



## Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures, and FY20 Actions

### I. Diversity Equity and Inclusion Strategic Plan: Overview

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*Goals: Diversity, Equity and Inclusion:*

**Diversity:** We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

**Equity:** We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

**Inclusion:** We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

**The Law School** aims to enhance the degree to which individuals experience the Law School as inclusive, and endeavors to ensure that we are providing equal opportunities for success, with a particular focus on the educational environment: teaching, learning, and academic advising, as well as co-curricular efforts. The learning environment must be challenging, welcoming, and inclusive. People who have diverse backgrounds, identities, and perspectives will inevitably challenge and think differently from each other. We must create space for these diverse viewpoints to be expressed, even though they will sometimes feel wrong or offensive, without losing our civility and respectfulness as a community. Our curriculum must adapt to changing needs of the profession without losing the core that has trained generations. Faculty and administrators must create and strengthen relationships with students and help students secure fulfilling careers. We must continue to search for better ways to create and foster connections among faculty, staff, alumni, current students, and admitted students.

### II. Implementation Highlights and Planning Process Used

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**Implementation Highlights:**

During Year Three of implementing the Strategic Plan, we expanded faculty resources and discussions related to inclusive teaching and classroom dynamics. We also facilitated additional new spaces for meaningful student feedback, which led to a thorough reexamination of the framework by which we obtain and respond to structural DEI concerns. We continued to incorporate notices about opportunities to

provide DEI-related feedback into regularly scheduled communications throughout the year for faculty, students, and staff. Further, the Law School continued intergroup dialogue opportunities for students, including through the curriculum. We anticipate that Year Four will be particularly impactful as we build on the lessons of the prior three years.

**Planning Team:**

- Mark West, Dean
- Alicia Davis, Associate Dean for Strategic Initiatives
- Michael Dubin, Assistant Dean for Development and Alumni Relations
- Michele Frasier Wing, Chief Operating Officer
- Daniel Halberstam, Associate Dean for Faculty and Research
- Michelle Rodgers, Chief Communications Officer
- David Santacroce, Associate Dean for Experiential Education
- Suellyn Scarnecchia, Clinical Professor; Chair of Educational Environment Committee
- Gil Seinfeld, Associate Dean for Academic Programming
- Sarah Zearfoss, Senior Assistant Dean for Admissions

**Overarching purpose of the data gathering and analysis phase**

- To assess, using both objective data and anecdotal information, the degree to which our faculty, staff, and students are diverse along various measures as well as the degree to which our community is experienced as inclusive and equitable. The measures we examined include 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.

**Process Used to Collect Data/Sources of Data**

- Data collection remains the same for FY20.
- We use both existing datasets and engage in gathering of anecdotal information using a variety of Law School personnel and the website DEI comment form. Particularly instrumental to this process is the Educational Environment Committee [EEC], a standing committee appointed by the Dean, which has been in continuous existence since 1995, and which comprises faculty, administrative staff, and current students.

**--Prospective students**

- Comprehensive existing datasets regarding composition and outcomes for both national (from the Law School Admissions Council [LSAC]) and Law School applicant pool

**--Current students**

- Comprehensive existing datasets regarding composition of current student body along a variety of dimensions
- Beginning Spring 2015, meetings between EEC and:
  - student body as a whole
  - individual students

- student groups
  - Meetings between staff of Office of Student Life and individual students
  - Reports from student members of the EEC
  - Access to website allowing anonymous comments
- Staff
  - Datasets produced by Human Resources staff
  - Access to website allowing anonymous comments
- Faculty
  - Existing datasets regarding composition of faculty
  - Input from meetings with individual faculty members by members of the EEC
  - Access to website allowing anonymous comments
- Community as a whole
  - Password-protected website soliciting input from students, staff, and faculty, established November 2015; comments, which contributors could make anonymously if they desired, reviewed exclusively by the EEC Chair; University-led climate surveys

### **III. Data and Analysis: Key Findings**

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#### **Year Three Findings**

Faculty, students, and staff are deeply committed to discussing DEI matters, to learning from each other, and to making consequential changes in light of shared experiences and feedback. One significant takeaway and finding is that the existing model for our Educational Environment Committee (EEC) is no longer as effective and responsive as we want and need it to be. Following many conversations with students and other members of the community, we will begin FY20 with a revamped EEC framework and mission, and will prioritize continually highlighting the EEC as a resource for students. Additionally, after several faculty programs and presentations on DEI issues, we believe the next logical step is to facilitate in-depth peer-to-peer learning opportunities and discussions, as well as a faculty retreat focused upon DEI.

#### **Recommendations**

- Improved, consistent coverage by faculty of sensitive diversity issues in class
- Resources and training for faculty on issues of diversity, equity, and inclusion in course materials and in classroom discussions
- Improved sensitivity by faculty to issues of diversity, equity, and inclusion in classroom interactions, along broad dimensions
- Resources and training for students who wish to engage in diversity issues in classroom context
- Increased co-curricular programming in response to arising developments
- Despite general satisfaction by staff with regard to issues of diversity and equity, increased emphasis on “inclusion” in a broad sense



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

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

*\*\* Service will not be separately addressed as a component of our Strategic Plan, as it is inherent in the field of study and is woven into the strategies for other domains.*

### FY20 Goals and Action Steps

#### A. Recruitment, Retention and Development

##### Students

##### Five Year Goal:

To assemble an exceptional community of talented and interesting students with diverse backgrounds, identities, and perspectives, who will flourish in and out of the classroom and go on to accomplished careers.

##### Action Steps:

1. Pre-admit stage: Continue devoting considerable resources to soliciting applications from a broad spectrum of potential candidates through extensive recruiting travel, including to institutions and other venues with a verified record of producing qualified applicants from diverse backgrounds; participate in pipeline initiatives such as the Council on Legal Education Opportunity and the Graduate Horizons Conference; build relationships with advisors at key institutions such as University of Texas–El Paso Law School Preparation Institute; the Pre-law Summer Institute at the American Indian Law Center; and historically black colleges and universities; solicit via the LSAC’s Candidate Referral Service a wide range of qualified candidates, using multiple “touches,” such as mail and email from both institutional and student actors, as well as broad use of fee waivers.

2. Admissions stage: As are all public educational institutions in Michigan, we are, of course, prohibited from taking race *qua* race into account as a factor in admissions by Article I, Section 26 of the Michigan Constitution. Our time- and resource-intensive application review process, which has been a model for the nation, *see Grutter v. Bollinger*, 539 U.S. 306 (2003), is our best tool for achieving diversity under that constraint. We use a forward-looking assessment and evaluation criteria that are holistic in two important senses: (1) the criteria are individualized and non-mechanical, encompassing a wide and evolving range of considerations; and (2) we consider the diversity of the class as a whole, across many dimensions, particularly those that are relevant to the development of law, including socioeconomic background, academic training, or a demonstrated interest in or commitment to issues relating to LGBTQ, visible and invisible disability, language facility, religious conviction and training, or political viewpoint.



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3. Post-admit stage: Continue striving to enroll those whom we admit by devoting considerable resources to communicating with admitted students to address their concerns and develop their sense of community: Individualized outreach to every admitted student who self-identifies as a racial minority from at least one member of the Admissions and Financial Aid staff, to communicate general information about available financial resources (institutional and external scholarships; institutional need-based financial aid; summer loan and grant support; post-graduate grant support; post-graduate debt management support); encourage campus visits, particularly during Preview Weekend; ascertain other opportunities for recruiting (e.g., through connections to faculty or administrators, or current students); facilitation of outreach by current students and alumni to admitted students; and develop creative recruiting initiatives, e.g., our video addressing the perspective of specific identity groups.

## Faculty

Five Year Goal: To build the diversity of the Law School faculty through creative and consistent outreach.

### Action Steps:

1. Track the winners of awards that recognize scholars and scholarship in fields focusing on underrepresented populations in order to identify potential faculty candidates.
2. Informally mentor diverse scholars at other schools who may, in the future, be potential faculty candidates.
3. Develop relationships with diverse scholars in doctoral programs and fellowships at other schools who may, in the future, be potential faculty candidates.
4. Consider various pipeline initiatives, such as fellowship or Visiting Assistant Professor programs, which could enable the Law School to identify and train entry level academics in fields focusing on underrepresented populations .
5. Continually engage the faculty in conversations about hiring criteria and tradeoffs (i.e., proven track record vs. potential and “coachability”) and methods of identifying qualified candidates from underrepresented backgrounds to diversify applicant pools.
6. Proactively seek new faculty hires in underrepresented disciplines.
7. Improve both attraction of new faculty and retention of current faculty by nurturing hospitable faculty climate.
8. Continue efforts to expand talent pool for new faculty hires by looking for candidates not already seeking employment as faculty.
9. Consider use of criteria in faculty hiring decisions that may decrease conscious or subconscious evaluation processes that might reduce diversity of faculty.
10. Use the resources of the University’s STRIDE Committee to seek advice on best hiring practices and strategies for improving faculty diversity. Require all faculty hiring committee members to attend STRIDE training.



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11. Ask teams of faculty to read the work of broad pools of potential candidates and to articulate detailed feedback on the candidates' work, rather than relying on reputation or status markers.
12. Ensure that the pools of candidates interviewed in the entry-level market contain candidates from a wide variety of backgrounds.
13. Identify academic programs or conferences focused on issues of particular interest to underrepresented populations in order to identify potential faculty candidates.
14. Seek potential entry-level candidates who are not currently on the academic market, but might be interested in considering an academic career.
15. Convey advice to the faculty about hiring habits that sometimes bias the hiring process against attracting a diverse faculty, such as over-relying on interviews or validation from peer networks.

Five Year Goal: To continue to support career advancement through consistent mentoring and programs.

Action Steps:

1. Continue the appointment of tenure support committees.
2. Continue to provide a comprehensive faculty orientation program for all faculty members.
3. Continue the availability of support and mentoring by the Associate Dean for Faculty and Research and the Associate Dean for Experiential Learning for all faculty members.
4. Continue the Dean's practice of reviewing and responding to the individual goals of each faculty member on an annual basis through the FAR process.

**Staff**

Five Year Goal: To continue our record of successful recruitment, hiring, and retention of diverse populations.

Action Steps:

1. Continue to regularly engage staff in conversations about recruiting and hiring criteria.
2. Structure interview processes to allow for exposure of candidate to a wide range of members of our community.
3. Develop broad pools of candidates, devoting resources, as appropriate, to actively recruiting from a variety of sources.
4. Seek to improve attraction and retention by nurturing a hospitable climate, about which see *infra* III C.

**B. Education and Scholarship *and***

**C. Promoting an Equitable and Inclusive Community**



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## Students

Five-Year Goal(s): Students will describe the Law School classroom as challenging, welcoming, and inclusive, and will feel that the Law School takes diversity, equity, and inclusion issues seriously; is responsive to related concerns; and supports related programming outside of the classroom.

## Action Steps:

1. Reestablish the EEC as a working group whose core responsibilities are to:
  - a. Propose ways to implement the Law School's goals relating to the educational environment.
  - b. Periodically review and assess the Law School's activities in this area and propose ways to reform both the concrete goals that are identified in the Charter for Cultivating a Diverse, Equitable, and Inclusive Educational Environment and the programs that the Law School has developed to implement those goals.
  - c. Periodically review and assess the EEC's own composition and activities on the educational environment, and propose reforms for improving the EEC.
  - d. Serve as a forum for students, faculty, and administrators to communicate with one another about and work together on issues relating to the educational environment.
2. Pop-up panels–Work with a variety of students to identify topics, invite speakers, and design a program to respond to current events that involve diversity, equity, and inclusion issues. This programming should be timely, informative, and provide a setting for the law school community to address important topics.
3. Law School Community Dialogues–Create opportunities that will allow students to learn dialogue skills in the context of important DEI-related topics and provide them with an in-depth analysis of legal, social, and historical aspects of the topics. These opportunities will provide a forum for a variety of viewpoints, and will put special emphasis on teaching students to discuss difficult issues in a public setting and professional manner.
4. Provide a website and meetings for students to voice opinions and provide suggestions on issues of diversity, equity, and inclusion.
5. Consistent communication by administration to students regarding the state of diversity, equity, and inclusion efforts.
6. Continually consult with the University's Program on InterGroup Relations, and others, for student dialogue resources.
7. As necessary for conflict resolution, continued reliance on current student grievance processes relating to conduct of faculty and staff,  
<https://www.law.umich.edu/currentstudents/student-services/handbook/Documents/StudentGrievances.pdf> and  
<https://www.law.umich.edu/currentstudents/student-services/Pages/classroomexpfeedback.aspx>,  
and to conduct of students,  
<https://www.law.umich.edu/currentstudents/student-services/handbook/Documents/Law%20School%20Standards%20of%20ConductMay%202010.pdf>.





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## Faculty/Staff

Strategic Objective: 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.

Action Step: Support unit-level participation in mandatory online training.

## Faculty

Five-Year Goal(s): Faculty members will feel well-resourced and supported in their efforts to provide a challenging, welcoming, and inclusive classroom, and will regularly raise diversity, equity, and inclusion issues when they naturally arise in the curriculum and will lead respectful discussions of those issues in ways that promote participation by all students and encourage the voicing of a variety of points of view.

## Action Steps:

1. Hold retreat for all faculty, off campus, to discuss DEI issues that arise in the classroom and among the faculty.
2. Provide feedback to the faculty on student concerns.
3. Provide programming for faculty to discuss challenges to inclusive teaching.
4. Invite faculty to informal sessions during the term to focus on specific issues of inclusive teaching, and to plan what topics are of most interest to the faculty for future programs.
5. Continually consult with the University's Center for Research on Learning and Teaching, and others, for inclusive teaching resources.
6. Maintain an inclusive teaching resource page on the Law School website for faculty use.
7. As necessary for conflict resolution, continued reliance upon the current University policy for faculty ombudsperson, along with current Law School process for faculty grievance.

## Staff

Five Year Goal(s): To continue our record of diverse recruitment and hiring, as well as our lack of complaints to the Office of Institutional Equity, while improving the overall satisfaction of staff with the working environment, specifically, increasing opportunities for staff development and interactions, including staff interactions with both students and faculty.

## Action Steps:

1. Provide training for senior administrators on wide-ranging issues of support for diverse populations.
2. Continue community-building initiatives, such as the staff newsletter.
3. Develop community-building events, both purely social in nature (e.g., Museum of Art lunch visit; post-exam reception for faculty and staff), as well as work-focused (e.g., summer workshops on skill-building).





4. As necessary for conflict resolution, continued reliance upon current University staff grievance and mediation procedures, <http://spg.umich.edu/policy/201.08>; <https://hr.umich.edu/working-u-m/workplace-improvement/mediation-services>.

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

- 1. Annual data on composition of entering class provided to LSAC and ABA.
2. Annual data on composition of faculty provided to ABA.
3. Annual data on staff composition, hiring, and turnover.
4. Annually, ask students to comment on the law school diversity, equity, and inclusion environment in open meetings, closed meetings with affinity group representatives, and an open website that permits anonymous comments. Track any changes in the quantity and nature of the comments.
5. Number of programs, both pop-up and in-depth, sponsored or co-sponsored by the EEC.
6. Number of sessions or resource materials provided to faculty to assist in inclusive teaching.
7. Number of sessions made available to staff for both skill development and development of knowledge about the Law School and the law.
8. University of Michigan Climate Survey Data regarding students, faculty, and staff.

**VI. Action Planning Tables with Details and Accountabilities**

**A. Recruitment, Retention and Development**

Table with 6 columns: Key Constituency, Strategic Objective, Measures Of Success, Detailed Actions Planned (measurable, specific), Group/ persons accountable, Resources needed (if applicable). Rows describe recruitment actions for students at pre-admit and admissions stages.

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			Consider the diversity of the class as a whole, across many dimensions.		
	Recruit diverse class at post-admit stage	Diversity of class as reflected in annual data	Devote considerable resources to communicating with admitted students to address concerns & develop their sense of community; individual attention from admissions staff member regarding available financial resources; encourage campus visits; utilize faculty, students and alumni to recruit individual students; Employ creative initiatives, eg videos that address specific identity groups.	Dean of admissions and staff; Dean of financial aid; Faculty, students and alumni.	
Faculty	Recruit and retain diverse faculty  Continue to support career advancement	Diversity of faculty as reflected in annual data	Track the winners of awards that recognize scholars and scholarship in fields focusing on underrepresented populations in order to identify potential faculty candidates; Informally mentor diverse scholars at other schools who may, in the future, be potential faculty candidates; Develop relationships with diverse scholars in doctoral programs and fellowships at other schools who may, in the future, be potential faculty candidates; Consider various pipeline initiatives, such as fellowship or Visiting Assistant Professor programs, which could enable the Law School to identify and train entry level academics in fields focusing on underrepresented populations; Continually engage the faculty in conversations about hiring criteria and tradeoffs (i.e., proven track record vs. potential and “coachability”) and methods of identifying qualified candidates from underrepresented backgrounds to diversify applicant pools; Proactively seek new faculty hires in underrepresented disciplines; Improve both attraction of new faculty and retention of current faculty by nurturing hospitable faculty climate; Continue efforts to expand talent pool for new faculty hires by looking for candidates not already seeking	Dean, all Associate Deans, Faculty Personnel Committees chair and members, all faculty members.	



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			<p>employment as faculty; Consider use of criteria in faculty hiring decisions that may decrease conscious or subconscious evaluation processes that might reduce diversity of faculty; Use the resources of the University's STRIDE Committee to seek advice on best hiring practices and strategies for improving faculty diversity, and require all faculty hiring committee members to attend STRIDE training; Ask teams of faculty to read the work of broad pools of potential candidates and to articulate detailed feedback on the candidates' work, rather than relying on reputation or status markers; Ensure that the pools of candidates interviewed in the entry-level market contain candidates from a wide variety of backgrounds; Identify academic programs or conferences focused on issues of particular interest to underrepresented populations in order to identify potential faculty candidates; Seek potential entry-level candidates who are not currently on the academic market, but might be interested in considering an academic career; Convey advice to the faculty about hiring habits that sometimes bias the hiring process against attracting a diverse faculty, such as over-relying on interviews or validation from peer networks.</p>		
Faculty	Continue to support career advancement	Diversity of faculty as reflected in annual data	<p>Continue the appointment of tenure support committees; Continue to provide a comprehensive faculty orientation program for all faculty members; Continue the availability of support and mentoring by the Associate Dean for Faculty and Research and the Associate Dean for Experiential Learning for all faculty members; Continue the Dean's practice of reviewing and responding to the individual goals of each faculty member on an annual basis through the FAR process.</p>	Dean, all Associate Deans, Faculty Personnel Committees chair and members, all faculty members.	



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Staff	Recruit and retain diverse staff	Diversity of staff as reflected in annual data	Regularly engage current staff in conversations about recruiting and hiring criteria; Expose candidates to wide range of law school community; Develop broad pool through resources aimed at a variety of sources; Improve attraction and retention by nurturing a hospitable climate.	Director of human resources; administrative senior staff	
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## B. and C. Education and Scholarship and Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
<b>Students</b>	Students will view reconstituted EEC as valuable avenue for feedback related to DEI issues in the classroom and larger law school community	Student feedback (via student members on EEC, online portal, and school-wide transparency sessions) will reflect strengthened perception	Propose ways to implement the Law School's goals relating to the educational environment; Periodically review and assess the Law School's activities in this area and propose ways to reform both the concrete goals that are identified in the Charter for Cultivating a Diverse, Equitable, and Inclusive Educational Environment and the programs that the Law School has developed to implement those goals; Periodically review and assess the EEC's own composition and activities on the educational environment, and propose reforms for improving the EEC; Serve as a forum for students, faculty, and administrators to communicate with one another about and work together on issues relating to the educational environment.	Assistant dean for student life; faculty chair of EEC; associate dean for academic programming; law school chief operating officer	
Students	Challenging; welcoming and inclusive classrooms	Students describe classroom as such as reflected in feedback to faculty and to the EEC	Promote inclusive teaching to faculty (see below); Provide a website and open meetings for students to provide feedback about the classroom environment.	EEC; Associate Deans	
	Law school values diversity, equity, and inclusion and is responsive	Students describe law school as such as reflected in feedback to	Consistent communication by the administration to students regarding the state of diversity, equity, and inclusion efforts; Provide a website and open meetings for students to provide	Administrative senior staff.	



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	to related concerns	the administration and to the EEC	feedback about the law school environment.		
	Law school supports diversity, equity, and inclusion programming outside of the classroom	Programming continues as reported by the EEC	Provide pop-up panels with student groups to respond to current events related to DEI; Sponsor law school community dialogue opportunities to provide in depth coverage of important DEI-related issues and to promote professional dialogue.	Dean; Office of Student Life staff; EEC.	
Students	Pathways for conflict resolution	Existing student grievance processes are disseminated and utilized as needed	As necessary for conflict resolution, continued reliance on current student grievance processes relating to conduct of faculty and staff ( <a href="https://www.law.umich.edu/currentstudents/student-services/handbook/Documents/StudentGrievances.pdf">https://www.law.umich.edu/currentstudents/student-services/handbook/Documents/StudentGrievances.pdf</a> ) and ( <a href="https://www.law.umich.edu/currentstudents/student-services/Pages/classroom-expfeedback.aspx">https://www.law.umich.edu/currentstudents/student-services/Pages/classroom-expfeedback.aspx</a> ), and to conduct of students ( <a href="https://www.law.umich.edu/currentstudents/student-services/handbook/Documents/Law%20School%20Standards%20of%20ConductMay%202010.pdf">https://www.law.umich.edu/currentstudents/student-services/handbook/Documents/Law%20School%20Standards%20of%20ConductMay%202010.pdf</a> )	Office of Student Life staff	
Faculty & Staff	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.	Full participation in relevant online training.	Support unit-level participation in mandatory online training.	Dean; director of human resources	
Faculty	Provide challenging, welcoming, and inclusive	Student evaluation for specific courses and	Provide faculty programming to promote challenging, welcoming, and inclusive teaching;	EEC; Associate Deans	

	classrooms	student feedback reported to website and EEC	Seek consultation for faculty members from UM CRLT and IGR.		
Faculty	Give faculty tools for making the classroom a more inclusive space and responding to DEI issues as they arise; identify and address potential DEI issues within the faculty culture.	Faculty feedback on the retreat and (indirectly) student reactions about the classroom experience.	Hold faculty retreat. Provide faculty programming on systemic bias, how systemic bias manifests, and on tools for how to handle issues as they arise in the classroom. Structure a conversation on strengths, weaknesses, and ideas for reforming faculty culture.	Dean; Faculty Chair of EEC	
Faculty	Pathways for conflict resolution	Existing faculty grievance processes are shared and relied upon as needed	As necessary for conflict resolution, continued reliance upon the current University policy for faculty ombudsperson, along with current Law School process for faculty grievance	Dean	
Staff	Improve overall satisfaction of staff	Retention of diverse staff as reflected in annual data; low number of OIE complaints, staff feedback reported by the Director of HR.	Provide DEI training for senior administrative staff to support diverse staff; Support community initiatives such as staff newsletter; Develop and support social and work-related community-wide events.	Director of human resources; senior administrative staff.	
Staff	Pathways for conflict resolution	Existing staff grievance processes are shared and relied upon as needed	As necessary for conflict resolution, continued reliance upon current University staff grievance and mediation procedures ( <a href="http://spg.umich.edu/policy/201.08">http://spg.umich.edu/policy/201.08</a> ; <a href="https://hr.umich.edu/working-u-m/workplace-improvement/mediation-services">https://hr.umich.edu/working-u-m/workplace-improvement/mediation-services</a> )	Director of human resources; senior administrative staff	

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

The Law School does not view this strategic plan as a dramatic departure from our past practices, but rather, a written record of our longstanding commitment to diversity, equity, and inclusion. Our

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understanding of what is appropriate and necessary in pursuit of our goals evolves and develops over time, and we expect our actions to keep pace. Members of the senior administration of the Law School, many of whom constituted the planning team, firmly believe that the success of this strategic plan rests not with any individual employee or office, but with the whole of our community. We will continue to examine and monitor our progress on an ongoing, consistent basis, with regular review of our progress in each area.

FY20 – Assistant Dean for Student Life Bayrex Martí, DEI Strategic Plan Implementation Lead, will be the Law School’s point of contact.