

School of Dentistry

Diversity, Equity, and Inclusion Strategic Plan | FY 2024



Advancing Health through Education, Service, Research and Discovery



Strategic Plan Overview

Rationale Mission, Vision, Values of the U-M School of Dentistry:

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.

Mission:

Advancing Health Through, Education, Service, Research and Discovery

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:

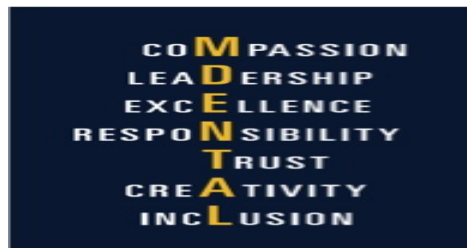
We commit to honest transparent communication to build relationships.

Creativity:

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

Inclusion:

We embrace and celebrate our diverse community.



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

Mission

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe diversity is key to individual flourishing, education excellence and the advancement of knowledge.

Goals Diversity Equity & 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.

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 were both excited and motivated as the School of Dentistry's accomplishments were highlighted at the first campus-wide DEI breakfast to launch DEI 1.0 in 2016. Units were charged "to create a five-year strategic plan and propose programming that people would 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 148-year history.

Through these efforts, it is believed that the UMSD has graduated more African-American dentists (500+) than any other U.S. dental school except for those at the historically black colleges and universities (HBCU), Howard and Meharry. The school has also graduated over 160 Latino dentists and over 40 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 the Office of Diversity and Inclusion, in 2014. Since 2018 it is called the Office of Diversity, Equity, and Inclusion to align with our central campus Vice Provost Office more closely.

For more than 50 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 confirmed by the Supreme Court in June 2003. The University of Michigan had a long history of utilizing affirmative action 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 based on 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." To achieve this vision, the School of Dentistry must have a critical mass of broadly 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.

The goals of DEI 2.0 as listed by President Ono are "We believe in and promote diversity, equity, and inclusion. Diversity and academic excellence go hand in hand. We are committed to

integrity. Restoring trust in this university is my job as president.” (Source: 2022 president speech). 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 broadly 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 racial diversity, gender diversity and inclusion of (in particular) all minoritized faculty, staff, and students every year over the next five years. Through DEI 1.0 2016-2021 we were able to achieve an increase in the racial diversity, gender diversity and inclusion of minoritized dental students and graduate students. We endeavor in DEI 2.0 to increase the racial diversity, gender diversity and inclusion of (in particular) minoritized staff, faculty, and dental hygiene students. This goal remains a focal point for our strategic planning efforts and was captured in our most recent climate survey which was conducted by the school of dentistry in 2022.

To achieve our DEI 2.0 goals, we plan to articulate our efforts with our central campus office of DEI and Provost Office. During DEI 1.0 the Dean of the School of Dentistry was our 14th dean and first female dean Dr. Laurie McCauley who began her first term as dean in 2013. The level of support that Dean McCauley provided to our overall strategic planning goals and DEI efforts were extraordinary. During Dean McCauley’s tenure the number of women dental students surpassed the number of male dental students for the first time in dental education in 2017 and we have seen this trend continue locally. This outcome although serendipitous also implicates the role that engaged and supportive leadership plays in achieving DEI goals. Currently, Dr. McCauley serves as Provost of the University of Michigan and our 15th dean of the School of Dentistry is Dr. Jacques Nör. We are certain with the efforts of President Ono, Provost McCauley, CDO Chavous, Dean Jacques Nör, our School of Dentistry Leadership and our DEI office and DEI-MAC we can continue to build on the great foundation of fostering an inclusive community with a great sense of Wellness and Belonging.

Key Strategies & Constituencies:

We endeavor in DEI 2.0 to increase the racial diversity, gender diversity and inclusion of (in particular) minoritized staff, faculty, and dental hygiene students. This goal remains a focal point for our strategic planning efforts and was captured in our most recent climate survey which was conducted by the School of Dentistry in 2022. We will seek innovative and creative ways to bring our community together to support, learn and build our dental school family. Our goal is to create a humanistic learning environment where everyone feels included and can thrive. The Diversity, Equity & Inclusion Multicultural Affairs Committee (DEI-MAC) is a dynamic organization bringing together staff, faculty, and students to plan and present a variety of cultural events such as the Dr. Martin Luther King Day Program, LGBT Ally training, Taste Fest, Women’s Tea, DEI Day, Ida Gray Awards, and Veteran’s Day celebrations. Seventy-one percent

(71%) of student respondents felt that student organizations greatly promote such an environment. Staff members (67%) viewed staff appreciation as a key contributor to fostering a humanistic environment, while student respondents (71%) perceived student organizations as important in this regard. Faculty members (56%) identified informal activities as a strong contributor to promoting a humanistic environment. The DEI-MAC offers monthly lunchtime brown bag presentations on dentistry in varying cultures and communities as part of the “Getting to Know You” series. For example, in 2021-2022, over 670 individuals attended the zoom series with presentations such topics as “Treat Patients with Muslim Faith”, “LGBTQ+ Ally Training”, and “Respectful Use of Pronouns”. Our DEI 2.0 Plan will build upon successful DEI goals and foundation built over the history of the School of Dentistry. New to our goals and efforts will be a central focus on faculty, staff and student Wellness and Belonging. This goal aligns well with our central campus goals and was greatly emphasized during our school wide crowdsourcing opportunities as a priority for staff, students, and faculty. All strategic objectives and related actions will be pursued in accordance with the law and University policy.

The School of Dentistry students, staff, faculty, and patients are the main constituency of this plan. Our DEI team, supported by senior leadership, has identified a limited number of strategic objectives to further university-wide goals for DEI. These have been aggregated into the three distal objectives determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single- and, in some cases, multiple-year actions the School of Dentistry will take to accomplish those objectives.

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

Planning Process Used

Planning Lead(s):

The School of Dentistry's Co-DEI Leads, Dr. Todd V. Ester, Associate Dean for Diversity, Equity and Inclusion and Ms. Shante Galloway, Human Resources Business Partner, are the key contacts and stewards for FY23.

Planning Team:

To achieve our DEI 2.0 goals, we will engage with our planning teams: our DEI-MAC committee, DEI-MAC Implementation Committee, Strategic Plan People Domain and our Climate Study Advisory and Steering Committees.

- Regular meetings of the strategic planning group (PEOPLE domain)
- Regular meetings of the Climate Advisory/Steering Committee
- Regular meetings of the MAC Implementation Committee
- Updates twice a year to the UMSD Leadership team
- Monthly updates with and School of Dentistry Dean

Planning Process Summary:

The Strategic Vision for the University of Michigan School of Dentistry's 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 Plan for this domain includes several action steps designed to ensure that we meet our highest priority goal, which is, over the next five years, to increase the diversity of our faculty, staff and students and alumni, which is aligned with the University's goals articulated by the U-M president. Our strategic planning process and our most recent study of our school's climate and culture completed in 2022-2023, have each independently included a common recommendation to increase the number of students, faculty, and staff from broadly diverse backgrounds at the school. This goal reflects the core values of our school community. The strategic plan defines clear action steps and metrics that will ensure that we achieve this highest priority goal. During a recent strategic planning assessment of society's grand challenges, DEI rose to prominence, consequently DEI is being removed from the People Domain and is now a strategic initiative.

We will engage the UMSD community through:

- Annual updates to the UMSD Executive Committee
- Annual updates to UMSD community (faculty, staff, students) via town halls
- Sending updates, reports, surveys, and other information through the school-wide email
- Posting updates, reports, surveys, and other information on the school's MI Tools

Data and Analysis: Key Findings

Summary of Data:

The 2022 climate study was the fourth in a series of climate studies/cultural audits carried out over the years (1995, 2007, 2015, 2022). These regular climate audits are part of the process to assess institutional climate at UMSD. One point to note is the beneficial collaboration with the program evaluation unit at the UM School of Social Work to develop and carry out the climate study evaluations in 2015 and 2022. The goal of the last two evaluations was to use a stakeholder driven approach involving faculty, students, and staff at UMSD in assessing climate at the school thereby reflecting the institutional vision to be inclusive in this effort. These stakeholders provided input at all phases of the climate study including its development as well as in interpreting of the results. Thus, in all phases it was a collaborative undertaking. One strategy in these climate audits has been to embed core questions to assess longitudinal change as illustrated by the following tables:

“I believe that the School of Dentistry has an honest interest/concern for diversity in the dental school.” (1995/2007) “I believe that the School of Dentistry <i>administrators (added for 2015)</i> have an honest interest/concern for diversity in the dental school.”				
	1995	2007	2015	2022
Staff	3.75	4.06	3.91	3.93
Faculty	3.90	3.92	4.17	4.22
Students	3.66	3.94	3.92	3.67
Recent graduates	--	3.88	--	--
“I believe that most people (faculty, staff, students) are satisfied with the present state of diversity in the School of Dentistry.”				
	1995	2007	2015	2022
Staff	3.35	--	3.47	3.46

Faculty	3.22	3.03	3.59	3.60
Students	3.18	3.47	3.67	3.48
Recent graduates	--	3.38	--	

"It is easy to feel comfortable in this school for people regardless of their gender."				
	1995	2007	2015	2022
Staff	3.64	3.99	4.00	3.85
Faculty	3.47	3.72	4.04	3.92
Students	3.80	3.80	4.17	3.80
Recent graduates	--	4.06	--	--
"It is easy to be comfortable in this school for people regardless of their ethnic/racial background."				
	1995	2007	2015	2022
Staff	3.86	3.88	3.80	3.69
Faculty	3.33	3.31	3.77	3.68
Students	3.57	3.72	3.94	3.51
Recent graduates	--	3.69	--	--

We also engaged our community during our DEI Day and Ida Gray Awards celebration, held March 7, 2023, with a crowd sourcing activity led by our DEI-MAC and our DEI co-leads. We

asked our community using a Qualtrics survey what were the key findings for DEI 1.0 giving them a list of our highlights and accomplishments. We also asked them what areas we should focus our efforts on for DEI 2.0.

Q1. What do you feel was our top accomplishment for DEI 1.0? Please Select Three

#	Answer	%	Count
1.	Fostering an inclusive community with efforts (DEI MAC; CE courses, safe space events)	25.93%	7
2.	Cultural Competency Training Series (Unconscious Bias Training; Change It Up - Bystander Training; Re-Inventing Diversity)	37.04%	10
3.	Attracting and retaining a diverse population (Profile for Success; DEI training for Faculty recruitment)	22.22%	6
4.	Campus Climate Support (Climate Survey)	11.11%	3
5.	Providing educational resources to our SOD Community	3.70%	1
	Total	100%	27

The results were consistent with our DEI-MAC Implementation committee that our community wanted our efforts to focus on Cultural Competency Training opportunities, including Implicit/Unconscious Bias Training and Change It Up - Bystander Intervention Training and Opportunities to Re-Inventing Diversity. Also, as a close second was fostering an inclusive community with efforts of our DEI-MAC, CE Courses and Safe-space events. While it is obvious that all these activities are important, we look at this list as giving us clarity on how to prioritize our strategic objectives.

Q2. To help develop our strategic plan for DEI 2.0, which strategic objective should we focus primarily on?

- **People (Recruit, Retaining & Develop a Diverse Community)**
- **Processes (Creating an Equitable and Inclusive School Climate)**
- **Products (Support Innovative and Inclusive Teaching, Research and Service)**

#	Answer	%	Count
1.	People (Recruit, Retaining & Develop a Diverse Community)	60%	6
2.	Processes (Creating an Equitable and Inclusive School Climate)	40%	4
3.	Products (Support Innovative & Inclusive Teaching Research and Service)	0%	0
	Total	100%	10

Additionally, our community was clear from our various community engagement activities that we should focus our DEI 2.0 efforts on People and Processes. Both initiatives were important as they directly engage our community in Belonging and Wellness, two pillars that were repeated many times in our planning discussions and suggestions.

Key Findings, Themes and Recommendations:

The 2022 Climate Study showed that most respondents agreed or strongly agreed that individuals experience a humanistic environment at the UMSD (staff 66%, faculty 66%, and students 74%). 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 DEI-MAC Implementation Committee composed of faculty, staff, and students, is working with the Strategic Planning People domain subcommittee, and the DEI-MAC coordinated and led by the Associate Dean for Diversity, Equity, and Inclusion, to implement the recommendations of the Climate Study Report.

The DEI-MAC is also charged with informing and editing the School of Dentistry's DEI Strategic Plan. Planning and organization for the School of Dentistry DEI 2.0 Strategic Five-Year Strategic Plan took place throughout the fall of 2022 and winter of 2023 with meetings of the co-chairs and leadership (including the Interim Dean). Interim Dean Jan Hu shared an announcement with the school emphasizing the importance of the Climate Study and DEI 2.0 Strategic Planning for School of Dentistry.

Strategic Objectives, Measures of Success, and Action Plans*

Introduction:

The School of Dentistry plan covers our goals for continuing the legacy of promoting Diversity, Equity, Inclusion and Belonging for students, staff, faculty, and patients... The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see the Action Planning Table.

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

People (Recruit, Retain & Develop a Diverse Community)

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

Strategic Objective 1:

Increase matriculation, representation, and retention of students from broadly diverse backgrounds yearly over the next five years.

Constituencies: Dental/Dental Hygiene/Graduate Students

Metrics:

An increase in the number of students from broadly diverse backgrounds (including, 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.

Percent of Profile for Success summer program participants apply and are admitted to the School of Dentistry.

Number of recruitment contacts in-person and virtually with Minority serving institutions (MSI's), Historically Black Colleges and Universities and Tribal Schools and Colleges.

Actions:

- Increase scholarships for students who have shown a demonstrated commitment to diversity, equity, and inclusion and serving under-served communities.
- Develop a student Ambassadors Program.
- Host high school and community programs to inform, attract, and recruit applicants from more diverse backgrounds (broadly defined).
- Mentor potential candidates.
- Advertise the efforts that the school has made and achieved in multicultural affairs and DEI.

- Host Lunch and Learn sessions to teach about different races and religions.
- Provide annual cultural sensitivity training opportunities.

Primary DEI Goal: Diversity

Strategic Objective 2:

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

Constituencies: Faculty

Metrics:

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

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 broadly diverse (including underrepresented) backgrounds.
- Mentoring plan.
- Posted positions should call for, all qualified candidates, including minorities, women and those with disabilities.
- Unconscious bias training for all search committee members, including workshops and videos.
- Cultural competency/sensitivity training for all faculty including workshops and videos. Speaker to talk.
- During recruitment of faculty, candidates will provide a brief written DEI statement which will be rated based on established criteria.

Primary DEI Goal: Diversity

Strategic Objective 3:

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

Constituencies: Staff

Metrics:

- Measuring and tracking the racial and gender diversity of staff recruited and retained as reflected in the five-year UMSD demographic trend data report.
- Percentage of supervisors/search committee members that completed Implicit Bias Training for hiring.
- Percentage of supervisors who complete cultural competency/sensitivity training.
- Post-onboarding assessment survey.
- Staff demographics reporting, trends, job families identified w AA goals and were met.
- Overall turnover rates: Follow up climate survey in 2025 to measure impact and change.

- Use exit interview data to provide additional data points (timing of turnover, reasons for the turnover)

Actions:

- Assess, post-hire, applicant demographics, interview pools and yields for all posted positions over a five-year period regarding 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.
- Require Implicit bias training for all hiring supervisors and search committees.
- Require cultural competency/sensitivity training for all supervisors, including workshops and videos.
- Consult with U-M Diversity Coordinator to source all jobs widely, including by reaching out to minority-focused community groups.
- All hiring supervisors will attend mandatory training, “Hire the Best,” which covers the recruitment process from conception through onboarding.
 1. Develop onboarding and NEO for staff and faculty, including a presentation from the DEI-MAC Committee or Assistant Dean of DEI.
 2. All hiring committee members will undergo mandatory training related to DEI Unconscious Bias recruitment. Would like to develop a video training for this and have the funding to produce with a team of individuals for role plays and examples Will request funding for this time & training from the provost.
 3. SOD HR provides standard interview questions and best practices on addressing DEI during interviews with candidates to mirror the DEI practices used in faculty recruitment.
- HR representative on the hiring committee for any leadership position supervisor and higher. This will help ensure a fair and equitable assessment of the soft skills needed to be a successful supervisor.
- Sourcing plan to promote a broadly diverse applicant pool.
- Updated exit interview process to better capture employees leaving and why they are leaving to address issues that may have caused the resignation.
- Identify which job families have the highest turnover rate and identify ways to lessen turnover.
- Train supervisors to have proactive career conversations with their staff to identify ways to develop and engage.
- Developing career pathways and succession planning to identify career opportunities for staff.
- Job shadowing opportunities to allow cross-training.

Primary DEI Goal: Diversity

PROCESS (Create an Equitable and Inclusive Campus Climate)

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

Strategic Objective 1:

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

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

Constituencies: Staff, students, faculty

Metrics:

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

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 DEI Goal: Inclusion

Strategic Objective 2:

Sustain DEI-MAC events/activities that create an inclusive environment and raise cultural sensitivity.

Constituencies: Staff, students and faculty

Metrics:

Number of attendees at DEI-MAC events and activities.

Actions:

- Multicultural Mirror
- Continuing Education (CE) events
- Getting to Know You Brown Bags
- Taste Fest
- Chili Cookoff
- MLK Day
- Veteran’s Day
- DEI Day and Ida Gray Awards
- LGBTQ+IA Ally training
- PRIDE Activities and Celebrations
- Juneteenth Day Events

- Annual Report to the School Leadership

Primary DEI Goal: Inclusion

Strategic Objective 3:

Ensure all staff are paid equitably and fairly.

Constituencies: Staff

Metrics:

- How often will reviews be conducted and what percentage of staff were reviewed each year.
- Monitor when staff are leaving and why. (i.e., before probationary period, resignation, or retirement)

Actions:

- HR will review all regular staff members to ensure they are properly classified and to ensure positions are market competitive within the University and external market.
- Partner with Finance and Leadership to ensure stakeholders know and have opportunity to offer input on recommendations.

Primary DEI Goal: Equity

Strategic Objective 4:

- Partner with Leadership and Finance on a compensation strategy that is fair, equitable, and transparent.

Constituencies: Staff

Metrics:

Revised compensation strategy and annual review process established.

Actions:

- The HR Director will facilitate a team to review current trends and develop an appropriate strategy that aligns with the mission and vision of the School of Dentistry.
 - The compensation strategy will be finalized once hired by the new SOD Dean and Chief Financial Officer.
- Compensation strategy will be shared with the School of Dentistry and included on the public website for transparency.

Primary DEI Goal: Equity, Inclusion

Strategic Objective 5: Promote a culture within the School of Dentistry where staff members are not only aware of but also comfortable reporting any conflicts or concerns they may have for conflict resolution.

Constituencies: Staff

Metrics:

- Decrease in complaints and grievance submissions to HR, Compliance and other Central Entities.
- Focused efforts to decrease the number of progressive discipline steps and improved employee and workplace culture.
- Decreasing turnover and improving overall workplace climate in units

Actions:

- HR Director will provide enhanced supervisor training to improve communications with staff including active listening, performance management, and conflict resolution.
- Staff have transparent options to submit their concerns to parties for assistance.
- HR staff are trained and certified to provide mediation and facilitation when disputes arise.
- Sustain our ongoing efforts to educate our staff about the Protection from Retaliation SPG policy, reinforcing our unwavering dedication to fostering an environment in which staff members are empowered to report conflicts or concerns without fear of reprisal.

Primary DEI Goal: Equity, Inclusion

Strategic Objective 6:

Explore collaboration among HSC-DEI Leads.

Constituencies: Health Profession Schools (faculty, staff and students)

Metrics:

HSC-DEI Deans work with their respective leads to accomplish the proposed work.

Actions:

- Develop a suite of best practices to support recruitment and retention of, among others and in particular, underrepresented faculty in the health sciences.

Primary DEI Goal: Equity, Inclusion

Strategic Objective 7:

Explore collaborative work among HSC-DEI Leads.

Constituencies: Health Profession Schools (students, faculty, staff)

Metrics:

HSC-DEI Deans work with their respective leads to achieve the proposed work.

Actions:

- Explore best practices in supporting health science students: financially, mentally, and socially.
- HSC-Deans supports students from our HSC schools and HSC MLK Committee to provide an annual Book Dialogue on Medical Apartheid (by Harriet Washington) and other suggested readings as determined annually by our students.

Primary DEI Goal: Equity and Inclusion

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

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued, and supported.

Strategic Objective 1:

Enriching the learning environment for our supervisors

Constituencies: Staff

Metrics:

Pre/post survey for each training; decrease internal workplace and ECRT investigations; successful ADA request through ECRT.

Actions:

- Expect Respect video/onboarding training sessions for all new hires, both staff and faculty. Would like funds to help create and promote a video that all faculty and staff can see as part of their onboarding experience, or a refresher as needed.
- Provide supervisors with soft skills training to effectively converse with peers and their staff.
- Create a comprehensive supervisor portal that holds all training materials available on demand.
- Host DEI Learning Opportunities such as identifying personal biases, LGBTQIA, Understanding Microaggressions, Accessibility for everyone, Accommodations in the workplace.

Primary DEI Goal: Equity and Inclusion

Strategic Objective 2:

Enriching the learning environment for our faculty and teaching staff.

Constituencies: Staff, faculty

Metrics:

- Pre/post survey for each training.
- Training Sessions on inclusive teaching practices.

Actions:

- Host sessions led by campus resources CRLT, PEER, Spectrum Center and others on inclusive teaching practices and tools.
- Provide sessions on a quarterly/bi-annual basis for all faculty and staff.

Primary DEI Goal: Equity and Inclusion

Strategic Objective 3:

Sustain and grow the Profile for Success Program (PFS), a pathway to dentistry program for encouraging disadvantaged students, who have shown a commitment to diversity, equity, and inclusion, to pursue careers in dentistry.

Constituencies: Students, pre-dental students

Metrics:

- Annually funded PFS residential program for 12-14 students.
- Number of PFS participants accepted into the non-residential program.
- Number PFS participants accepted into dental school and to UMSD.
- Number of applications to UMSD.
- Number of former PFS participants accepted to UMSD and receive Pathway Scholarship Funds.

Actions:

- 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.
- Continue fundraising efforts coordinated with the Office of Development.

Primary DEI Goal: Diversity and Inclusion

Strategic Objective 4:

Work in partnership with your School of Dentistry Chief Development Office to identify additional DEI fundraising priorities.

Constituencies: Staff, faculty, students

Metrics:

- Establish a new DEI Endowed Fund to support Dental Student Diverse Organizations
- Number of annual engagement activities with broadly diverse alumni (King's Feast, SNDA Senior Celebration, National Dental Association Annual Session, emails, contacts, and engagements).
- Identify priority gifts for the Dr. Lee Jones Diversity Summer Program Endowed Fund and the Dr. Lee Jones Scholarship Endowed Fund.

Actions:

Associate Dean for DEI and Chief Development Officer, and DEI Leads meet bi-annually to discuss DEI funding needs and priorities for the School of Dentistry.

Primary DEI Goal: Diversity and Equity

Strategic Objective 5:

Report on the gifts for the Dr. Lee Jones Diversity Summer Program Endowed Fund and the Dr. Lee Jones Scholarship Endowed Fund.

Constituencies: Staff, faculty, students

Metrics:

- Annual increases in funds in the Dr. Lee Jones Diversity Summer Program Endowed Fund
- Annual increases in funds in the Dr. Lee Jones Scholarship Endowed Fund.

Actions:

Associate Dean for DEI and Chief Development Officer, and DEI Leads meet bi-annually to discuss DEI funding needs and priorities for the School of Dentistry.

Primary DEI Goal: Diversity and Equity

Strategic Objective 6:

Develop a Belonging and Well-Being Office that would focus on wellness for our School of Dentistry students, staff, and faculty.

Constituencies: Staff, students, faculty

Metrics:

Hire a Belonging and Wellness/DEI officer to work along with the Associate Dean of DEI.

Actions:

- Coordinate Wellness activities for the School of Dentistry with our embedded Counselor (CAPS), School Social worker, HR, and faculty affairs.
- Work closely with the DEI-MAC to include wellness goals into existing events, training opportunities and programs.
- Coordinate with our Climate Study Steering Committee to build annual measures of assessing belongingness and well-being among our students, staff, and faculty.

Primary DEI Goal: Equity and Inclusion

Strategic Objective 7:

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

Constituencies: Staff, faculty, students

Metrics:

- Number of faculty attending training opportunities for Implicit Bias Training every three years.
- Number of faculty reporting in annual DEI Faculty Annual Review on inclusive teaching and pedagogy outcomes.
- Student, staff, and faculty peer feedback in periodic surveys demonstrates improvement in climate for diversity, equity, and inclusion.

Actions:

- Ensure all faculty are offered cultural competency and sensitivity training.
- Develop and administer pre and post-test assessment instruments.
- Improve accessibility of faculty.
- Develop a comprehensive feedback mechanism to provide faculty with feedback from staff, students, and peers.
- Faculty CE on creative and inclusive teaching-demonstrate in annual reviews that faculty teaching changed as a result.

Primary DEI Goal: Equity and Inclusion

Strategic Objective 8:

Educate our community on sexual and gender-based misconduct prevention to promote a safe and supportive environment for all members to work, learn, and thrive.

Constituencies: Staff, faculty, students

Metrics:

Number of students, staff, faculty, and patients that are aware of the reporting mechanisms and resources for sexual and gender-based misconduct.

Actions:

- Support central efforts to educate faculty, staff, and students on the University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention (“umbrella policy”).
- Develop and socialize unit specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.
- Seek input from faculty, staff, and students on UMSD Sexual and Gender-Based Misconduct Plan
- Engage departments, administrators and identified champions to ensure compliance with the Sexual and Gender-Based Misconduct initiative.

Primary DEI Goal: Equity and Inclusion

Strategic Objective 9:

Seek Sustainable practices, policies and procedures within the School of Dentistry that support the climate and reduce negative and harmful impact (Carbon Neutral Community).

Constituencies: Staff, students, faculty

Metrics:

The number of policies and practices developed that support a climate friendly community.

Actions:

Develop a community procedures and practice guideline manual for a healthy climate.

Align with President Ono’s plans and goals for carbon neutrality.

Primary DEI Goal: Equity

Goal-related Metrics – School of Dentistry – Measures Tracked Over Time (updated May 2, 2023)

Diversity: Five-year trend of faculty, staff, and student demographics.

Equity: Decrease in incidence of microaggressions and bullying.

Inclusion: Three-year cycle (TBD) of climate study survey to assess the climate.

Students: Dental Hygiene (DH), Pre-Doctoral DDS, Post Grad DDS

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

Graduation Rates:

- 2-Year DH, Post Grad DDS
- 4-Year DDS

Enrollment:

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

Climate Survey Indicators:

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

Staff:

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex

- Age (Generation cohort)

Climate Survey Indicators:

- Satisfaction with overall UM climate/environment
- Satisfaction with unit climate/environment at UMSD
- Assessment of the semantic aspects of the general climate at UMSD
- Assessment of the semantic aspects of the DEI climate at UMSD
- Feeling valued at UMSD
- Feeling of belongingness at UMSD
- Assessment of UMSD commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at UMSD
- Feeling able to perform up to full potential at UMSD
- Feelings of professional growth at UMSD
- Feelings of discrimination at UMSD

Faculty:

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Tenure status

Climate Survey Indicators:

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

Action Planning Tables with Details and Accountabilities

Fill in the tables with additional details about actions, including deliverables and assignments.

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/ person accountable
Dental/Dental Hygiene/ Graduate Students	1. Increase matriculation, representation, and retention of students from broadly diverse backgrounds yearly over the next five years.	<ul style="list-style-type: none"> An increase in the number of students from broadly 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. Percent of Profile for Success summer program participants apply and are admitted to the School of Dentistry. Number of recruitment contacts in-person and virtually with Minority serving institutions (MSI's), Historically Black Colleges and Universities and Tribal Schools and Colleges. 	<ul style="list-style-type: none"> Increase scholarships for students who have shown a demonstrated commitment to diversity, equity, and inclusion and serving under-served communities. Develop a student Ambassadors Program. 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 multicultural affairs and DEI. Host Lunch and Learn sessions to teach about different races and religions. Provide annual cultural sensitivity training opportunities. 	Associate Dean for DEI, Associate Dean Student Services, Associate Director Admissions, DEI-MAC
Faculty	2. Increase our recruitment and retention efforts to hire and retain faculty from broadly diverse backgrounds within the	<ul style="list-style-type: none"> Greater numbers of applicants from broadly diverse backgrounds are engaged in faculty searches. 	<ul style="list-style-type: none"> Research recruitment and retention best practices and develop and pilot a retention toolkit. Ensure all search committee members have STRIDE training. 	Associate Dean for DEI and Associate Dean for Faculty Affairs

	instructional, clinical and research faculty ranks.		<ul style="list-style-type: none"> • 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 broadly diverse backgrounds. • Mentoring plan. • Posted positions should call for all qualified candidates, including minorities, women and those with disabilities. • Unconscious bias training for all search committee members, including workshops and videos. • Cultural competency/sensitivity training for all faculty including workshops and videos. Speaker to talk. • During recruitment of faculty, candidates will provide a brief written DEI statement which will be rated based on established criteria. 	
Staff	3. Increase our recruitment and retention efforts to hire and retain staff from broadly diverse backgrounds within the various job families at the UMSD.	<ul style="list-style-type: none"> • Measuring and tracking the racial and gender diversity of staff from diverse backgrounds recruited and retained as reflected in the five-year UMSD demographic trend data report. • Percentage of supervisors/search committee members that completed Implicit Bias Training for hiring. 	<ul style="list-style-type: none"> • Assess, post-hire, the applicant demographics, interview pools and yields for all posted positions over a five-year period regarding 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 	SOD HR

		<ul style="list-style-type: none"> • Percentage of supervisors who complete cultural competency/ sensitivity training. • Post-onboarding assessment survey. • Staff demographics reporting, trends, job families identified w AA goals and were they met. • Overall turnover rates: Follow up climate survey in 2025 to measure impact and change. • Use exit interview data to provide additional data points (timing of turnover, reasons for the turnover). 	<p>affirmative action goals were identified for positions, but candidates who would contribute to meeting those goals were not selected.</p> <ul style="list-style-type: none"> • Require Implicit bias training for all hiring supervisors and search committees. • Require cultural competency/sensitivity training for all supervisors, including workshops and videos. • Consult with U-M Diversity Coordinator to source all jobs widely, including by reaching out to minority-focused community groups. • All hiring supervisors will attend mandatory training, "Hire the Best," which covers the recruitment process from conception through onboarding. • Develop onboarding and NEO program for staff and faculty, including a presentation from the MAC Committee or Assistant Dean of DEI. • All hiring committee members will undergo mandatory training related to DEI Unconscious Bias recruitment. Would like to develop a video training for this and have the funding to produce with a team of individuals for role plays and examples Will request funding for this time & training from the provost. 	
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			<ul style="list-style-type: none"> • SOD HR provides standard interview questions and best practices on addressing DEI during interviews with candidate to mirror the DEI practices used in faculty recruitment. • HR representative on the hiring committee for any leadership position supervisor and higher. This will help ensure a fair and equitable assessment of the soft skills needed to be a successful supervisor. • Sourcing plan to promote a broadly diverse applicant pool. • Updated exit interview process to better capture employees leaving and why they are leaving to address issues that may have caused the resignation. • Identify which job families have the highest turnover rate and identify ways to lessen turnover. • Train supervisors to have proactive career conversations with their staff to identify ways to develop and engage. • Developing career pathways and succession planning to identify career opportunities for staff. • Provide Job shadowing opportunities to allow cross-training. 	
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PROCESS (Promoting & Equitable & Inclusive Community)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All Constituencies	1. Continue and deepen engagement of faculty, staff, and students throughout the school regarding developing, evaluating, and prioritizing actions and strategies to improve diversity, equity, and inclusion. Improve cultural sensitivity demonstrated by faculty in the classroom, clinic and in the workplace.	<ul style="list-style-type: none"> • Student, staff, and faculty peer feedback in periodic surveys demonstrates improvement in climate for diversity, equity, and inclusion. • 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. 	<ul style="list-style-type: none"> • 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. 	Associate Dean DEI, Associate Dean Academic Affairs, Associate Dean Faculty Affairs, HR Director, DEI-MAC, Staff Counsel
All Constituencies	2. Sustain DEI-MAC events/activities that create an inclusive environment and raise cultural sensitivity.	<ul style="list-style-type: none"> • Number of attendees at MAC events and activities. 	<ul style="list-style-type: none"> • Multicultural Mirror • CE events • Getting to Know You Brown Bags • Taste Fest • Chili Cook Off • MLK Day • Veteran’s Day • DEI Day and Ida Gray Awards • LGBTQ+IA Ally training • PRIDE Activities and Celebrations • Juneteenth Day Events 	Associate Dean DEI, Associate Dean Academic Affairs, Associate Dean Faculty Affairs, HR Director, DEI-MAC, Staff Counsel

			<ul style="list-style-type: none"> • Annual Report to the School Leadership 	
Staff	3. Ensure all staff are paid equitably and fairly.	<ul style="list-style-type: none"> • How often will reviews be conducted and what percentage of staff were reviewed each year. • Monitor when staff are leaving and why. (i.e., before probationary period, resignation, or retirement) 	<ul style="list-style-type: none"> • HR will review all regular staff members to ensure they are properly classified and provide recommendations to ensure positions are market competitive within the University and external market. • Partner with Finance and Leadership to ensure stakeholders know and have opportunity to offer input on recommendations. 	SOD HR
Staff	4. Partner with Leadership and Finance on a compensation strategy that is fair, equitable, and transparent.	<ul style="list-style-type: none"> • Revised compensation strategy and annual review process established. 	<ul style="list-style-type: none"> • HR Director will facilitate a team of members throughout the school to review current trends and develop an appropriate strategy that aligns with the mission and vision of the School of Dentistry. • The compensation strategy will be finalized once hired by the new SOD Dean and Chief Financial Officer. • Compensation strategy will be shared with the School of Dentistry and included on the public website for transparency. 	SOD HR, Dental School Leadership
Staff, Faculty	5. Promote a culture within the School of Dentistry where	<ul style="list-style-type: none"> • Decrease in complaints and grievance submissions to 	<ul style="list-style-type: none"> • HR Director will provide enhanced supervisor training to improve communications with 	SOD HR, Associate Dean DEI,

	<p>staff members are not only aware of but also comfortable reporting any conflicts or concerns they may have for conflict resolution.</p>	<p>HR, Compliance and other Central Entities.</p> <ul style="list-style-type: none"> • Focused efforts to decrease the number of progressive discipline steps and improved employee and workplace culture. • Decreasing turnover and improving overall workplace climate in units 	<p>staff including active listening, performance management, and conflict resolution.</p> <ul style="list-style-type: none"> • Staff have transparent options to submit their concerns to parties for assistance. • HR staff are trained and certified to provide mediation and facilitation when disputes arise. • Sustain our ongoing efforts to educate our staff about the Protection from Retaliation SPG policy, reinforcing our unwavering dedication to fostering an environment in which staff members are empowered to report conflicts or concerns without fear of reprisal. 	
Health Profession Schools, All Constituencies	6. Explore collaboration among HSC-DEI Leads	<ul style="list-style-type: none"> • HSC-DEI Deans work with their respective leads to accomplish the proposed work. 	<ul style="list-style-type: none"> • Develop a suite of best practices to support recruitment and retention of, among others and in particular, underrepresented faculty in the health sciences. 	HSC Deans and DEI Leads
Health Profession Schools, All Constituencies	7. Explore collaborative work among HSC-DEI Leads.	<ul style="list-style-type: none"> • HSC-DEI Deans work with their respective leads to achieve the proposed work. 	<ul style="list-style-type: none"> • Explore best practices in supporting health science students: financially, mentally, and socially. • HSC-Deans supports students from our HSC schools and HSC MLK Committee to provide an annual Book Dialogue on Medical 	HSC Deans and DEI Leads and students

			Apartheid (by Harriet Washington) and other suggested readings as determined annually by our students.	
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PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Faculty, Staff	1. Enriching the learning environment for our supervisors	<ul style="list-style-type: none"> • Pre/post survey for each training. • Decrease internal workplace and ECRT investigations. • Successful ADA request through ECRT. 	<ul style="list-style-type: none"> • Expect Respect video/onboarding training sessions for all new hires, both staff and faculty. Would like funds to help create and promote a video that all faculty and staff can see as part of their onboarding experience or a refresher as needed. • Provide supervisors with soft skills training to effectively converse with peers and their staff. • Create a comprehensive supervisor portal that holds all training materials available on demand. • Host DEI Learning Opportunities such as identifying personal biases, LGBTQIA, Understanding Microaggressions, Accessibility for everyone, Accommodations in the workplace. 	SOD HR

Faculty, Staff	2. Enriching the learning environment for our faculty and teaching staff.	<ul style="list-style-type: none"> • Pre/post survey for each training. • Training Sessions on inclusive teaching practices. 	<ul style="list-style-type: none"> • Host sessions led by campus resources CRLT, PEER, Spectrum Center and others on inclusive teaching practices and tools. • Provide sessions on a quarterly/bi-annual basis for all faculty and staff. 	SOD Liaison for Inclusive Teaching, Director of teaching success and Associate Dean for DEI
Students	3. Sustain and grow the Profile for Success Program (PFS), a pathway to dentistry program for encouraging disadvantaged students, who have shown a commitment to diversity, equity, and inclusion, to pursue careers in dentistry.	<ul style="list-style-type: none"> • Annually funded PFS residential program for 12-14 students. • Number of PFS participants accepted into the non-residential program. • Number PFS participants accepted into dental school and to UMMSD. • Number of applications to UMMSD. • Number of former PFS participants accepted to UMMSD and receive Pathway Funds. 	<ul style="list-style-type: none"> • 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. • Continue fundraising efforts coordinated with the Office of Development. 	Associate Dean DEI, Chief Development Officer
Students, Alumni	4. Work in partnership with the School of Dentistry Chief Development Office to identify	<ul style="list-style-type: none"> • Establish a new DEI Endowed Fund to support Dental Student Diverse Organizations 	<ul style="list-style-type: none"> • Associate Dean for DEI and Chief Development Officer, and DEI Leads meet bi-annually to discuss 	Associate Dean DEI, Chief Development Officer

	additional DEI fundraising priorities.	<ul style="list-style-type: none"> • Number of annual engagement activities with broadly diverse alumni (King's Feast, SNDA Senior Celebration, National Dental Association Annual Session, emails, contacts, and engagements). • Identify priority gifts for the Dr. Lee Jones Diversity Summer Program Endowed Fund and the Dr. Lee Jones Scholarship Endowed Fund. 	DEI funding needs and priorities for the School of Dentistry.	
Students, Alumni	5. Report on the priority gift funds named for Dr. Lee Jones Diversity Summer Program Endowed Fund and the Dr. Lee Jones Scholarship Endowed Fund.	<ul style="list-style-type: none"> • Annual increases in funds in the Dr. Lee Jones Diversity Summer Program Endowed Fund. • Annual increases in funds in the Dr. Lee Jones Scholarship Endowed Fund. 	<ul style="list-style-type: none"> • Associate Dean for DEI and Chief Development Officer, and DEI Leads meet bi-annually to discuss DEI funding needs and priorities for the School of Dentistry. 	Associate Dean DEI, Chief Development Officer
All Constituencies	6. Develop a Belonging and Well-Being Office that would focus on wellness for	<ul style="list-style-type: none"> • Hire a Belonging and Wellness officer to work along with the 	<ul style="list-style-type: none"> • Coordinate Wellness activities for the School of Dentistry with our embedded 	Associate Dean DEI, HR, Social Worker, UMSD CAPS officer

	our School of Dentistry students, staff, and faculty.	Associate Dean of DEI.	<p>Counselor (CAPS), School Social worker, HR, and faculty affairs.</p> <ul style="list-style-type: none"> • Work closely with the DEI-MAC to include wellness goals into existing events, training opportunities and programs. • Coordinate with our Climate Study Steering Committee to build annual measures of assessing belongingness and well-being among our students, staff, and faculty. 	
All Constituencies	7. Improve cultural sensitivity demonstrated by faculty in the classroom, clinic and in the workplace.	<ul style="list-style-type: none"> • Number of faculty attending training opportunities for Implicit Bias Training every three years. • Number of faculty reporting in annual DEI Faculty Annual Review on inclusive teaching and pedagogy outcomes. • Student, staff, and faculty peer feedback in periodic surveys demonstrates improvement 	<ul style="list-style-type: none"> • Ensure all faculty are offered cultural competency and sensitivity training. • Develop and administer pre and post-test assessment instruments. • Improve accessibility of faculty. • Develop a comprehensive feedback mechanism to provide faculty with feedback from staff, students, and peers. • Faculty CE on creative and 	Associate Dean DEI, Associate Dean Academic Affairs, Associate Dean Faculty Affairs, DEI-MAC, Staff Counsel

		in climate for diversity, equity, and inclusion.	inclusive teaching-demonstrate in annual reviews that faculty teaching changed as a result.	
All Constituencies	8. Educate our community on sexual and gender-based misconduct prevention to promote a safe and supportive environment for all members to work, learn, and thrive.	<ul style="list-style-type: none"> • Number of students, staff, faculty, and patients that are aware of the reporting mechanisms and resources for sexual and gender-based misconduct. 	<ul style="list-style-type: none"> • Support central efforts in educating faculty, staff, and students on the University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention (“umbrella policy”). • Develop and socialize unit specific value statements that align and reinforce the university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway. • Gain input from faculty, staff, and students on UMSD Sexual and Gender-Based Misconduct Plan • Engage departments, administrators and identified champions to ensure compliance 	Associate Dean DEI, Associate Dean Academic Affairs, Associate Dean Faculty Affairs, DEI-MAC, HR Director, Staff Counsel, Marketing and Communications Director.

			with the Sexual and Gender-Based Misconduct initiative.	
All Constituencies	9. Seek Sustainable practices, policies and procedures within the School of Dentistry that support the climate and reduce negative and harmful impact (Carbon Neutral Community).	<ul style="list-style-type: none"> The number of policies and practices developed that support a climate friendly community. 	<ul style="list-style-type: none"> Develop a community procedures and practice guideline manual for a healthy climate. Align with President Ono's plans and goals for carbon neutrality. 	Associate Dean DEI, Associate Dean Academic Affairs, Associate Dean Faculty Affairs, DEI-MAC, HR Director, Staff Counsel, Building Manager, Marketing and Communication Director.

Plans for Supporting, Tracking and Updating the Strategic Plan

The School of Dentistry Associate Dean for Diversity, Equity and Inclusion is the key contact for stewardship of the plan. He will be assisted by the School of Dentistry Human Resource Business Partner (or HR Director) and the Diversity, Equity & Inclusion Multicultural Affairs Committee (DEI-MAC) in tracking and supporting the plan implementation.

These groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. A midyear status report on progress will be presented to the School of Dentistry during its annual DEI Day in the winter term. A final evaluation of metrics and accomplishments against the plan, as well as recommendations, will be presented to the School's Leadership team beginning in April.