	0		0	
Assistant Professor	0		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		0	
Clinical Lecturer	0		0	
Total	122	100%	336	100%

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

Diversity	Five-year trend of faculty, staff and student demographics.
Equity	Decrease in incidence of microaggressions and bullying.
Inclusion	Three-year cycle of climate study survey to assess the climate.

VI. Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Faculty	Construct and act upon a plan to increase the diversity of faculty	<ul style="list-style-type: none"> - Require STRIDE training for all - Posted positions should call for, among others, diverse candidates - Mentoring plan - Unconscious bias training for all search committee members workshop and videos - Cultural competency/sensitivity training for all faculty workshop and videos. Speaker to talk about innovative teaching 	HR Director; Associate Dean for Faculty Affairs; Director of Diversity and Inclusion - Dept. Chairs	MiTools website with training resources for faculty and search committee members, and hiring supervisors -Make training available on multiple platforms and in person -Increase staff support for DEI
Staff	Construct and act upon a plan to increase the diversity of staff	<ul style="list-style-type: none"> -Require unconscious bias training for all hiring supervisors and search committees -Require cultural competency/sensitivity training for all supervisors, workshop and videos. -Consult with U-M Diversity Coordinator to source all jobs widely, including by reaching out to minority community groups 	HR Director, Director of Diversity and Inclusion	MiTools website with training resources for faculty and search committee members, and hiring supervisors -Increase staff support for DEI -Make training accessible on multiple platforms and in person -list of minority organizations to disseminate postings
Students	Construct and act upon a plan to recruit a diverse student body	<ul style="list-style-type: none"> - Follow established recruiting plan - Create Ambassadors program in CBDE 	Director of Diversity and Inclusion; People Domain Strategic Planning Committee	- MiTools website with training awareness and resources on cultural sensitivity/competency. - Make cultural sensitivity awareness available on multiple platforms and in person



Students	Sustain and grow the Profile for Success Program (PFS), a pipeline program for encouraging disadvantaged students, who have shown a commitment to diversity, equity and inclusion, to pursue careers in dentistry	-Provide annual programming - Collect pre- and- post program data on participant success in acceptance into dental school; number of applications to our program, number of participants accepted into our program and other dental schools	Director of Diversity and Inclusion	-Increased funding for our PFS program to increase the number of participants over the next 3 years.
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IV. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
All Groups	Cultural Competency Training Series III	-Number of students, faculty and staff who participate	-November 29, 2017 Howard Ross CEO Cook Russ; "Power and Privilege." -Pre and post survey conducted	Director of Diversity and Inclusion; MAC/Implementation Committee and DEI co-leads, and DEI Program Coordinator	-Funding to support these workshops. -Faculty, staff, students release time to attend. Context experts Community buy-in

IV. C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Faculty and Staff	Increase resources that foster an inclusive environment	-Post-survey on selected questions from climate study to measure change	-Allow release time to attend MAC events - Make MLK Day a holiday, but require attendance at related event - Give diversity credits on annual reviews for attendees who attended MAC events and training opportunities - Create DEI training certification	SOD Leadership Staff Supervisors	Release time
Students	Increase resources that foster an inclusive environment	-Post-survey on selected questions from climate study to measure change	-Allow release time to attend MAC events - Remind supervisors that staff should be able to attend MLK Day events - Staffing levels in the Office of Diversity and Inclusion will be reviewed in response to needs and success annually	SOD Leadership	Release time from classes/clinics or scheduled during flex time



Staff	Create structures to improve communication across the school	Post-survey on selected questions from climate study to measure change	-Communicate a clear and safe place to report problems, resource available -As part of SOD orientation, each person spends time with all depts. and/or committee of staff, students and faculty -Quarterly inter-dept meetings -Create "buddy system" – each person has a buddy in other areas of the school	Director of Diversity and Inclusion; Director of Human Resources; Compliance Officer	-Release time -Community buy-in and incentives
All groups	Create think tanks made up of students, faculty and staff.	A group and process is developed to bring students, faculty and staff together.	MAC/Implementation Committee subcommittee to explore best practices to create think tanks	MAC/Implementation Committee	-Release time -Community buy-in -Dedicated space for communication
All groups	Create a clear, safe place to report incidents of micro-aggressions.	Post-survey on selected questions from climate study to measure change	Identify a resources page on MiTools that directs people where to report microaggressions and how to get help Communication plan developed for SOD	Director of Diversity and Inclusion; MAC/Implementation Committee	IT support
All groups	Sustain MAC events/ activities that create an inclusive environment and raise cultural sensitivity	Number of attendees at MAC events and activities	-Multicultural Mirror -CE events --Getting to Know You -Brown bags -Taste Fest -Chilli-umpkin -MLK Day -LGBT Ally training - Annual Report to the School Leadership	MAC/Implementation Committee; Director of Diversity and Inclusion	-Release time -Community buy-in -Budget maintained -Incentives for participation
Staff and Faculty	Implement cultural sensitivity training	Number of students, faculty and staff who participate in these programs	- Faculty CE courses- CRLT players, Guest lecturers - Faculty retreat/team building sessions -Staff cultural sensitivity training with examples of dos and don'ts - Assess pre and post training to evaluate effectiveness - Faculty CE on creative and inclusive teaching- demonstrate in annual reviews that faculty teaching changed as a result	Director of Diversity and Inclusion Program Director MAC/Implementation Committee	-Funding to support these workshops -Faculty, staff, students release time to attend -Content experts -Community buy-in

IV. D. Service

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
All groups	Improve accessibility of on-line resources	Satisfaction survey results regarding accessibility of on-line resources.	Conduct ADA review of all websites and web resources	Director Human Resources	-IT support -Funding to support these efforts
DDS Students	Investigate options and strategies to broaden access to resources for counseling of prospective students and parents	Increased student/parent contacts	Expand outreach to prospective students from diverse backgrounds, who have shown a demonstrated commitment to diversity, equity, and inclusion	Office of Diversity and Inclusion	-Personnel in the office to support activity.
Patients	Create an Interprofessional Special Needs Clinic to provide oral healthcare to underserved patients with special needs	- Clinic is established. - Number of patients with special needs who receive comprehensive oral health care through this clinic, increases from year to year. - Number of students who gain experience providing care for special needs patients in this clinic increases from year to year.	- Installed Director of Integrated Special Needs Clinic, Dr. Carol Ann Murdoch-Kinch: The Walter H. Swartz Professor of Integrated Special Care Dentistry	Director of Integrated Special Needs Clinic	- Staff support - Faculty support

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

- Regular meetings of strategic planning group (PEOPLE domain)
- Regular meetings of the Climate Implementation Committee
- Regular meetings of the Diversity, Equity, Implementation Committee
- Updates twice a year to the UMSD leadership team
- Monthly updates to Associate Dean Murdoch-Kinch and Dean McCauley
- Annual update to the UMSD Executive Committee
- Annual update to UMSD community (faculty, staff, students) via town hall

Reflections on Year One FY17 Plan Progress: Key Learnings and Takeaways

The factors that contributed to our success were:

I. A robust data collection process

The process of collecting data from our faculty, staff, and students has allowed us to focus our DEI activities based on the needs and recommendation from the dental community. There was synergy between two of our data collection processes, the 2015 Climate Study and the 2014 Strategic Plan People Domain. The top two recommendations from both studies called for; 1. An increase in numbers of students, staff, and faculty from diverse backgrounds; and 2. The provision of cultural sensitivity training for students, staff, and faculty. Equipped with these top priorities, we were able during our first implementation year to deliver exactly what the dental community requested.

II. Leadership and MAC

During our first implementation year, the School of Dentistry celebrated 20 plus years of our MAC. This standing committee of the school that reports to the Dean has been an integral part of our diversity, equity and inclusion efforts. In addition, with the robust support of our Dean Laurie McCauley and her leadership team, we have been able to achieve amazing success.

III. Office of Diversity & Inclusion

The School of Dentistry has maintained an office dedicated to diversity for over forty-five years. This office has sustained four name changes: 1. Office of Minority Affairs 1971 - 1999; 2. Office of Multicultural Affairs 1999 - 2006; 3. Office of Multicultural Affairs and Recruitment and Initiatives 2006-2013; 4. Office of Diversity and Inclusion 2014 - present. These offices served six deans of the School of Dentistry, and its directors and staff have been instrumental to the progress of the school's diversity. Our current staff includes Director of Diversity & Inclusion, Dr. Todd Ester; Associate Professor and Recruitment Officer, Dr. Kenneth May, and our full-time Program Coordinator, Ms. Dinella Crosby, and staff are instrumental in carrying out our first-year implementation efforts.

IV. Increase Student Enrollment and Funding

Through the efforts of our admissions ambassadors program and MAC to address one of our school's top priorities to increase the number of diverse dental students; we have had a three-fold increase in diverse student enrollment in our first and second-year classes. With this improved representation of students from diverse backgrounds for the entering classes of 2016-2017, we are experiencing an enriched learning environment that is benefiting and impacting all of our patients, students, staff, and faculty. Also, a pipeline to Dentistry scholarship has been established through funding from the Provost for scholarships for students with an interest in helping the underserved.

V. Diversity contributes to top ranking

One of the top criteria that set our School apart as the top dental school in the nation and world is our diversity. This ranking as communicated nationally and globally has given our school more recognition



and visibility for our diversity, equity and inclusion initiatives.

VI. Inclusive Teaching

Dr. Marita Inglehart represented the School of Dentistry on the university-wide Inclusive Teaching Committee. Training opportunities for faculty this year was the U-M Inclusive Teaching Training Program by the Office for Services for Students with Disabilities (SSD). Two workshops titled

"Working with Deaf or Hard of Hearing Students" were held for faculty and staff; 50 people attended each session. Dr. Inglehart presented to faculty at a faculty meeting about inclusive teaching and the university wide teaching committee and efforts.

VII. Humanistic Academic Learning Environment

One of our survey data domains was humanistic learning environment; we learned that student, staff, and faculty were positive about the School of Dentistry's humanistic efforts. Our curriculum provides courses for students to learn about humanistic approaches and strategies in treating patients holistically. We also learned that staff value opportunities for professional growth. This atmosphere in higher education and learning allows for a more enjoyable learning and working environment. Our MAC "Lunch & Learn" series helps to sustain opportunities for professional and personal growth with participants eligible to receive continuing education credits.

VIII. Reflections on Implementation Challenges

One of our challenges was the need to streamline the number of our DEI and MAC events. In an effort to do so, we integrated our DEI planning goals into our overall annual planning structure.

Getting staff and faculty to participate is a challenge. We incorporated card swiping to capture participation levels from various departments within the school. In addition, we learned that by looking at the number of people from each department who are actually engaged in our DEI and MAC activities, we can determine where we need greater outreach to more effectively engage all departments. We plan to encourage greater participation and collaboration at the departmental level. We will develop a metric for measuring inclusion and work with departments on its implementation in supporting our DEI efforts.

Additional Challenges:

1. Space to accommodate multiple events on the same day
2. Coordinating multiple calendars to accommodate our academic calendar
3. Staffing. We need full-time dedicated staff to fulfill our DEI mission
4. Sustainability, the need to find funding to support PFS beyond 2018 or make it a budget line item
5. Grants and other funding sources are being pursued to increase our pipeline efforts with a robust K-12 outreach program.

IX. Key Findings for Students

Following the racial posturing on Campus and the post-election public reactions and unrest, we held a community conversation for our students hosted by the MAC in collaboration with the Office of Student Affairs. The program began with our Dean sharing personal reflections and encouraging students to express themselves openly and freely in hopes that they will build community. Facilitators were DEI co-leads, Dr. Todd Ester Director of Diversity and Inclusion, Ms. Tina Pryor HR Director, and Dr. Renee Duff, Assistant Dean for Student Affairs. Also in attendance were our Dental School CAPS representative, Dr. Pamela Harnick and behavioral psychologist Dr. Marita Inglehart. We engaged students by asking them to provide one word to describe how the current issues on campus and the political climate impact them, what we could do to support them, how they are coping as well as solutions for our future.



X. Key Findings for Staff , Faculty, Campus-wide and Other Constituents

Participants were administered pre and post surveys as part of our Cultural Competency Training (CCT) series. All staff in attendance at our Unconscious Bias training in November 2016 and those who received bystander intervention training May 2017 were encouraged to complete surveys. Survey results demonstrated a positive increase in the following areas:

1. Participants’ excitement to be a part of our CCT program.
2. Participants’ interest in unconscious bias.
3. Participants’ belief that humans have unconscious biases against others based on certain characteristics.

Participants were provided take home tools to help mitigate and reduce unconscious biased thinking including “P.A.U.S.E.” and “Six Ways to Mitigate Unconscious Bias.”

XI. Highlights

I. The Multicultural Affairs Committee (MAC) celebrated twenty plus years of successful achievements in diversity, equity, and inclusion. The MAC is comprised of students, faculty, and staff from the School of Dentistry with the purpose of promoting diversity and planning activities that celebrate different cultures. The mission of the MAC is to create an atmosphere where students, staff, faculty, and patients can interact and benefit in a supportive environment by promoting justice and by exploring and celebrating differences and similarities.

During Phase I of our DEI planning, critical organizational meetings were held and discoveries surfaced. We learned that MAC members wanted to be fully involved and engaged in the Climate Study Implementation Committee (CIC) work, as opposed to having the CIC report to the MAC. This desire to be fully engaged was understandable. The MAC is charged, under our Bylaws, with contributing to the School of Dentistry’s process for achieving excellence through diversity by:

- “Providing directions for change and promoting progress based on current and previous findings of the Multicultural Initiatives Committee;
- Acting as an advisory committee to the School of Dentistry Dean and providing yearly progress reports to the Dean for dissemination;
- Supporting other groups and committees in promoting multiculturalism and diversity.”

This information helped us transition the naming of the CIC to the MAC/Implementation Committee (MAC/IC). This name was affirmed by our MAC and gives greater significance to the MAC’s role in this important endeavor. Additionally, in the fall, DEI announcements were made at faculty and department meetings; and, the school's leadership began to receive regular monthly reports on the number of students, staff, and faculty engaged in DEI efforts. Our MAC/IC held its inaugural meeting on February 3, 2016; this began with a charge from Dean Laurie McCauley. The group is currently developing action steps that address our top recommendations (goals) from the Climate Study. We plan to use this information to edit and inform our five-year DEI strategic plan. On Feb. 24, 2016, the school hosted “Diversity, Equity and Inclusion Day” during which we updated our dental school community about phase II DEI planning, celebrated the 2016 Ida Gray Award recipients and unveiled a portrait of Dr. Ida Gray, painted by School of Dentistry alumnus, Dr. James Lee (DDS 1990). (See list of DEI MAC/IC activities)

In response to a call for images of diverse individuals and alumni to grace the walls of the UM Presidential Residence, a framed original print of the painting of Dr. Ida Gray was presented to President Schlissel by the artist Dr. James Lee, a rendition of her portrait is displayed on the walls of the UM presidential residence.

The UMSD has conducted three surveys to assess the climate for diversity for students, staff, and faculty:

1. 1994 Cultural Audit I
2. 2007 Cultural Audit II

3. 2015 Climate Study

We are pleased that the findings from this work will be published in the October 2017 issue of the Journal of Dental Education.

We learned through our MAC committee, and by way of collaborative representation of all constituent groups, students, faculty, staff and alumni, we have a comprehensive approach and infrastructure to address difficult issues that challenge our community both internally and externally. This has allowed for a proactive approach for communicating and addressing diversity, equity, and inclusion.

The celebration of 20 years of the MAC, allowed us to reflect on our success and consider how to best share the model of our MAC with other campus units.

II. As a part of the School of Dentistry's Five Year Strategic Plan, a Cultural Competency Training Series was implemented. This three part series includes Unconscious Bias Training, for dental students, staff, and faculty, by external content experts (Cook Ross). It also includes by-stander intervention training "Change It Up" presented by the University of Michigan Human Resources department for dental students, staff, and faculty. Our final program will be a plenary presentation by Howard Ross of (Cook Ross) on his book "Re-Inventing Diversity" transforming organizational community to strengthen people, purpose, and performance.

November 16, 2016

Cultural Competency Training I: Unconscious Bias Training for School of Dentistry Staff and Faculty by Cook Ross. (Palmer Commons).

May 1- 2, 2017

Student Unconscious Bias Training by Cook Ross (Michigan League)

May and June 2017

Cultural Competency Training II: "Change It Up" Bystander Intervention Training for School of Dentistry staff, students, and faculty by University of Michigan Human Resources Department. (School of Dentistry)

November 2017

Cultural Competency Training III: "Reinventing Diversity" transforming organizational community to strengthen people, purpose, and performance by author and CEO of Cook Ross, Mr. Howard Ross. (University of Michigan Campus)

Students, staff, and faculty were administered pre and post surveys as part of our CCT series. All attendees at our Unconscious bias training in November 2016 and those who received bystander intervention training May 2017 were encouraged to complete surveys. Survey results demonstrated a positive increase in the following areas:

1. Participant's excitement to be a part of our CCT program.
2. Participant's interest in unconscious bias.
3. The belief that humans have unconscious biases against others based on certain characteristics.

Participants were provided take home tools to help mitigate and reduce unconscious bias thinking including "P.A.U.S.E." and "Six Ways to Mitigate Unconscious Bias."

During our May 2017 engagement with our Cook Ross consultant, Ms. Allison Manswell, our MAC Implementation committee had a working session to analyze results from our November training session. It was determined during this session that the theme for our November plenary event with Howard Ross, CEO of Cook Ross would be "Power and Privilege and how we can all



use our agency to develop a diverse dental school community."

An amazing opportunity for cross campus collaboration was spurred through contracting Mr. Howard Ross to visit our campus. On the morning of November 29, 2017 a collaboration of the School of Dentistry, Michigan Medicine, and the Office of Vice Provost for DE&I will host a breakfast for campus leaders where they will have an opportunity to engage with this content expert on "Power and Privilege and how we can all use our agency to develop a diverse university community."

III. The School of Dentistry has a 23-year history of welcoming disadvantaged and diverse students from all over the country to a summer internship Profile For Success (PFS). This program, funded through the Health Resources and Services Administration/Health Career Opportunity Program (HSRA/HCOP), gave us a vantage point from which to observe and expose prospective students to "The Michigan Difference." The programming efforts focused on three objectives: 1) serving as a gateway to the health professions, 2) preparing for excellence, and 3) realizing goals and attaining success. Through recruitment, science enrichment, test preparation, matriculation support, counseling and clinical support activities, our programs broadened the pipeline and assisted students interested in a career in dentistry or medicine to attain success and reach their goal.

The success of the students attending our programs fueled our success in the recruitment arena. Due to the loss of federal funding and administrative changes the PFS program did not have a cohort for the summer of 2014. In 2015, the PFS program was re-established through a concerted effort of alumni, students, staff, faculty and dental school leadership. We were able to secure funding for three years 2016 – 2018 from the Provost, the School of Dentistry, and the Dr. Lee Jones Endowed Diverse Summer Program Fund. When reviewing the successful outcomes from the first nineteen years of PFS it was clear that the program was integral to our success in recruiting dental students from diverse backgrounds.

During the initial nineteen-year history of the program (1995-2013), over 393 participants have matriculated. Over 56% (179/343) of our PFS participants have gone on to become dentists and over 33% (114/343) have graduated from the UM School of Dentistry. Fifty of our program participants were pre-med students during those years (50/393). Strengthening the pipeline of disadvantaged students has remained important. The Profile for Success program was re-established for the summer of 2015 and we conducted a four-week program for six participants. We received inquiries from over 50 interested applicants for our 2015 program. Based on this interest, for the summer of 2016, we restored the program to six weeks and hosted 10 participants.

Since reinstating the program, it is worthy to highlight from the 2015 and 2016 participants, we had an increase in success in enrolling PFS participants. Out of 16 participants, 13 (81%) are currently enrolled in US dental schools and 7 (54%) are dental students at the University of Michigan School of Dentistry.

In 2017 we hosted 12 program participants, and in 2018 we intend to host 14 participants. The impact of this program has been significant in reaching our strategic planning goals. We are engaging various units of our school and other campus units for collaborative efforts during our summer program that will enhance and build community for our participants. We learned that having students from non-traditional backgrounds for the summer, there was a tremendous interest by dental students, staff and faculty wanting to engage with our participants and contribute to their success. This positive engagement fueled the desire for the majority of our participants to apply to the UM School of Dentistry. Out of 16 participants, 13 (81%) are currently enrolled in US dental schools and 7 (54%) are dental students at the University of Michigan School of Dentistry. In addition, hosting students from an array of national institutions created a positive collaborative environment and brought together alumni, students, staff, faculty, and administration. Our

recruiting efforts are also positively impacted by our summer program participants who become some of our most effective recruiters and ambassadors at their local colleges and universities.

A positive trend has emerged from when we had limited resources to now; in 2015 we had 30 completed applications for a cohort of 6 participants; 2016 we had 35 completed applications for a cohort of 10 participants; and, in 2017 we had 44 completed applications for a cohort of 12 participants. The overwhelming interest in the program led to expanding opportunities by offering a non-residential component to our program. All applicants who completed applications were invited to participate in webinars and academic advising. They were also offered a reduced fee for the Kaplan DAT prep course. As a result, two participants from the non-residential program are current UMMSD class of 2021 students.

We have been fortunate to receive funding through the Provost Office to support our summer program through 2018. We have been creative in developing an endowed fund that will in-part support Profiles for Success into perpetuity. The Dr. Lee Jones Endowed Diverse Summer Program Fund was established by a \$75,000 challenge gift from one of our dental school alumni. This fund currently has grown to \$160,000 and it is our goal to share our success with other alumni in order to exponentially grow the fund.

Appendices

1. UMSD Five-Year Strategic Plan DEI Poster which summarizes the UMSD DEI efforts
2. SD Year One DEI Implementation Plan and Activities summarizes all DEI and Multicultural Affairs Committee (MAC) activities for 2016-2017
3. A Wordle created from the words expressed by attendees at the Student Community Conversation held at UMSD to discuss concerns regarding the campus and post-election climate
4. Summary of the hopes, concerns and solutions expressed by attendees at the Student Community Conversation
5. Staff and Faculty Unconscious Bias Cultural Competency Training pre-survey results
6. Staff and Faculty Unconscious Bias Cultural Competency training post-survey results
7. UMSD Words of Inspiration Booklet and video: <https://drive.google.com/file/d/0ByaJf7KOtW3-NE81eGdmMmNvLTg/view> Collective words of inspiration to build community using favorite quotes provided by UMSD staff and faculty prior to the November 16, 2016 Cultural Competency Training
8. Video UMSD Thoughts on Unconscious Bias Training
<https://www.youtube.com/watch?v=xEftz4h4Nq0&feature=youtu.be>
9. Dental Student Unconscious Bias Cultural Competency Training pre-survey result
10. Dental Student Unconscious Bias Cultural Competency Training post-survey results
11. Staff Cultural Competency Training Change It Up bystander intervention pre-survey results
12. Staff Cultural Competency Training Change It Up bystander intervention post-survey results
13. Faculty Cultural Competency Training Change It Up bystander intervention pre-survey results
14. Faculty Cultural Competency Training Change It Up bystander intervention post-survey results
15. Multicultural Mirror Fall 2016 issue
16. Multicultural Mirror Winter 2016 issue
17. Multicultural Mirror Spring 2017 issue
18. DEI Day celebrating 20 Years of the MAC and 2017 Ida Gray Awards Program and commemorating video: <https://www.youtube.com/watch?v=Weg3h6zZKcI>
19. UMSD DEI MAC Activities and Events Participation Counts

