



**OFFICE OF
ENROLLMENT MANAGEMENT**
UNIVERSITY OF MICHIGAN

**Diversity, Equity and Inclusion
Strategic Plan - Year Five**

Last Revised 07/20/2020

I. Overview

The Office of Enrollment Management (OEM) was established in Fall 2014 combining the offices of undergraduate admissions, financial aid, the university registrar, and new student programs. Charged with creating and sustaining an enrollment management effort leading to the optimal academic and student experience, and reflecting the vision of the leadership of the University of Michigan, OEM has grown beyond the four offices forming a self-sustaining, cross-disciplinary organization. These efforts have increased coordination and cooperation among all offices to best serve students, help ensure student success among all populations at the university, better envision and manage enrollment goals, and increase synergies and efficiencies across these functions.

OEM is comprised of five highly functioning offices that deliver core services to the university community.

- The Office of Enrollment Management Administrative Office (OEM) includes key support staff who deliver essential services to all offices under the OEM umbrella, and support larger campus-wide priorities. These services include human resources, budget and finance, integrated marketing communications, technology and innovation, and research and data management.
- The Office of Undergraduate Admissions (OUA) is the central office responsible for all campus undergraduate admissions. OUA employs over 80 full-time permanent staff in addition to student/seasonal employees that supports the functions of the office. The admissions and recruitment process facilitated by OUA contributes to the diversity of geographic origin, background and experience present in every entering class.
- The Office of Financial Aid (OFA) is the university's central office responsible for undergraduate need-based financial aid in addition to centrally based private scholarship awards. Employing over 40 full-time permanent staff in addition to seasonal/student employees, OFA oversees the complex responsibility of federal reporting and compliance for U-M Ann Arbor, U-M Flint, and U-M Dearborn.
- The Office of the Registrar serves all 19 schools and colleges and is committed to its core function of ensuring the integrity of the university's academic records. With more than 40 full time staff, the Office of the Registrar supports the educational experience by serving our faculty, students, and staff through enhanced information systems and data.
- The Office of New Student Programs (ONSP) supports the transition of students and their families to the U-M experience. Through orientation, arts, mentorship, and educational theater programming, ONSP provides an array of transition services under the guidance of 11 full time staff and over 250 student and seasonal staff.

Together, we form OEM. Our highest priority is to create and sustain a well-managed, student centered, evidence based, technology driven division that is innovative in its spirit, seeks to be best-in-class in all of our efforts, and supports and engages our staff within and across all the units of our organization while supporting the university's mission and commitment to academic quality, diversity, equity, and inclusion.

In response to President Schlissel's campus-wide charge and call to action, the Office of Enrollment management has embraced the following commitments, which serve as a foundation for our work with students, their families, faculty and staff.

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, veteran 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.

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

-President Schlissel's charge to the U-M Community



II. Implementation Highlights and Planning Process Used

Year Four Highlights

Year Four Implementation Lead(s): Kedra Ishop (Office of Enrollment Management), Paul Robinson (Office of Enrollment Management) and Kyle Manley (Office of Undergraduate Admissions)

Year Four Implementation Team: Eric Anderson, Amanda Blanchette, Kelly Cox, Tammie Durham, Carol Gorham, Antonio Junior-Robins, Philip Larson, Theodore Ma, Anna Miller, Nichele Moses, Stephanie Riegle, Danielle Santos, Kennedy Smith, Alena Stocking, Megan Taylor, Rebecca Wren

Year Four of DEI implementation was marked by new levels of agility and responsiveness by the OEM DEI Committee. After a successful programming start to the fiscal year (which featured extensions of successful initiatives such as the OEM Book Club as well as the hosting of nationally renowned DEI speaker Rachel Rosen), the disruption on campus caused by the COVID-19 pandemic forced DEI Committee members to adapt and move activities online. Many of these digital activities have been well received, with post-event feedback and surveys being collected to shape future virtual programming events.

A summary of Year Four programming events include:

Spectrum Center Workshop - For OEM professional staff, led by Spectrum Center Director. Focused on LBGQTQ identities, covering terminology and critically thinking about societal construction and expectations of gender identity and expression.

Accessibility Awareness Workshop - For OEM professional staff, learning and experiencing challenges of differently abled individuals, reflections to help promote better interactions and experiences for students, families, others.

OEM Book Club - *The Other Wes Moore*; book focused on the vastly different life experience of two black males with the same name, from the same city. Weekly meetings were held for one month for OEM professional staff, and discussion facilitated by a OEM DEI Committee member.

Article Review and Discussion - Session for OEM professional staff, opportunity to discuss indigenous nations, America's history and learn what it means to be Native American in the 21st century.

Documentary Viewing and Debrief - Opportunity for OEM professional staff to experience the personal story of Ryan Bell, the former pastor who announced his plans to try atheism for a year without God. The committee noted how religion is a topic that is rarely discussed in the workplace at length, and this documentary allowed participating staff to stretch their own perspectives and learn from others.

Article/TED Talk - Review and discussion for OEM professional staff to provide a better understanding of how languages shape our ways of thinking, exploring how differences between languages reflect how speakers from different cultural and linguistic backgrounds

have different approaches to everyday life and interactions, different ways of solving problems, and different ways of remembering past events.

Unconscious Bias Training - interactive session for OEM professional staff to examine how unconscious bias can affect one's perceptions, decisions and interactions. Session is held for new OEM staff each year.

MLK Symposium Keynote Debrief - an opportunity for OEM professional staff to reflect with each other following the annual keynote address.

TED Talk and Discussion - Viewing for OEM professional staff of Claudia Estrada-Howell Ted Talk on food insecurity among college students, and her own experiences as a child. Followed by group discussion. Food insecurity is an experience that some U-M students face, among other socioeconomic challenges. This discussion provided an opportunity to learn more and how staff can support students from the lens of a current professional.

Strategic Session/Workshop - For OEM DEI committee, led by Rachel Rosen, CEO, Facilitator, and Project Lead of SPARK Equity in Action, to explore progress on DEI strategic plan

DEI Workshop – Rachel Rosen led an interactive workshop for all OEM professional staff, helping the group learn to act with intentionality, discover how unconscious biases and blind spots can impact performance and results, and create and sustain conditions that lead to an inclusive organization culture.

Strategy Session - Follow-up consultation from Rachel Rosen with OEM DEI committee

Socioeconomic Activity – For OEM professional staff, a real time, face-to-face, simulation game of a society that will allow participants to progress from one level of society to another by acquiring wealth through trading with other participants.

Documentary Review and Discussion – Individual viewing by OEM professional staff of Documented by Jose Antonio Vargas, chronicling his experience as an undocumented immigrant from the Philippines, and his experience with the immigration system. Followed by virtual discussion.

Reading/Podcast Review and Discussion: Martin Luther King Jr. to George Floyd - The Wait Continues – Reading of Dr. King's Letter from a Birmingham Jail, the article People Can Only Bear So Much Injustice Before Lashing Out, and listening to the podcast entitled Death Of George Floyd: A Long History Of Racism And Policing In America. Provides OEM staff a space and opportunity to examine the effects of racism in America through the lens of the recent tragedy that sparked a national response.

Teach-Out and Debrief: LGBTQ Pride - From Origins to Evolution – Participation in the Spectrum Center and the Center for Academic Innovation's Teach-Out during Pride month, followed by debrief discussion. Dives deeper into the complexities of Pride as an event and as a feeling for individuals with the Lesbian, Gay, Bisexual, Transgender, and Queer community, shedding light on different understandings and meanings of Pride as it relates to space, community, and representation within LGBTQ communities.

Year Three Implementation Highlights

Year Three Implementation Lead(s): Kedra Ishop (Office of Enrollment Management), Paul Robinson (Office of Enrollment Management) and Amanda Blanchette (Office of Undergraduate Admissions)

Year Three Implementation Team: Kelly Cox (Office of Undergraduate Admissions), Carol Gorham (Office of the Registrar), Daniela Guzman (Office of Undergraduate Admissions), Irma Guzman (Office of Undergraduate Admissions), Phil Larson (Office of New Student Programs), Kyle Manley (Office of Undergraduate Admissions), Nichele Moses, (Office of Enrollment Management), Stephanie Riegle (Office of Enrollment Management), Elizabeth Schmuhl (Integrated Marketing Communications), Kennedy Smith (Office of the Registrar), Ayeza Siddiqi (Office of New Student Programs), Rebecca Wren (Office of the Registrar)

Similar to Year Two, the Year Three OEM DEI implementation plan served regular, benefits-eligible staff members and in some cases, temporary and student staff. Staff education and training was realized through a new 8-hour annual requirement and semester session planning, and each reporting unit was also responsible for 1-2 strategic objectives. The OEM DEI committee facilitated article debrief discussions, safe space discussions and introduced affinity groups in addition to other programming activities.

Safe spaces and affinity groups

Safe space discussions were held on an adhoc basis with the first two sessions directly following the mid-term elections and Pittsburgh synagogue shooting in fall 2018. Affinity groups allowed for a deeper discussion around a particular topic and groups were split in various ways. These sessions proved most beneficial to groups who felt oppressed, serving as a space to share inner thoughts and feelings. One participant further described the affinity groups and safe spaces as a "time to bond, share and heal" and saw the opportunity as "therapeutic."

Veterans Week

Veterans Week is a recurring annual program that is coordinated and administered by the Office of New Student Programs' Veteran and Military Services. This week included panels, lectures, movies and ceremonies across campus, celebrating veterans at U-M and the surrounding local area. Events were held November 5-11, 2018 and programming served staff, graduate/undergraduate students, faculty and the Ann Arbor community.

Film screening

The OEM DEI committee also screened a film for Black History Month "The Black List, Volume One." This film highlighted stories and insights on the struggles, triumphs and joys of Black life in this United States. Released in 2008, content was a bit dated however featured inspiring artists, philanthropists, actors and athletes among others. This event served as a passive program where staff members could absorb information over a 90-minute period and sit with their thoughts. Although a formal debrief session was not held, it became apparent that despite many societal accomplishments, very little has changed in the last decade.

Women's History Month

In recognition of women's history month (March), women in OEM leadership roles sat down with staff members to share their personal/career stories and encourage participants to reflect on how influential women have affected their lives. "Five Moments with Women in Leadership" was an engaging and raw, 90-minute session filled with emotion and group discussions. Participants shared interest in future sessions with a similar format (different topic) and were excited to experience the "human side" of OEM leaders.

Religion in the workplace

The OEM DEI committee challenged staff to stretch themselves in discussing religion in the workplace. During the one-hour session in May, pre-identified staff members discussed their faith and religious practices - Christianity - Judaism - Islam - and how their faith intersects with the workplace (if at all). Feedback suggests staff are ready for more discussions that show/discuss hidden identities. Additional time would also be helpful to take a deeper dive into themes and ideas.

Book Club

The OEM DEI Committee was successful in developing, facilitating and offering various engagement activities for staff members throughout Year Three however, the best highlight was the book club. *Make Your Home Among Strangers* shares the story of a first generation, Cuban college student navigating new relationships, academic pitfalls, microaggressions and student services within her higher ed institution. The book touched on the continuous challenge of balancing identities, realized numerous identities students (and others) bring with them to every situation and opportunities for colleges/universities to better reach and retain students, specifically first generation and students of color.

Staff were overwhelmingly impressed with the relevant topics and "realness" the author shared through the experiences of the main character. The book club began as a unique way to engage staff through a common read and became much more. It became a great opportunity to learn from the characters and other participants, and reflect on how enrollment management professionals in admissions, financial aid, new student programs and the registrar office can better serve students on a daily basis.

Participants were required to register and books were purchased and distributed by the committee. Weekly book club meetings were hosted for one hour during the month of February with an encore request and additional cohort in June 2019. The DEI committee plans to offer additional sessions using the same book (or another) during Year Four and in reviewing feedback, believes this will assist in building a common understanding of DEI themes within enrollment management and student services.

Year Two Implementation Highlights

Year Two Implementation Lead(s): Kedra Ishop (Office of Enrollment Management), Nichele Moses (Office of Enrollment Management) and Amanda Blanchette (Office of Undergraduate Admissions)

Year Two Implementation Team: Amanda Ewing (Office of New Student Programs), Sondra Fonville (Office of Financial Aid), Daniela Guzman (Office of Undergraduate Admissions), Irma Guzman (Office of Undergraduate Admissions), Michelle Henderson (Office of the Registrar), Elaine Kinloch (Office of Financial Aid), Phil Larson (Office of New Student Programs), Stephanie Riegle (Office of Enrollment Management), Elizabeth Schmuhl (Integrated Marketing Communications), Ayeza Siddiqi (Office of New Student Programs), Rebecca Wren (Office of the Registrar)

Similar to Year One, Year Two of the OEM DEI implementation plan served regular, benefits-eligible staff members and in some cases, temporary staff members. Education and training continued as a focus for OEM, and staff members were engaged through monthly cafe conversations, educational sessions such as Unconscious Bias and Change It Up. The committee also led efforts regarding the DEI Climate survey results and debrief sessions.

Unconscious Bias and Change It Up

In November 2017, an Unconscious Bias session was held for new staff members and those that were unable to attend during Year One. Approximately 25 staff members attended the session with positive feedback. Another session was held in February 2018 for staff, Change It Up - Bystander Interventions. Approximately 40 staff members participated in this session which was facilitated by one of our very own OEM staff members Callie McKee, then Educational Theatre Company Director and Assistant Director within Office of New Student Programs.

The DEI Committee has determined that both sessions will continue to be offered as needed, one during fall semester and the other during winter semester.

DEI Cafe Conversations

The monthly brown bag sessions during Year One also continued during Year Two with a new branding name - cafe conversations. These sessions remained well-attended and times were shifted to be off of the lunch hour to further engage staff and incorporate efforts into the OEM fabric. Topics were as follows:

September 2017

Article Review - The Case for Reparations by Ta-Nehisi Coates

October 2017

The Terminology of LGBTQ Identities with the Spectrum Center. This session focused on vocabulary and language for the LGBTQ population as well as personal pronouns, all of which is helpful for staff to know when providing services to prospective/current students.

May 2018

Article Review - HBR's article, *Why Black Employees Hesitate to Open Up about Themselves*. This short article touched on being one's authentic self and how to build a more inclusive social environment at work. It also echoes and realizes OEM's DEI climate survey results centered on "isolation" and "sense of belonging."

June 2018

Understanding Social Identities - Facilitated by DEI Committee members, this session focused on the diversity wheel and identification of social identities. This session also served as primer for the DEI component of the OEM All Staff Conference in July.

DEI Climate Survey Debrief sessions

The DEI Climate survey results were released in December 2017. Upon release, the committee was charged with developing executive summaries of each of the six reports - one for OEM-All staff, as well as the five offices within OEM - and facilitating an interactive session for staff to debrief and digest the results. Two debrief sessions were held for staff in February 2018. Prior to the sessions, executive summaries were placed on the OEM web portal to ensure access to information. Each of the OEM offices are working to review, digest and discuss the results of their reports with staff members.

Year One Implementation Highlights

Year One Implementation Lead(s): Kedra Ishop (Office of Enrollment Management), Nichele Moses (Office of Enrollment Management) and Reuben Kapp (Office of Undergraduate Admissions)

Year One Implementation Team: Amanda Blanchette (Office of Undergraduate Admissions), Sondra Fonville (Office of Financial Aid), Michelle Henderson (Office of the Registrar), Elaine Kinloch (Office of Financial Aid), Phil Larson (Office of New Student Programs), Stephanie Riegle (Office of Enrollment Management), Ayeza Siddiqi (Office of New Student Programs)

Year one plan implementation was successful overall with focus on training, development and programming for staff and 91% participation rate in the University DE&I climate survey. The OEM Diversity, Equity and Inclusion Committee hosted monthly brown bag sessions on various topics each of which yielded strong attendance during the months of January through May 2017. In addition, two Unconscious Bias sessions were held in the Michigan Union providing opportunity for 80+ staff members to learn about their unconscious biases and how such biases may affect perceptions, decisions and interactions with others. Other year one goals included improving access to information across the larger OEM organization and human resources related-items.

The OEM Director of Human Resources was hired in March 2016. In this case, year one plan implementation aligned well with the first full year of employment. The Director of Human Resources lead progress of HR goals including utilization of diverse search committees and interview teams, using targeted outreach strategies to diversify applicant pools, performing exit interviews to improve our work environment and experiences, beginning a job audit and equity review process, and development of an annual recognition award program with a DEI emphasis. This award will be implemented in year two.

In addition to our many successes, the OEM DEI committee realized a few opportunities through staff feedback and experiences. The committee utilized surveys after each brown bag session, obtained a pulse of climate and anxiety levels around DEI issues in November 2016 and held a town-hall meeting as part of the OEM Annual Conference in June 2017. Each of these sessions confirmed solid interest and staff readiness to further engage in programs and learning opportunities dedicated to DEI initiatives.

Initial Planning Process

In Fall 2015, after the university-wide Diversity, Equity and Inclusion initiative was announced, the OEM Diversity, Equity and Inclusion Committee formed, comprised of individuals from representative OEM units who self-identified as interested in this work. Additionally, all staff were notified of the committee, its charge, and timeline, and encouraged to participate with the committee and its activities.

The committee met regularly, discussing the role of diversity, equity and inclusion in OEM, collecting additional data, and analyzing both new and existing data. The first year report contained recommendations forwarded by the OEM Diversity, Equity and Inclusion committee and vetted by OEM leadership.

Planning Lead(s): Stephanie Riegler (Office of Enrollment Management), Nichele Moses (Office of Enrollment Management)

Planning Team: Amanda Blanchette (Office of Undergraduate Admissions), Sondra Fonville (Office of Financial Aid), Michelle Henderson (Office of the Registrar), Reuben Kapp (Office of Undergraduate Admissions), Elaine Kinloch (Office of Financial Aid), Phil Larson (Office of New Student Programs), Ayeza Siddiqi (Office of New Student Programs)



III. Data and Analysis: Key Findings

Year Four Key Findings

This year, the OEM DEI committee developed a more robust and effective committee structure comprised of similar and new sub-committees, and requesting a commitment by each staff member. The sub-committee groups established at the beginning of the year (and that we expect will continue) were as follows: Curriculum Planning/Scheduling, Training and facilitation (with post-program survey), End of Year Reporting/Plan Revisions, Micro-grant subcommittee, OEM Staff Conference planning (DEI Component), Committee meeting support/Note taking, and the DEI Implementation Co-Leads. These subcommittees allowed for better communication, leadership opportunities for professional staff, ownership and buy-in among OEM DEI members, and enhanced measurable outcomes including targeted staff programming.

For the second year, the curriculum planning/programming sub-committee implemented a schedule for each semester. This allowed for better planning of events, known options for staff, coordinated efforts around theme months, and better oversight of what topics were being covered. Despite COVID-19, programming was able to continue virtually with help of existing sub-committee members, and a few new volunteers that had capacity to assist with planning during the summer months.

This time last year, OEM leadership decided to expand reporting objectives from merely staff programming to include some strategic goals led by the reporting departments. This provided a comprehensive view of our DEI efforts including campus-wide programming and strategic recruitment initiatives as listed in the OEM overarching strategic plan.

Throughout Year Four, the OEM Executive Team and all staff focused efforts on strategic planning, creating a vision statement, strategic objectives, action items and organizational values. After crowdsourcing, staff recognized and voted to identify DEI as a core value. Although division goals have generally been shared in the past, this dedicated work allowed for a clear line of sight forward, and better informed our DEI efforts. This work was led by a new position, the Director of Organization Effectiveness and Delivery.

Year Three Key Findings

The OEM DEI Committee experienced another productive year filled with unique educational and training events for staff. Creating a curriculum planning subcommittee responsible for semester event calendars proved not only beneficial but engaging, allowing committee members to use their knowledge, skills and abilities to plan, coordinate and facilitate discussion sessions/workshops. Semester schedules also allowed for a more comprehensive experience for OEM staff members and the ability to intentionally engage in DEI sessions of interest while meeting the 8-hour requirement.

Year Three was the second year with subcommittees in place and this proved to be helpful in holding the local group accountable and maintaining momentum. The curriculum planning subcommittee will continue for Year Four, along with others:

- Training and development
- End of year reporting/plan revisions
- Microgrant subcommittee
- OEM Staff Conference

As OEM completes its fifth year of existence, people and system structures are also nearing alignment. New positions were developed and existing roles adjusted to catapult strategic DEI initiatives and encourage staffers to think differently about how we do the work we do. It also became apparent that these strategic initiatives should be captured in our Year Four plan, in addition to staff development objectives.

Year Two Key Findings

The campus-wide Climate Survey results provided a benchmark for both the larger OEM organization and the five sub-units. Within the larger organization, five key themes emerged:

- Feeling undervalued and un-empowered
- People of color and feelings of isolation
- Physical safety (female)
- White privilege
- Elitism

These themes provide a roadmap for leadership and the OEM DEI Committee to consider when developing future programming. These themes will also be discussed and realized during the OEM Staff Conference through an interactive activity led by the OEM DEI Committee. This conference is scheduled for July 10-11, 2018 and outcomes will be shared in the Year Three report.

In order to allow for a more comprehensive experience for our staff, the performance management requirement for staff in FY 2019 will change from one required DEI activity to a minimum of 8 hours of participation, learning and/or development. Resources and tools will be developed for supervisors and staff members to track progress throughout the performance year and realize various opportunities within OEM and across campus.

Lastly, in order to fully integrate goals and accountability from all OEM offices, we included office-specific objectives for our Year 3 planning. This is a significant change in approach, but one that we believe will provide more depth as we continue DEI efforts.

Year One Key Findings

Training, development and programming provided the highest level of staff engagement in year one. Through feedback sessions, staff shared their interest in continuing these opportunities. The OEM DEI committee supports these efforts and will continue to coordinate development sessions as well as rebrand monthly brown bag sessions as “Café Conversations” – this was a key recommendation provided by staff. The monthly sessions will be held at various times throughout the workday, avoiding the lunch hour. This change will be made in year two with the expectation that DEI initiatives/training will be seen as part of normal work duties and eliminate the requirement for staff to use their lunch hour to participate

In addition, the OEM DEI Committee realized the impact of having cross-unit representation within the committee. This structure assisted with outreach, staff engagement and ensuring feedback from all reporting units and at all levels of the organization throughout out year one of implementation. As OEM continues to experience growth and structural changes, peer-to-peer leadership becomes more evident to success vs. the typical top-down approach.

Initial Planning Process

“It is important to understand that diversity, equity, and inclusion is more than ‘how we look’ and what is visible. It is more broadly ‘who we are’ and how who we are affects how we serve our students and families and how we interact with our colleagues.”

Vice Provost Kedra Ishop

OEM as a unit is in the process of organizational change creating a new culture, climate, and way of working. This process has been, by design, staff focused through persistent query and assessment. Given the organization’s brief existence, the data gathered for OEM is recent, and in some cases still being processed by the leadership and staff. However, the following data points have been collected and reviewed to inform the OEM plan (see Appendix I for data collection and planning activities):

- Focus group summary/recommendations (spring 2015)
- Denison Organizational Culture Survey (fall 2015)
- Demographic data (fall 2014-2015)
- Program data from the 2015 Diversity Census Reports (2015)
- Crowdsourcing exercise (fall 2015)
- Communications overview (winter 2016)
- Inclusion survey results (winter 2016)

Broadly, the OEM Diversity, Equity and Inclusion plan is focused on 1) OEM staff and 2) the programs and services that our staff provides to the university community including students, families of students, staff and faculty. We chose to limit our focus on staff and programming at this point in time as a result of our recent reorganization into the Office of Enrollment

Management. While serving U-M students and their families is central to our mission, it is important that we address key issues for our staff to better enable them to serve our campus community. Future plans and reports will address faculty and student engagement.

Key Findings, Themes and Recommendations

The following key findings and themes have been organized according to the four domains provided by campus leadership specific to this initiative, and form the basis for our subsequent recommendations.

Retention, recruitment and development

OEM recently added a Senior Human Resources Officer to the OEM team, who will prioritize a human resources strategy with a focus on retention, recruitment and professional development. Repeated concerns of staff include a multiplicity of human resource strategies implemented among the units, and retirement and turnover risks, especially in the state of change for the organization. Most employees expressed the need for supervisory and leadership training as well as a need to evaluate equity in pay across OEM areas. Additional needs include common onboarding protocols for all units, increased attention to work-life balance, and a retention plan to address high turnover areas.

Demographic data reveal room for growth among many dimensions for our staff composition. OEM staff is 24% persons of color and 26% men, revealing underrepresentation for both populations (race/ethnicity breakdown: Asian 3.2%, American Indian or Alaska Native 0.5%, Hispanic or Latino 3.2%, Black/African American 17.2%, and Mixed/two or more 2.2%). In addition, men only constitute 13% of the administration. Thirty-two percent of OEM staff will be eligible for retirement in 2021, indicating a need for succession planning in all units. OEM units have benefitted from longevity of their staff members, who possess institutional memory that is important to document and pass on to the next generation of staff.

Education and scholarship

The various offices that comprise OEM sponsor and participate in numerous programs and events that are focused on educating those whom OEM serves. Diversity programming is a key component of our programming and includes, but is not limited to the following (see Appendix II for program descriptions):

- Campus Visit Events
- Call Out Programs
- Outreach Programs
 - Chicago, Detroit, California
- Community Workshops
- New Student Orientation Activities
- Educational Theatre Company
- Arts at Michigan Programming
- Mentorship Programs
- Veteran and Military Services

For staff members, the university offers a variety of workshops and training that celebrate and recognize diversity (i.e. Diversity Summit, MLK Program, Disability Program, Veterans Week, Women of Color Conference). In addition, OEM has recently developed multiple avenues to provide two-way communication, information and education, receive staff feedback, and create OEM specific programming. Examples include:

- OEM Newsletter
- Regular OEM All Staff Meetings
- OEM Staff Advisory Council (comprised of 10 OEM staff members)
- OEM Diversity, Equity and Inclusion Committee (comprised of 7 OEM staff members)
- OEM Website

Inclusive climate

A key component to the strategic direction of OEM as an organization relies on an inclusive climate for its staff members. The more supported, valued and included our staff feel, the better they can focus on their positions and the larger role they play in the organization.

Staff have indicated their desire for increased transparency on the direction of the organization and opportunity for participation of staff in the decision-making process. Others have expressed uneasiness with the recent reorganization, expressing the perception that some units receive more focus and priority over others, resulting in a feeling of non-inclusiveness. Issues of pay and appreciation, as well as professional development (emphasizing training for leaders) surfaced as areas of improvement for a more inclusive environment.

Service

Service to both external and internal OEM constituencies is crucial to carry out our mission. This includes access and accessibility to our facilities, communications, programs, and presentations, as well as service to our staff through professional development and engagement opportunities.

Our analysis revealed that it would be helpful to provide more information on the programs and services being offered by the different OEM units, in a centralized location, in an effort to create an inclusive and welcoming workplace for both internal and external constituents. This will provide us with a more holistic view of services that are already available and may help in creating a shared understanding of services available *for* members of OEM, as well as services provided *by* members of OEM.

The OEM website was launched in September 2016 and provides a first step in clarity in regards to the organization and its program offerings.

IV. Strategic Goals and Objectives

The following sections detail current goals and objectives for OEM. *(All strategic objectives and related actions will be pursued in accordance with the law and university policy.)*

Our five main goals include:

- 1. Recruit diverse talent to expand OEM abilities, reach and develop current talent to meet personal and professional goals (with recognition of current hiring freeze).**
- 2. Utilize benchmarks and best practices to promote fairness and equity among staff;**
- 3. Develop inclusive training and tools that support, inspire and engage staff;**
- 4. Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.**
- 5. Provide and support a sustainable structure to attract and retain a diverse student body, increase student access and affordability.**

Goal: Recruit diverse talent to expand OEM abilities, reach and develop current talent to meet personal and professional goals.

Objective:

- Use targeted outreach strategies to recruit and create diverse and qualified applicant pools in areas of under-utilization.
- **Hiring manager partners with HR and/or U-M Staff Diversity Recruitment Coordinator for vacancies, particularly job titles that are part of job group with a federally mandated Affirmative Action goal.**
- **Hiring Manager/HR reviews and revises postings as needed and considers unique advertising options.**
- **HR Director runs applicant summary report to assess pool demographics and discusses demographics relevant to larger pool.**
- Develop staff mentoring program as part of onboarding process to OEM. Match new and existing professional employees with others to assist in career advancement and professional development.
- **Develop mentoring program, goals and outcomes as part of New Employee Welcome Program, or staff engagement activities.**
- **Determine mentor/ mentee selection and match process and select participants.**
- **Develop survey to measure progress and success.**

Goal: Utilize benchmarks and best practices to promote fairness and equity among staff.

Objective:

- Perform job audit and equity review across OEM units for salary comparison within U-M and region; **establish maintenance plan for pay equity and continued competitiveness.**
 - **Develop a life cycle and maintenance plan for equity reviews in the future. Large position groups were reviewed and considered for pay equity reviews in last three years.**

Goal: Develop inclusive training and tools that support and engage all staff.

Objectives:

- Equip employees directly responsible for hiring, promotions and retention initiatives with training and tools to manage a diverse and inclusive work environment.

- **Build curriculum and require Leadership Council members to complete a series of development courses (with virtual delivery options) within 24 months of position attainment (e.g. Unconscious Bias, Change it Up, Crucial Conversations, and other LPD courses).**
- Partner with HR to identify facilitators to prepare managers with skills needed to discuss diversity, equity, inclusion and access within their departments.
- Provide funding for activities related to diversity, equity & inclusion in the form of micro-grant opportunities.
 - **Evaluate year one of micro-grant program.**
 - **Continue micro-grant program in Year Five with application and reflection requirement for staff upon distributed funds – pending FY21 budget constraints.**

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

Objectives:

- Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn and thrive.
 - **Support new hire participation in mandatory training.**
- **Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention ("umbrella policy").**
- **Action Item: 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.**

Goal: Provide and support a sustainable structure to attract and retain a diverse student body, increase student access and affordability

Objectives:

- American Talent Initiative Consortium of colleges working collaboratively to expand access and opportunity for highly-talented lower-income students.
- Increase PELL recipient enrollment, transfer applications and applications of low and moderate income, state of Michigan residents to U-M
- Native American Initiative- Increase awareness of U-M and implement strategic recruitment for this population of students.
- Urban Initiative Recruitment- Increase awareness of U-M through strategic partnerships with Community Based Organizations.
- POSSE- continue with STEM partnership, assisting with success of the U-M Posse scholars.
- Engage new students in understanding of what it means to join a diverse academic community.
- Engage new students in developing bystander intervention skills through Change It Up workshops.

- Provide leadership to campus to better serve first-generation and low-income students and their families.
- Implementation of extended ethnicity data collection and reporting in MPathways.
- Develop and collect exit surveys for students who have left the institution

V. Goal-related Metrics

Following are the metrics we intend to track, with recognition that as our plan progresses, we will refine and expand our metrics. The italicized metrics represent those provided to OEM by Office of Diversity Equity and Inclusion (ODEI).

Fairness and Equity Metrics

- Job descriptions are reviewed and updated for targeted job classifications.
- Equity review is performed and recommendations made for salary adjustments.
- *Satisfaction with unit climate/environment in work unit.*
- *Assessment of semantic aspects of the general climate in work unit.*
- *Assessment of semantic aspects of the DEI climate in work unit*
- *Feeling valued in work unit.*
- *Feeling of belongingness in work unit*
- *Feeling able to perform up to full potential in work unit*
- *Feelings of discrimination in work unit*

Training Metrics

- Training provided to managers and supervisors and tracked through performance review.
- Funding provided for staff pursuing opportunities within their level of interest and engagement with DEI.
- Accessible virtual resources available for staff to complete DEI goals and 8-hour requirement.
- Admissions with a method of testing and evaluation of understanding of the content.
- *Perceptions of equal opportunity for success in work unit.*
- *Feelings of professional growth in work unit.*

Sustainable Structure, Student Access and Affordability Metrics

- Increase in application rate and enrollment representation over time and of number of Go Blue Guarantee eligible families (using self-report categories).
- Number of students receiving PELL grants.
- Utilization of Coalition and Common Application by fee waiver applicants.
- Continuing to meet 100% of need based aid for Michigan residents and low/moderate income families.
- Measurable increases in number of applications from transfers and veterans.
- Establishment of memorandum of understanding (MOU) agreements with community based organizations (CBO).
- Deployment of Native American recruitment plan by FY20.
- Increased awareness of U-M by Native students.
- Coordination and completion of graduation ceremony for Posse cohort one.
- Develop STEM appropriate career curriculum for Posse students from First to Senior year.
- Retention of all 20 Posse students (barring unusual circumstances).
- Program evaluation and assessment of learning outcomes for student participants.
- *Assessment of work unit commitment to diversity, equity and inclusion.*

Demographic Composition:

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

VI. Action Planning Tables with Details and Accountabilities

Staff Recruitment, Training and Development

Key Constituency	Strategic Objective	Time Frame	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
New OEM employees and existing OEM Staff	Use targeted outreach strategies to recruit and seek diverse and qualified applicant pools in areas of under-utilization	On-going	More diverse applicant pools and potential candidate selection in units with opportunity.	<p>Hiring manager partners with HR and/or U-M Staff Diversity Recruitment Coordinator for vacancies, particularly job titles that are part of job group with a federally mandated Affirmative Action goal</p> <p>Hiring Manager/HR reviews and revises postings as needed and considers unique advertising options.</p> <p>HR Director runs applicant summary report to assess pool demographics and discusses demographics relevant to larger pool</p>	OEM HR with hiring manager	<p>Recruiting and Hiring for Diversity & Excellence,</p> <p>List of diverse recruitment publications - DirectEmployers</p>
New and existing OEM staff	Develop staff mentoring program as part of onboarding process or staff engagement activity. Match new and existing professional employees with others to assist in career advancement and professional development.	FY21	<p>Implementation of mentoring program, mentors and mentees selected, matches made and program structure confirmed.</p> <p>Increase in staff development and knowledge per survey results.</p>	<p>Develop mentoring program, goals and outcomes as part of NEW Program or staff engagement activity.</p> <p>Determine mentor/mentee selection and match process and select participants.</p> <p>Develop survey to measure progress and success.</p>	OEM HR + planning committee with mentors and mentees	N/A
OEM Leadership Council and Supervisors	Equip employees directly responsible for hiring, promotions, and retention initiatives with training and tools to manage a diverse and inclusive work environment	FY21	Training provided to managers and supervisors and tracked through performance review	<p>Require Leadership Council members to complete a series of development courses within 24 months of position attainment (Unconscious Bias, Change it Up, Crucial Conversations, etc.</p> <p>Partner with HR to identify facilitators to</p>	<p>HR with OEM Lead Team, managers & supervisors</p> <p>Support of OEM Executive Team</p>	Possible funding for speakers/LPD, pending budget constraints

				prepare managers with skills needed to discuss diversity, equity, inclusion and access within their departments		
OEM Staff	Provide funding for activities related to diversity, equity & inclusion in the form of application for a grant	FY21	Staff pursuing opportunities within their level of interest and engagement with DEI.	Evaluate year one of micro-grant program. Continue micro-grant program in Year Five with application and reflection requirement for staff upon distributed funds – pending FY21 budget constraints.	OEM DEI Committee	Additional funding for small grant opportunities- Program on hold due to COVID, hope to continue in January 2021.
OEM Staff (including temporary employees + students)	Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn and thrive.	Ongoing	100% survey completion for all new hires.	Support new hire participation in mandatory training Support central efforts to educate faculty, staff, and students on the forthcoming 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.	OEM Executive Team and DEI Committee	N/A

OEM Strategic DEI Initiatives, Student Access and Affordability

Key Constituency	Strategic Objective	Time Frame	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
Current and prospective students	<p>American Talent Initiative- Consortium of colleges working collaboratively to expand access and opportunity for highly-talented lower-income students.</p> <p>Increase PELL recipient enrollment, transfer applications and applications of low and moderate income, state of Michigan residents to U-M.</p>	FY21	<p>Increase in application rate and enrollment representation over time of number of GBG eligible families (using self-report categories)</p> <p>Number of students receiving Pell grants enrolled</p> <p>Utilization of Coalition Application by fee waiver applicants</p> <p>To identify 20-30 new CBO partners to be included in Year 2 of the Urban Schools Initiative outreach plan.</p> <p>Continuing to meet 100% of need based aid for Michigan residents</p> <p>Comparison of Pell eligible retention and graduation rates to non-Pell eligible graduation rates</p> <p>Measurable increases in numbers of applications from veterans.</p>	<p>Increase application of low and moderate income high ability Michigan residents to UM</p> <p>Increase Pell recipient enrollment</p> <p>Increase application engagement through the Coalition and Common Application for low/moderate income</p> <p>To understand the landscape of current university- CBO partnerships in target cities and to analyze and evaluate existing university-CBO partnerships to determine outreach gaps in Year 2 of the Urban Schools Initiative</p> <p>Michigan meets full demonstrated need for Michigan residents</p> <p>Retain and Graduate Pell eligible students at rates equivalent to non-Pell eligible students</p> <p>Increase TRANSFER applications from veterans students</p>	Interim VP Enrollment Management and OEM Executive Team	N/A

Current and prospective students	Native American Initiative- Increase awareness of U-M by Native students as well as engage in strategic recruiting with this population of students.	FY21	Increased awareness of U-M by Native students. Continued development of recruitment plan in FY21. Increased awareness of NASTC recommendations and commitment from staff to implement.	Refine recruitment plan for Native American students. Involve U-M Native American Student Association with recruitment efforts including call-ins.	Executive Director of Enrollment Operations and Strategic Initiatives Director, Integrated Marketing and Communication Director + Senior Associate Director of Undergraduate Admissions	N/A
Prospective students	Community Based Recruitment- Increase awareness of U-M by students in Community Based Organizations.	FY21	Implement fly-in program for CBO students in August 2020. Continued partnerships with CBOs Increased activity with CBO partners.	CBO student attendance at program, increased knowledge of U-M within targeted CBO community. Establishment of MOU agreements with CBOs. Invite CBO Counselors to Counselor Fly-in program. Recruitment staff visits to CBO's.	Executive Director of Enrollment Operations and Strategic Initiatives + Associate Director of Recruitment and Strategic Initiatives	N/A
POSSE students	POSSE- The Posse Foundation identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. As a STEM partner, U-M will enroll 10 Posse students a year and work with those students to assist with academic success in their career at U-M.	FY21	Increased involvement with Juniors and Seniors. Successful mentor program for first year and sophomore level students. Partnership with University Career Center focused on POSSE STEM needs. Implementation of POSSE graduation	Participation in Posse Plus Retreat, Collaboration with University Career Center. All 40 students remain at U-M (barring unusual circumstances). Develop STEM appropriate career curriculum for Posse students from First year to Senior year. Coordinate graduation ceremony for Posse graduating students.	Executive Director of Enrollment Operations and Strategic Initiatives	N/A

New U-M students	Engage new students in understanding of what it means to join a diverse academic community	Ongoing	Conduct program evaluation regarding specific objectives; implement assessment of learning outcomes for student participants.	<p>Introduce students to UM values regarding diversity and inclusion and their rights and responsibilities within this community;</p> <p>Increase students awareness of available campus resources that provide assistance, support or information to individuals who are experiencing particular forms of discrimination or harassment or who having a problem in the work or learning environment;</p> <p>Highlight Expect Respect with new ETC sketch sharing current student stories in joining a diverse community, emphasizing the importance of building competence in working in diverse teams in our Collaboration Session</p>	Orientation program staff for 2020 these were integrated into the new Wolverine Online Orientation Transition Course	N/A
New U-M students	Engage new students in developing bystander intervention skills through Change It Up workshops	Ongoing	Conduct program evaluation regarding specific objectives; implement assessment of learning outcomes for student participants.	Identify self-awareness and social responsibility as qualities of strong personal leadership; discuss one's own and others' identities and experiences; discuss and practice how to leverage bystander intervention skills within their campus communities	ONSP Educational Theatre Company (ETC) to be delivered virtually in Fall 2020	N/A

Current students	Provide leadership to campus to better serve first-generation and low-income (FGLI) students and their families	Ongoing	Assess program participation in FGLI programming; conduct program evaluation regarding specific objectives; implement assessment of learning outcomes for student participants	Continue to provide supervision to First Gen Project manager, support First Gen Commission, and create ongoing FGLI working group to coordinate efforts to improve climate and services to this population; expand parent & family outreach to participants of HAIL, GBG, etc.	Director, New Student Programs	N/A
Campus community inclusive of faculty, staff and students	Implementation of extended ethnicity collection and reporting	FY21	Self-reported data is as complete as the individuals in our community wish to share. Reports accurately demonstrate the ethnic diversity in the campus community toward our aspirations of greater inclusion. An increased number of admissions applications collect extended ethnicity data.	Design and develop reports. Develop criteria for use of data in research. Continue working with admission application services to include these data as collection points in their applications.	Asst VP for Enrollment Technology and Planning + Director of Enrollment Research and Data Management	N/A
Current + exiting students	Develop and collect exit surveys	FY21	Survey yields successful response rate to better understand why students depart. Analysis completed and report generated providing insight for new/changed programming for segmented population.	Pilot survey and share results with leadership, including disaggregated data regarding low-income, URM, and first-gen populations Identify potential programmatic & academic barriers to improve retention and graduation rates.	Director Enrollment Research and Data management	N/A

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

Year Five Implementation Leads: Paul Robinson, Erica Sanders and Kyle Manley.

OEM leadership has determined that our organization will continue to have three leads – Interim Vice Provost Paul Robinson at the University executive level, a rotating member of the OEM Executive Team and a rotating member of the OEM DEI Committee will partner in this role. We will maintain this structure with the purpose of engaging leadership, building new working relationships and allowing development opportunities for staff.

With the transition of the vice provost in August 2020, many of OEM’s DEI goals and objectives will remain unchanged in Year Five, with continued efforts to attract and retain a diverse student body, increase student access and affordability, and educate our staff, which will require creativeness in a vulnerable financial environment.

OEM Diversity, Equity and Inclusion Committee: This committee will persist following the submission of this plan to execute community engagement, plan refinement and execution for objectives in which they are accountable. The DEI Committee will also hold open meetings and welcome new members throughout Year Five to encourage staff participation and support.

OEM DEI committee members will serve as DEI champions and staff representatives across OEM units, sharing ideas and feedback to update and increase value of the strategic plan. In support of this strategic plan, committee members will notify DEI Leads, HR and/or Executive Team members of known incidents and issues involving intolerance.

OEM Staff Advisory Council: The OEM Staff Advisory Council will also assist in the execution of the strategic plan, serving as engagement champions.

Communication: The OEM DEI Committee will continue to use its unique sender email address and branding materials to communicate events and plan updates to staff. Sessions, plan updates and requests will also be announced through the monthly OEM Newsletter.

Pathways to Conflict Resolution: OEM is committed to sustaining an equitable and inclusive work environment. In the spirit of inclusivity and during this journey, it is recognized and appreciated that staff members will differ in approach and opinions as it relates to this plan and carrying out daily job responsibilities. In the event of conflict, supervisors and staff members are expected to reach out to local human resources to navigate next steps.

HR will consider facts, consult with staff members and recommend mediation services with the Office of Institutional Equity as appropriate. In the event of a pressing incident such as unlawful discrimination or perception that an employee’s rights have been violated, the University grievance procedure per SPG 201.28 will ensue.

Appendix I:

OEM Diversity, Equity and Inclusion Efforts Data Collection and Planning Activities Summary

Month/Year	Activity
March/April 2015	Conducted focus groups with OEM staff collecting information on staff perspectives of the ideal future with two themes focusing on “the staff experience” and “work environment” [roughly 160 of 180 staff members participated in focus groups].
May 2015	OEM staff representatives reviewed data collected during focus groups and submitted recommendation document to Dr. Ishop detailing immediate and longer-term staff wants/needs.
June 2015	OEM Quarterly Newsletter launched.
August 2015	OEM Staff Advisory Council was formed. Council is comprised of unit representatives from each unit and charge is to focus on recommendations submitted to Dr. Ishop, specifically professional development and communication.
October 2015	Using the Denison model of Organizational Culture, OEM launched a culture survey for staff members. The survey touched on a variety of organizational concepts, including measures of involvement, adaptability, consistency and mission.
October 2015	OEM Diversity, Equity and Inclusion committee was formed. Committee is comprised of unit representatives who expressed interest in participating.
December 2015	Joint budget request submitted from the OEM Staff Advisory Committee and Diversity, Equity and Inclusion committee which requested funding for professional development activities (including diversity, equity and inclusion themes) as well as funds to bring a speaker to campus to focus on diversity, equity and inclusion topic.
November 2015	Lindsey Kotrba, President Denison Culture, presented high-level survey results at OEM All Staff meeting. OEM Diversity, Equity and Inclusion committee members were introduced to staff, followed by an email from Dr. Ishop detailing committee names and their role. 25/10 crowdsourcing activity was engaged asking, “What can the OEM Diversity, Equity and Inclusion committee do for you and your co-workers”.
January/February 2016	OEM Diversity, Equity and Inclusion committee focusing on developing long-term plan, as well as addressing immediate concerns of staff as revealed in crowd sourcing activity. Planning to launch 2-week data gathering period seeking staff perceptions of climate (feeling included and valued and/or feeling excluded and devalued). OEM Staff Advisory Council planning pilot Professional Development program with sessions on cross-cultural differences and working among different generations. They are also planning an internal conference that will feature speakers on Affirmative Action and college admissions.
March 2016	Unit leadership debrief on Denison Culture Survey results and plan for unit-wide dissemination and strategic planning.

Appendix II:

Diversity program descriptions

- New Student Orientation Activities (Office of New Student Programs)
 - Serving over 7,200 new students each academic year, including Freshmen, Transfer and International students,
 - New Student Orientation exposes students through classroom workshops, interactive discussions, and theatrical performances to the larger diversity inclusion and equity which is the hallmark of a Michigan education.
 - Michigan 102: Collaboration and Teamwork in a Global Community
 - Prepares new students for the academic and social adjustments to living and learning in a diverse campus environment
 - Introduces concept of how an individual's social lens impact group effectiveness and dynamics
 - Delivers a social norms message of egalitarianism, respect and civility on campus
- Educational Theatre Company (Office of New Student Programs)
 - Including interactive theatre workshop with all incoming freshmen to explore the concepts of social lens and social identity. The workshop will be designed as a precursor to the “Change It Up” workshops in the fall which ETC also helps produce and implement.
- Arts at Michigan Programming (Office of New Student Programs)
 - Arts at Michigan provides student access to diverse arts offering: funding of diverse student arts projects and for faculty creating cultural arts experiences, showcasing diversity related arts exhibits and shows both on and off campus, and promoting diverse student art through online and traditional media.
- Mentorship Programs (Office of New Student Programs)
 - Mentorship Programs include University Mentorship for Freshmen and Transfer Connections for transfer LSA students
 - Mentorship Programs features one-on-one discussions and event programming that highlights transitions to the university including programming specifically on social justice and diversity including working with the *Change It Up!* program for mentor orientation and collaborating with the Office of Multi-Ethnic Student Affairs (MESA) for programming.
- Veteran and Military Services (Office of New Student Programs)
 - Promoting the value and diversity that veterans and military members bring to the university, especially the student veterans. There are approximately 325 student veterans on campus
 - Provide support for students who are dependents of military or veterans – especially on VA educational benefits and campus resources.
 - Program works to help undergraduate student veterans, who are mostly transfer students and first-generation college students, to university resources and academic expectations through peer mentoring and workshops.
 - Office of the Registrar coordinates the VA educational benefits process for veterans and dependents.

- Meet Michigan (Office of Undergraduate Admissions)
 - The goal of Meet Michigan is to encourage high school juniors from underrepresented high school/neighborhood clusters in the state of Michigan to come to campus in order to experience the Michigan Difference firsthand and ultimately apply for admission.
- View of the U Receptions (Office of Undergraduate Admissions)
 - VOTU events target prospective students throughout Michigan who are invited based on their test scores. Admissions staff present general admissions information followed by a student panel consisting of a diverse mix of current U-M students.
- M is 4 U Spotlight (Office of Undergraduate Admissions)
 - The program was developed to help high school students and their families explore U-M undergraduate concentrations and career related fields. As a method of outreach, students from underrepresented high schools and neighborhoods in the Detroit metropolitan area are invited to learn of the benefits and value of attending U-M.
- Application Workshops (Office of Undergraduate Admissions)
 - Select seniors from underrepresented high schools, neighborhoods and counties around the state of Michigan are invited to campus to hear a presentation on Essay Tips given by the Sweetland Writing Center. After the presentations, families are invited to either attend a Michigan football game or one of the U of M museums.
- Slice of Life (Office of Undergraduate Admissions)
 - Slice of Life is an Ambassador event that pairs prospective in-state students from underrepresented high schools, neighborhoods, and counties with current University of Michigan students. High school seniors experience a typical college day as they attend classes, meetings, meals in a residence hall, and campus jobs with U-M students
- Salute to Excellence (Office of Undergraduate Admissions)
 - Salute to Excellence Scholar Recognition Dinner is a program designed to yield students who received scholarship offers and other top admitted student from underrepresented high schools, neighborhoods, and counties and high priority high school/neighborhood clusters. Students are given the opportunity to bring their families to campus for an elegant dinner, inspiring speeches from a faculty member and a current undergraduate student, and the opportunity to mingle with senior administrators, faculty and staff from across campus.
- Next Step Receptions (Office of Undergraduate Admissions)
 - The Next Step Receptions are for admitted and matriculated students living in northern, central, and western Michigan with the purpose of encouraging students to enroll. We target areas in which students may not be able to make it all the way to campus to visit.
- Michigan Days (Office of Undergraduate Admissions)
 - The primary goal of Michigan Days is to yield admitted students from underrepresented geographical areas and high schools. The program is a

celebration that takes place during the school day, onsite at High Priority High Schools (HPHS) in High Priority Neighborhood Clusters (HPNC). Michigan Days is an opportunity for students to ask specific questions regarding concerns of financial aid, Summer Bridge /Comprehensive Study Program, student life, and academic expectations.

- Amaizin' Blue Preview (Office of Undergraduate Admissions)
 - Amaizin' Blue Preview is an aggressive recruitment event for admitted students from underrepresented high schools, neighborhoods, and states from around the country. Recipients of the Jean Fairfax Scholar awards as well as recipients of unit scholarships are invited to the program.
- Spring Welcome Day (Office of Undergraduate Admissions)
 - The ultimate goal of Spring Welcome Day is to increase the matriculation of certain populations to the University of Michigan. Spring Welcome Day's purpose is to provide an opportunity for in-state and out-of-state admitted students from underrepresented high schools and geographic areas to visit and experience the campus first-hand.
- Ambassadors (Office of Undergraduate Admissions)
 - Ambassadors make evening calls to prospective underrepresented students in the fall to encourage them to apply. Volunteers also make congratulatory calls to underrepresented admitted students in the spring to encourage them not just to enroll but also to attend either Campus Day or Spring Welcome Day.