DIVERSITY, EQUITY & INCLUSION 1.0 SUMMARY

Taubman College | 2016-2020

DEI 1.0 – Definitions
What is diversity, equity & inclusion?

DIVERSITY: *Mix of Difference*
Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It 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: *Everyone Has Access*
Equity is giving everyone what they need to be successful.
Equity is the assurance of non-discrimination and equal opportunity for all persons in our community. Race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status are irrelevant to the right of each individual to equitable access and standing.

INCLUSION: *Making the Mix Work*
Authentically bringing all people, including traditionally excluded individuals and/or groups, into processes, activities, and decision/policy making in a way that shares power. Inclusion ensures that our campus is a place where differences are welcomed, differing perspectives are respectfully heard, and where every individual feels a sense of belonging and connection.

Why are we doing DEI work?

The University of Michigan has a commitment to equity. UM aims to ensure that the entire University of Michigan community, including students, faculty, and staff, have the opportunity to reach their full potential and academic excellence regardless of their race, ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, disability status, and political perspective.

Why is DEI important to Taubman College?

At Taubman College, we want to create new knowledge, research and creative work across architecture, urban design and urban planning that enables persons of different race, ethnicity, national origin, gender, gender expression, socioeconomic status, sexual orientation, religious commitment, age, and disability status to equitably shape their environment through buildings, design and policies.

What did we set out to do?

Develop strategies for achieving equity and diminishing unlawful bias, harassment, discrimination and intimidation in the college environment, and to achieve and sustain a critical mass of diverse students, staff, and faculty.

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DEI 1.0 – Impact

Most impactful DEI efforts

People
+ Staff hiring process
+ ArcPrep
+ Taubman College Pathways
+ Elimination of GRE

Process
+ Phonetic Name Initiative + Pronouns
+ Culture building engagement efforts
+ Student emergency funding
+ Design Justice Actions

Products
+ DEI curricular reform

DEI 1.0 – Taubman college today
Policies, programs, and practices that advance DEI currently in place

Inclusive and Equitable Climate

+ Accessible events guidelines
+ Parental support
+ Inclusive budget development
+ Scholarship allocation
+ Conflict resolution pathways
+ Streamlined communications
+ Salary benchmarking
+ Identity Workshops
+ Sexual misconduct training
+ On-boarding/Orientation
+ Reflection Room
+ Offices
+ Common spaces
+ Studio
+ NC Deans' MLK Spirit Awards
+ IATC Campaign

Recruitment, Retention & Success

+ Holistic admissions
+ DEI metrics tracking
+ Preview weekends
+ Application waiver
+ Jones-Russell Ambassadors
+ Deferral policy
+ Restructured Staff Annual Review Process
+ Exit Interview
+ Staff hiring policies + practices
+ Fellowships
+ Academic Wellness Checks
+ Leave of Absence policy
+ Phonetic Name Initiative + Pronouns
+ Student Mentorship Program
+ EAEC
+ Staff On-boarding
+ Studio handbooks
+ New student orientation
+ Software access + tutoring
+ P&T committees

Innovative and Inclusive Teaching, Scholarship & Research

+ OKR
+ Wallenberg Studios
+ Equity review
+ DEI Statement
+ 1- credit Sojourner Truth Fellowship
+ UG curriculum changes
+ Course evaluation
+ DEI in FAR + streamlining
+ Reviewers protocols + expectations
+ TC Pathways
+ ArcPrep
+ ArcStart

Service Provision

+ ADA liaison
+ UM Public Design Corps
+ DEI Strategic Plan
+ Employer DEI commitment expectations
+ Design Futures Forum
+ URP Capstone
+ Acts of Urbanism
+ Emergency Funds
+ Tech grants and assistance
+ Media Center accepts financial aid

People

Faculty hiring
+ Hire more faculty with non-traditional research agendas and diversify our applicant pools with respect to faculty applicants with oppressed identities.
+ Design and implement the faculty hiring holistic review process.
+ Job posting language needs to be relevant to people who are not represented in the built environment.
+ Consider hiring people in groups instead of individually.
+ Provide reminders for job postings.
+ The agenda for faculty hires is already set when the job is posted; the agenda should be much more open based on organizational values, not candidates' specific work.
+ When faculty, particularly those with oppressed identities, are hired, ensure they are not isolated.
+ Encourage and support the new ideas they bring with funding, recognition, and political capital.
+ Include students in the hiring process and final decisions.
+ Expand/increase recruitment efforts to historically under-served and underrepresented communities.

Faculty promotion and tenure
+ Explicitly state how demonstrated commitment to DEI is valued and assessed in promotion and tenure.
+ Develop more FAR guidance on how DEI efforts are weighted in as part of research, teaching, and service (not as separate). Value work with a DEI lens as much as "mainstream" research and teaching.
+ Incentivize embedding DEI lens into faculty's existing work instead of as something separate and attending DEI related events.
+ Explore the use of DEI credits for professional development (consider AIA point system as a model).

DEI staffing
+ Expand DEI to have a dedicated DEI faculty lead. Explore a curatorial position with research involvement to have more faculty access and affect faculty research/teaching agendas and frameworks.

Other
+ Increase the percentage of students with oppressed identities, especially Black students and students of color in general.
+ Continue to build on diversifying staff by race and other dimensions of diversity.
+ Explore how to involve alumni recruitment and retention efforts more deeply.
+ Institutionalize integration of attending BIPOC-focused events for all constituencies.

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DEI 1.0 – Envisioning the Future
Initial Priorities for DEI 2.0

Process

Culture
+ Deepened the College Compact and develop explicit strategies to live it.
+ Share our DEI successes and use them to create a community narrative.
+ Change DEI terminology to more global and accepted term(s) at the college (i.e., justice).
+ Explore how we collectively interpret the college's mission and develop collective goals to live it building on the university's mission of "transforming lives".

Decolonization
+ Create a land acknowledgment committee to develop a college-wide land acknowledgment.

Decision making
+ Establish a clear and transparent decision-making structure at the college.
+ Develop clear goals and expectations that are in alignment with mission and values (College Compact)
+ Increase transparency and communication from administration in areas of curriculum and hiring.
+ Develop more inclusionary practices for students to partner with faculty/administrators to make decisions (including hiring, funding distribution, policy development and implementation, etc.)

Community building
+ Prioritize resources for symposia that bring community partners together with students, faculty, and staff (i.e., Size Up: Changing Paradigms in Social Impact Design) to exchange ideas; incentivize faculty to embed symposia into their teaching.
+ Explore a "Truth and Reconciliation" process for faculty to become more transparent about hurts from the past and heal them.
+ Continue exploring ways to expand "the choir" to have a greater percentage of the community involved in advancing DEI efforts and values.

Products

Teaching and curriculum
+ Explore how to embed the College Compact at the curricular level.
+ Institutionalize syllabi review on a yearly basis (pay students to participate, allocate faculty time to do so).
+ Engage faculty to determine how to fully make DEI an embedded component of each subject, class, and classroom.
+ Reassess our lectures and exhibitions agenda to have more events/panels on the intersection of race, class, gender, and practice.

DEI research
+ Allocate more funding to DEI-related research.
+ Prioritize a diversity of research agendas.

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