

Wayne State University
Social Justice Action Committee Report



WAYNE STATE
UNIVERSITY

March 16, 2021



Table of Contents

Executive Summary	1
Overview.....	2
Charge.....	2
Structure.....	2
Members	3
Deliverables	3
Conclusion	4
Summary of the Working Groups’ Recommendations.....	5
Hiring and Retention of Diverse Faculty	6
Hiring and Retention of Diverse Staff	8
Student Access and Success	11
Social Justice Action Committee on Policing.....	12
Campus Climate.....	14
Intercultural Education and Training	16
University DEI Initiatives.....	17
APPENDIX A: Working Group Reports	18
Hiring and Retention of Diverse Faculty	19
Background.....	20
<i>Title of Working Group</i>	20
<i>Charge to the Working Group</i>	20
<i>Process</i>	20
<i>Working Group Members</i>	20
Recommendations and Suggested Actions	21
<i>Short-Term (less than a year)</i>	21
<i>Medium-Term (1-5 years)</i>	26
<i>Long-Term (5+ years)</i>	26
Next Steps	26
Additional Information	26
Hiring and Retention of Diverse Staff.....	28
Background.....	29
<i>Title of Working Group</i>	29
<i>Charge to the Working Group</i>	29
<i>Process</i>	29
<i>Working Group Members</i>	35
Recommendations and Suggested Actions	36
<i>Short-Term (less than a year)</i>	36
<i>Medium-Term (1-5 years)</i>	44
<i>Long-Term (5+ years)</i>	47
Next Steps	48
Additional Information	48



Student Access and Success.....	52
Background.....	53
<i>Title of Working Group</i>	53
<i>Charge to the Working Group</i>	53
<i>Process</i>	53
<i>Working Group Members</i>	53
Recommendations and Suggested Actions	54
<i>Short-Term (less than a year)</i>	54
<i>Medium-Term (1-5 years)</i>	54
<i>Long-Term (5+ years)</i>	55
Next Steps	56
Additional Information	56
Social Justice Action Committee on Policing	61
Background.....	62
<i>Title of Working Group</i>	62
<i>Charge to the Working Group</i>	62
<i>Process</i>	62
<i>Working Group Members</i>	62
Recommendations and Suggested Actions	62
<i>Short-Term (less than a year)</i>	62
<i>Medium-Term (1-5 years)</i>	65
<i>Long-Term (5+ years)</i>	65
Next Steps	65
Additional Information	65
Campus Climate Issues.....	66
Background.....	67
<i>Title of Working Group</i>	67
<i>Charge to the Working Group</i>	67
<i>Process</i>	67
<i>Working Group Members</i>	67
Recommendations and Suggested Actions	68
<i>Short-Term (less than a year)</i>	68
<i>Medium-Term (1-5 years)</i>	70
Next Steps	72
Additional Information	73
Intercultural Education and Training	75
Background.....	76
<i>Title of Working Group</i>	76
<i>Charge to the Working Group</i>	76
<i>Process</i>	76
<i>Working Group Members</i>	77
Recommendations and Suggested Actions	77
<i>Short-Term (less than a year)</i>	77



<i>Medium-Term (1-5 years)</i>	78
Diversity, Education & Training Subgroup	80
<i>Long-Term (5+ years)</i>	80
Next Steps	80
Additional Information	81
University DEI Initiatives.....	83
Background.....	84
<i>Title of Working Group</i>	84
<i>Charge to the Working Group</i>	84
<i>Process</i>	87
<i>Working Group Members</i>	87
Recommendations and Suggested Actions	87
<i>Short-Term (less than a year)</i>	87
<i>Medium-Term (1-5 years)</i>	89
<i>Long-Term (5+ years)</i>	91
Next Steps	91
Additional Information	91
APPENDIX B: Glossary of Acronyms.....	92
APPENDIX C: About The Barthwell Group	95



WAYNE STATE
UNIVERSITY

Executive Summary



Overview

The brutal death of George Floyd at the hands of the police galvanized people across the nation to demand real change to combat systemic racism. The demands extended beyond changes in police practices and apply to all aspects of society, from criminal justice, health care, and educational reforms to economic equity. Consistent with Wayne State's history of meaningful engagement with society and its mission of "positively impacting local and global communities," the university leadership has taken action to reduce and eliminate implicit and explicit biases and improve diversity, equity, and inclusion (DEI) across the university through the establishment of the Social Justice Action Committee (SJAC).

Charge

The Social Justice Action Committee, appointed and charged by the president, was established to drive cultural change and foster a climate of inclusion and equity throughout the university, making Wayne State a leader in DEI. Specifically, the charge of the committee was to (1) examine internal policies, procedures, and practices to identify and eliminate bias throughout the Wayne State University campus that may disproportionately disadvantage historically marginalized peoples, and (2) recommend specific actions for consideration of immediate, medium, and long-term implementation to advance social justice and equity for historically marginalized peoples at Wayne State University.

Structure

The SJAC subdivided and provided leadership for the following working groups, two of which (Campus Climate and Intercultural Training and Education) were already established and operational. Their focus areas are described below:

- **Hiring and retention of diverse faculty:** Critical examination of policies, procedures, practices, and processes for identifying, recruiting, hiring, and retaining diverse faculty, and determining gaps in the processes where bias might enter.
- **Hiring and retention of diverse staff:** Similar to the work of the faculty group, critical examination of policies, procedures, practices, and processes for identifying, recruiting, hiring, and retaining diverse staff, particularly focused on strategies for advancement. The needs of non-academic support staff – many of whom are from underrepresented groups – are an integral part of the work of this group.
- **Student access and success:** Examination of recruitment, admissions, retention, and graduation processes for undergraduate, graduate, and professional students.
- **Policing:** Examination of current policies, procedures, and practices of Wayne State law enforcement officers. Exploration of engagement of WSUPD with the campus community as well as the external communities surrounding the campus and making recommendations for positive engagement with these communities.
- **Intercultural education and training:** Development of educational experiences (training) around issues of implicit bias in hiring and retention, race and racism, and other DEI-related issues. Identify external resources and/or develop intercultural education curricula using local expertise.



- **Campus climate issues:** Monitoring and use of quantitative and qualitative data from the Diversity Campus Climate Study – survey, interviews, and focus groups, as well as institutional research data — to determine the state of the campus climate for DEI issues and raise concerns from the data to share with other working groups.
- **University DEI initiatives:** Review and evaluate initiatives that the university has undertaken to promote DEI and equity throughout the university and within schools/colleges. Identify further initiatives and specific actions that should be undertaken to accelerate the achievement of a more inclusive and equitable campus.

Members

Membership was chosen based on the need to include positional leaders as well as influencers, communicators, and informal leaders. To the extent possible, membership was balanced in terms of racial/ethnic diversity and gender diversity. Each working group was led by a chair, and each chair was a member of the SJAC leadership group. The SJAC leadership group was composed of working group chairs, the president of the Academic Senate, the Provost, the chief of staff, WSU Board member Shirley Stancato, and the president. Other members of the president's executive leadership team, as well as other campus leaders, were invited to meetings of the SJAC on an ad hoc basis.

Marquita Chamblee, Associate Provost for Diversity and Inclusion and Chief Diversity Officer, served as an ex-officio member of and advisor to each working group and convened the SJAC leadership group.

Deliverables

The ultimate deliverable of the SJAC's work is to develop recommendations for policies and procedures resulting in equitable outcomes for everyone. Actions should be taken immediately to correct obvious biases (informed by the input of the working groups). The report of each working group has been compiled into a single, final report, which will be presented by the president to the university. This report includes the SJAC's recommendations based on the analyses of each working group. Each working group was requested to develop recommendations which would consider relevant policies and procedures, gaps, and implementation requirements. They were asked to also provide a timeline and resource recommendations. There was a variety in the scope and content of the recommendations of the working groups. Some presented concise recommendations while others provided extremely detailed recommendations with multiple actions steps.

This report, therefore, is organized in two principal sections: the Executive Summary and the Appendices. This Executive Summary includes an overview of the purpose of the SJAC and its working groups, as well as an analytical overview of the working groups' recommendations. Appendix A includes the reports of each working group.



Conclusion

Some common themes that emerged in the recommendations from the working groups included enhancing accountability, infrastructural changes, enhanced engagement to increase participation by underrepresented groups and collaboration with the university's communities, objective guidelines, and DEI training. Both the Hiring and Retention of Diverse Faculty Working Group and the Hiring and Retention of Diverse Staff Working Group recommended greater accountability to ensure that recognition of the importance of diverse faculty/staff is embedded in the university's culture. The importance of ensuring the accessibility of professional development and awareness of the required competencies necessary for every position was emphasized so that all faculty and staff, particularly those from underrepresented groups, will know how to advance. Consistent guidelines based on objective criteria were often cited as important to combat biases. Working groups recognized that students are more likely to succeed when the university critically examines and eradicates unnecessary barriers (e.g., overemphasis on standardized testing, unnecessarily difficult gateway courses) and provides the data, helpful information and supports, and monitoring to address problems. Some of the infrastructural changes included establishing a centralized DEI incident reporting office, the development of a DEI Council, additional ODI / OMSE staff, and the creation of Learning and Development Communities.



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Summary of the Working Groups' Recommendations



Hiring and Retention of Diverse Faculty

This working group recommended the immediate creation of an Implementation Group (to ensure that all recommendations would have an infrastructure which will result in tangible outcomes). It also made recommendations to ensure the diversity of those making decisions to hire and retain faculty from underrepresented groups, as well as greater accountability (e.g., closer alignment with the OEO). Specific recommendations included tangible initiatives (i.e., Diversity Advocates, a Hiring and Retention Diversity Assessment Tool, etc.) to embed the focus on hiring and retaining diverse faculty in the university’s culture.

	Recommendation	Timeline	Responsible Person	Resources Required
1	It is recommended that the president or his designee establish an Implementation Group for facilitation of specified recommendations by this working group.	Immediate	President or designee	None
2	Allow lecturers, clinical faculty, and researchers (including FTA, & FTE .5, and above) to serve on search committees.	Immediate	Provost	None
3	Deans should review department bylaws which limit composition of search committees to those elected or selected by faculty. Deans should (1) encourage changes to achieve diversity, and (2) not approve new bylaws that limit diversity.	Immediate	Deans	None
4	Require departments to submit proof that they actually use diverse recruitment resources to recruit and consider underrepresented minority groups.	Immediate	Chairs	None
5	It is recommended that the provost issue a statement to the deans indicating that requests for the waiver of job postings will be scrutinized and strongly discouraged.	Immediate	Provost	None
6	It is recommended that Wayne State apply for funding under the NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) Program, and develop initiatives to attract and support a cohort of ten (10) early-career, underrepresented faculty in the biomedical sciences.	6 to 12 Months	Dean of the Graduate School, Vice President for Research, Vice President for Health Affairs, and Dean of the School of Medicine.	Significant financial and human resources to directly support ten new hires during and beyond the five years of the program funding.
7	Require that candidate and candidate pool information be submitted to the OEO system prior to a candidate being selected. Specifically, require that the “Candidate Pool,” “Serious Candidates,” and “Finalists” be submitted separately and in real time during each phase of the hiring process.	6 to 12 Months	C&IT & OEO	None
8	Require departments to submit proof that they used diverse recruitment efforts to recruit and consider historically marginalized groups. Modify the OEO system to include an upload feature.	6 to 12 Months	C&IT & OEO	None



	Recommendation	Timeline	Responsible Person	Resources Required
9	Require colleges and departments to submit an initial Hiring and Retention Diversity Assessment Tool to the dean. The dean should create and submit an annual Diversity Equity and Inclusion Plan to the provost reporting progress toward equity.	6 to 12 Months	Departments	None
10	Develop a university climate survey administered by a centralized body that focuses on race, with the results shared with departments for action. It is recommended that the data collected be reviewed to improve the climate throughout the university as well as in each specific department.	6 to 12 Months	CDO or designee	CDO or designee staff time or consultant fees
11	The university should identify a third-party resource to conduct exit interviews of historically underrepresented faculty who have left the university during the last five years. Exit interviews should be conducted of all departing underrepresented faculty in the future, and the information should be submitted to the Implementation Group.	6 to 12 Months	CDO or designee	Fees for third party resource
12	It is recommended that the university appoint Diversity Advocates to sit on each search committee to support the hiring process. The Diversity Advocates will not be an employee within the department for which he/she is serving as an advocate. Diversity Advocates will enhance the hiring process by providing best practices and objective guidance regarding diverse hiring practices.	6 to 12 Months	Provost, Implementation Group	Diversity Advocates may be paid a stipend to serve
13	Develop an optional mentorship program outside of the departments. Faculty, particularly from historically underrepresented groups, may benefit from being able to be mentored by faculty outside of their department. The program could help faculty navigate the university and enhance their professional development.	Within 12 months	Office of the Provost	Faculty mentors would be paid a stipend or provided with appropriate release time
14	Improve the current departmental mentorship program by enhancing the structure provided to support the success and professional advancement of junior faculty.	Within 12 months	Provost, Implementation Group, Departments	Potential costs for enhanced technology
15	Modify the OEO system to support the hiring of lecturers, clinical faculty, and researchers. This modification can be performed by C&IT.	Within 12 months	OEO, C&IT	Additional workload would require the hiring of one staff person
16	Colleges and departments should submit an annual Equity and Inclusion Plan to the provost reporting progress toward equity. The plan's template should be aligned with the Hiring and Diversity Assessment and the Climate Survey.	Within 12 months	Department Chairs	Relevant release time
17	Encourage the adoption of ameliorative practices found in support of the Wayne State NSF Advance Program, GEARS for women in STEM throughout the university.	Within 12 months	Boris Baltes	None



Hiring and Retention of Diverse Staff

Similar to the Hiring and Retention of Diverse Faculty Working Group, this working group also recommended more accountability (e.g., OEO and HR Talent Management Coordinators’ reviews and implicit bias training) to ensure that recognition of the importance of diverse staff is embedded in the university’s culture. The working group also recommended greater consistency in the hiring and retention processes (which is likely to achieve greater objectivity). The working group also recognized the importance of ensuring competitive compensation and made several specific implementation suggestions.

	Recommendation	Timeline	Responsible Person	Resources Required
1	Require all SCD leaders during annual workforce planning to align their strategic goals (including DEI goals) to their current and future staffing needs. HR and SCD management should conduct annual staffing needs assessments based on higher education industry trends and departmental ST and LT needs and other organizational changes.	Within 12 months	HR	HR and SCD staff time and tools
2	Develop consistent hiring policies and procedures related to the posting, application, screening, interviewing, and hiring processes. Require mandatory initial intake meetings at the beginning of a vacancy to uniformly apply unbiased policies and procedures to the recruitment process.	Within 12 months	HR	HR staff time
3	Have HR Talent Management Coordinators screen candidates for diversity and cultural competencies prior to sending candidates to the Hiring Manager.	Within 12 months	HR	Staff time (HR, OEO, C&IT)
4	Require all selection committees to be reviewed and approved by OEO and complete implicit bias training.	Within 12 months	HR	N/A – use existing Talent Management Coordinators, and leverage access to the OEO training and search system
5	Require an HR professional to sit on all interview panels to develop appropriate interview questions and enhance sensitivity to potential bias	Within 12 months	HR	N/A – use existing Talent Management Coordinators
6	Require HR to review salary recommendations before making an offer.	Within 12 months	HR	None
7	Revise APPM 3.4.1 Salaried employees to: (1) enable employees to receive tuition assistance for non-credit courses, (2) require supervisor and BAO approvals, (3) ensure an appeal process is in place, (4) provide an allowance for business hours / release time to take job-related courses (or those which help fulfill WSU professional or career aspirations), and (5) enable all employees to have professional and career development goals.	Within 12 months	Various HR Professionals	Administration, operational, and labor costs to administer the program. Proposed Budget \$760,500 [\$1,300 X 585 non-academic salaried employees] (could explore cost sharing opportunities)



	Recommendation	Timeline	Responsible Person	Resources Required
8	Require each employee to have a professional development goal/plan aimed at growth and advancement inside WaynePM and hold managers accountable for it.	Within 12 months	SCD leader	Embed learning expectations and budget in APPM tuition reimbursement policy. Requires SCD leader and HR time for monitoring / tracking.
9	Create a cohesive and accessible approach to professional development throughout the university. Encourage periodic exchanges among those responsible for professional development throughout the university.	Within 12 months	HR Organization & Employee Development (“OED”), SJAC members, Restart Learning Council	OED and other stakeholders’ time
10	Enhance interviews by: (1) requiring all interviewers to take implicit bias training, (2) having HR collaborate with hiring managers to develop legally compliant interview questions, (3) developing objective evaluation metrics for all positions (before interviews), (4) requiring all search committee members to attend every interview and agree to the evaluation metrics.	Within 12 months	Leadership including BAO’s, Directors, and Chairs	SCD leadership support and cost of implicit bias and compliance training
11	Ensure a diverse panel for every interview.	Within 12 months	HR in collaboration with OEO	None
12	Establish a policy that requires DEI goals for all management personnel to help create a more inclusive culture that actively works to train, develop, retain, and promote underrepresented groups with annual accountability.	Within 12 months	CDO or designee	Chief of Staff designee / CDO staff time
13	Provide a DEI Leader Award to recognize leaders who have accomplished or exceeded DEI goals.	Within 12 months	CDO	Include in Employee Recognition Program as a certificate or plaque (nominal or no cost)
14	Disseminate online consistent guidelines for the Talent Acquisition Process.	Within 24 months	HR	Additional time from HR staff
15	Implement an applicant tracking system (“ATS”) system.	Within 24 months	HR / IT leadership	Cost of ATS. HR / IT staff time for relevant trainings
16	Survey new hires periodically to gauge their experiences (i.e., application, interviewing, hiring, onboarding, professional development, etc.).	Within 24 months	HR	HR / IT staff time
17	Enhance the onboarding process by providing employees with (1) a structured onboarding process, (2) a “buddy” and/or mentor, and (3) information on campus associations.	Within 24 months	HR	HR staff time



	Recommendation	Timeline	Responsible Person	Resources Required
18	Ensure that a new employee checklist is developed and provided to ensure successful acclimatization. The checklist may be developed by a Talent Management Coordinator or an HR Consultant.	Within 24 months	HR	HR / Talent Management Coordinators staff time and/or HR Consultant fees
19	Develop mandatory departmental orientations with consistent information developed by HR together with BAOs /SCD leaders.	Within 24 months	HR in collaboration with the hiring managers and/or BAOs / SCD leaders	HR / BAO / SCD staff time
20	Create the Warrior Scorecard for leaders to track and measure DEI / retention success in the areas of professional development, mentoring, advancement, compensation, and overall job satisfaction.	Within 24 months	Chief of Staff or designees	Chief of Staff or designees' staff time
21	Create and launch a regularly offered employee engagement survey to gain the current pulse of employees to determine the overall job satisfaction and morale level. Within the survey will be an opportunity for employees to also offer suggestions for improvement within their own SCD.	Within 24 months	HR	If an external tool is to be used for reliability / validity purposes, the budget needed
22	Enhance retention by: (1) developing standardized guidelines, (2) providing compensation recommendations to reduce salary inequities, and (3) requiring review of retention offers by HR / Compensation Team.	Within 24 months	HR in collaboration with the hiring managers and/or BAO's of hiring units	HR / Compensation Team staff time
23	Enhance formal employee recognition policy / procedures to ensure that employees within each Department are rewarded for contributions which have made an impact (not just years of service) annually.	Within 24 months	HR and Department leadership	HR / IT staff time
24	Refine the offboarding process and exit interview survey to collect information that will enhance employee retention.	Within 24 months	HR / Third-party consultant	HR staff time and/or fees for a third-party consultant
25	Ensure that the HR Compensation unit: (1) analyzes compensation by various categories, (2) compares compensation to the market, (3) identifies gaps, (4) makes recommendations for resolving those gaps, and (5) reviews non-represented salaries for perceived biases.	Within 36 months	HR Director of Benefits and Compensation	HR staff time. Purchase of data other than CUPA.



Student Access and Success

This working group made several suggestions to eliminate barriers that impede student success. These include relying on standardized tests to determine student capabilities and addressing potential “barrier” courses. The working group also made specific recommendations to help students become better prepared (e.g., mentors, realizing the advantages of attending graduate or professional school early, posting the names of instructors for courses at registration, etc.). The working group also recommended specific “alerts” (annual student success reports, increased advising, etc.) to determine when students require additional support.

	Recommendation	Timeline	Responsible Person	Resources Required
1	Require departments and academic programs to post instructor names when the first day class schedules are released so that students can make course selections early and plan accordingly.	Within 12 months	Department Chairs	None
2	Update current WSU diversity dashboard to include key data across four areas: student composition, engagement, inclusion, and achievement.	Within 12 months	Institutional Research	Institutional Research staff time
3	Explore, as appropriate, the suspension of standardized test requirements across undergraduate and graduate programs as a strategy to increase student access at WSU.	Within 24 months	Office of the Provost	Office of the Provost’s staff time. Development of a Task Force.
4	Implement a program to cultivate interest in attending graduate or professional school early for prospective and current students (elements could include professional development, peer mentoring, and faculty mentoring).	Within 24 months	Graduate School Dean or designee	Graduate School Dean / designee staff time
5	Implement a peer mentoring program for at least 30% of freshmen barrier courses. Develop criteria to identify priority barrier courses for mentoring.	Within 24 months	Office for Student Success	Office for Student Success staff time
6	Create a central online platform for recruitment pipelines, mentoring opportunities, and other student-support programs to increase equitable awareness, participation, and impact of available support.	Within 24 months	Office of the Provost / IT	Provost / IT staff time. Software costs.
7	Colleges and departments develop annual student success reports and improvement plans that include equity gaps (for example, for gateway courses) and targeted improvement initiatives. Alternatively, integrate student success equity gaps as part of existing program assessment requirements.	Within 24 months	Department Chairs	Department Chairs staff time
8	Increase and coordinate communication and advising made available to students to support them in each critical step across the pipeline (application, admissions, enrollment, persistence, and completion)	Within 24 months	Office of the Provost	Staff time: Enrollment Management, Office of the Registrar, Graduate School, Student Success, C&IT
9	Establish an annual student success services survey to assess the needs of diverse student groups.	Within 24 months	Office for Student Success	Office for Student Success staff time
10	Establish a campus-wide system for tracking student career outcomes (for both graduates and non-graduates).	Within 24 months	Institutional Research	Institutional Research staff time



Social Justice Action Committee on Policing

The working group recommended compliance with relevant state and Board of Governors’ statutes and rules. In addition, the working group suggested that the work of the Campus Safety Advisory Council should have more publicity and that its name be changed to reflect the close bond that the WSUPD has with its communities. Equally important is the ability of the University’s stakeholders (both on campus and in its communities) to be able to see how the WSUPD is receiving and responding to their complaints and concerns. The working group also recommended specific actions to enhance sensitivity when interacting with different racial groups and responding to their complaints and those relating to sexual harassment. These include more training.

	Recommendation	Timeline	Responsible Person	Resources Required
1	Publish information on the Campus Safety Advisory Council more prominently on the university’s website and enhance dissemination of information about the council to community groups.	Within 12 months	Chief Holt or designee / Marketing Team / Patrick Lindsey or designee	Chief Holt or designee’s staff time / Marketing staff time / Patrick Lindsey or designee’s staff time
2	Reconcile university policy with BOG statute and State law, MCL § 391.1511. Specifically, university policy narrowly defines staff member. State law and BOG rules do not define. Moreover, policy states “appointments” of members, whereas state law and BOG rules specifically state that members are to be elected.	Within 12 months	General Counsel or designee	General Counsel or designee’s staff time
3	Consider changing the name to Campus and Community Safety Advisory Council.	Within 12 months	Chief Holt or designee / Marketing	Chief Holt or designee’s staff time
4	Enhance the Citizen Complaint Process by: (1) placing relevant information more prominently on the Public Safety Department’s webpage, (2) providing a flow chart of the complaint process, (3) providing a link to the Office of Equal Opportunity (for harassment or discrimination complaints).	Within 12 months	Chief Holt with IT support	Chief Holt / IT staff time
5	Document complaints anonymously on the Public Safety Department’s website.	Within 12 months	Chief Holt or designee	Chief Holt or designee’s staff time
6	Continue to engage the university and community with communication and education regarding police work.	Within 12 months	C&IT and Marketing and Communications / Patrick Lindsey or designee	None except C&IT and Marketing and Communications, and Patrick Lindsey or designee’s staff time
7	Obtain Michigan Association of Police Chiefs (“MAPC”) Accreditation which will include a complete review of all department policies and procedures for compliance with applicable law and to ensure best practices.	Within 24 months	Chief Holt or designee	\$8,000 University funding for accreditation, \$4,000 for computer program, and approximately \$60,000 – 70,000 for the partial salary of a Lieutenant full-time to work on the process



	Recommendation	Timeline	Responsible Person	Resources Required
8	Ensure enhancements and improvements to the Campus Safety Advisory Council authorized by WSUCA 2.25. 06.	Within 24 months	Chief Holt or designee	Chief Holt or designee's staff time / improvement costs
9	Strengthen the Campus Safety Advisory Council policy and recommend that two community representatives from within the WSUPD patrol area be added to the council.	Within 24 months	Chief Holt or designee	Chief Holt or designee's staff time
10	Recommend that the Campus Safety Advisory Council increase its number of meetings to quarterly.	Within 24 months	Chief Holt or designee	Chief Holt or designee's staff time
11	Ensure that the early warning system practice is followed where officers who have been found responsible in more than one complaint of excessive force, discrimination, or harassment are identified and are: (1) issued progressive discipline as permitted under the collective bargaining agreement, and (2) sent for additional training as required by their offense(s).	Within 24 months	Chief Holt or designee	Chief Holt or designee's staff time and possible training fees
12	Complete de-escalation training of all current and newly hired WSUPD officers. Train WSUPD officers to provide de-escalation training.	Within 24 months	Chief Holt designee(s)	Cost of three simulators for training
13	Ensure that all WSUPD receive the required MCOLES training (e.g., de-escalation, implicit bias, and procedural justice training) per SB 0945 by September 1, 2021 and in the future.	Within 24 months	Chief Holt or designee	Ongoing funding from WSU
14	Integrate anti-racism and relationship building with underrepresented communities into all WSUPD training.	Within 24 months	Chief Holt or designee	Chief Holt or designee's staff time. Training costs.
15	Enhance DEI recruitment/hiring/retention	Ongoing	Chief Holt or designee	None
16	Further effort should be made to investigate whether there is a turnover problem and why officers are leaving WSU.	Ongoing	Chief Holt or designee(s)	Chief Holt or designee's staff time
17	Review or participate in the Human Resources exit interview process.	Ongoing	Chief Holt or designee(s)	Chief Holt or designee's staff time
18	WSUPD should implement a plan to increase the number of officers who are Detroit residents by increasing the recruitment efforts within the City.	Ongoing	Chief Holt or designee(s) / HR	Chief Holt or designee(s) / HR staff's time
19	Continue involvement and advisory role of SJAC on policing.	Ongoing	CDO or designee	None except for CDO or designee's staff time



Campus Climate

This working group recommended enhanced data collection to recognize potential issues, particularly relating to DEI concerns. Some of these might include more specific DEI questions on campus surveys, dialogues on “difficult” topics, focus groups, etc. The group also suggested that all stakeholders be aware of how report a complaint of a bias incident. In addition, the working group suggested infrastructure changes (i.e., a centralized DEI reporting office). Finally, the working group recognized the importance of additional DEI training throughout the university.

	Recommendation	Timeline	Responsible Person	Resources Required
1	Identify other key items relevant to the assessment of actions focused on enhancing inclusivity, belonging, and engagement. Coordinate efforts with HR, Student Success, and the Office of the Provost.	Within 12 months	AP Student Success, VP HR, AP Academic Affairs, CDO, OIRA	Staff / faculty time (perhaps graduate students as well) for team to identify and select items
2	Establish other regularized data collection for temperature checks, e.g., focus groups, interviews of stakeholders, exit interviews, Stay interviews, SWEET survey for students, social media channels, and hashtags (M&C “social listening”).	Within 12 months	Collaboration of Student Success, HR, Academic Affairs, DEI Office, OIRA, M&C	Some methods are already part of a particular unit’s mandates and activities. Staff and faculty time may already be allocated to these methods, their analysis, and integration. Data teams from these units can be leveraged.
3	Enhance the visibility of the existing formal bias/hostility reporting flowcharts, including processes involved in reporting, investigating, etc., timeline and flow of information to allow people to know status of the issues they raise.	Within 12 months	CDO, convenes working group of the formal units	C&IT web design time. A core staff member’s time with the working group to manage the project.
4	Ensure that disability is explicitly identified as a valid identity of diversity.	Within 12 months	CDO, HR, the Office of the Provost, the Office of the President, OTL, SDS	Accessibility coordinator and support staff. C&IT time for website design and training time.
5	Create and publish a value statement for welcoming diverse conversations to harness diverse voices across the campus community. Draft a value statement for the Cabinet team to review.	Within 12 months	Campus Climate Subgroup Committee	CDO or designee’s staff time to coordinate. Possible formation of a Subgroup Committee to review.
6	Ensure DEI training where needed for all formal offices involved in responding to bias/hostility complaints.	Within 24 months	Collaboration of CDO Office, HR, and the Office of the Provost, AP Faculty Development and Success	Staff time for CDO Office, HR, the Office of the Provost, AP Faculty Development and Success



	Recommendation	Timeline	Responsible Person	Resources Required
7	Develop a central DEI reporting and responding office, perhaps under the Associate Provost for Diversity and Inclusion. This office would receive, do initial assessments, manage, oversee, and track all incidents/complaints related to DEI and the responses.	Within 24 months	CDO and the Office of the President will establish a working group charged with gathering, assessing, and recommending structures for a central receiving and responding.	Staff to direct and oversee the DEI Office. The Office will train campus members to provide assessment and management / intervention services (e.g., mediation, conciliation, and restorative practices). Advisory group would be formed with representatives from across the University.
8	Establish Faculty Learning Communities and Learning and Development Communities for staff. The collaboratives would operate like the groups hosted by the Associate Provost for Faculty Development, where members can work together for one academic year on a focused topic of shared significance.	Within 24 months	Partnership with the Office of the Provost and Academic Senate, with HR for staff	Faculty and staff time, possible need for facilitators / community leaders



Intercultural Education and Training

This working group suggested several infrastructural changes: (1) hiring a Director of Intercultural Education, and additional staff for ODI and OMSE, (2) the creation of Learning and Development Communities and (3) a university-wide Social Justice Action Committee. In addition, the working group made suggestions which would increase overall DEI / multicultural awareness such as book clubs, training by SMEs, and publishing a social justice statement.

	Recommendation	Timeline	Responsible Person	Resources Required
1	Organize a university-wide committee that is comprised of groups who already address issues of social justice to discuss what already exists and how it can reach more broadly across campus with strengthened collaborative efforts. This effort would eventually be led by the Director of Intercultural Education.	Within 12 months	Director of Intercultural Education could lead this effort, with support from 2 Associate Directors to coordinate programming efforts and outreach	Budget dollars to allocate for: staff, speaker fees, and book costs to provide to participants on common read
2	Implement book clubs that are open to ALL university employees (not limited to faculty and staff).	Within 12 months	Director of Intercultural Education could lead this effort, with support from 2 Associate Directors to coordinate programming efforts and outreach	Budget dollars to allocate for: staff, speaker fees, and book costs to provide to participants in common read
3	Identify learning opportunities currently available – formal and informal.	Within 12 months	CDO and the Office of the Provost	Staff time of CDO and the Office of the Provost
4	Develop a communication plan to educate and build awareness for WSU’s diversity mission on campus. Build awareness and utilization of opportunities.	Within 12 months	CDO, Chief of Staff’s Office	Staff time of CDO and the Chief of Staff’s Office
5	Identify a network of certified experts who can facilitate training and mentor others.	Within 12 months	Office of the Provost	Staff time of the Office of the Provost. Fees for trainers.
6	Develop a social justice statement to guide the university’s diversity mission and future SJAC initiatives.	Within 12 months	CDO	None
7	Create and hire the Director of Intercultural Education.	Within 24 months	Office of Diversity & Inclusion	Projected need: \$100,000
8	Hire new staff and administrators for ODI and OMSE.	Within 24 months	Office of Diversity & Inclusion, OMSE	Salary funding for positions
9	Create Learning and Development Communities (“LDC”) to provide opportunities for continued personal development for WSU faculty and staff with a social justice focus.	Within 24 months	Office for Faculty Development and Success to host LDCs and cooperate with other units or groups such as COSW who already have book clubs in place	Budget dollars to allocate for: staff, speaker fees, and book costs to provide to participants in common read



University DEI Initiatives

The working group suggested infrastructural changes such as the development of a DEI Council and additional staff in the Office of the Chief Diversity Officer. It also recommended developing systemic metrics.

	Recommendation	Timeline	Responsible Person	Resources Required
1	Development of a DEI Council.	Within 12 months	President	Budget and half-time staff person to coordinate
2	Enhance visibility and communication of DEI efforts across campus, while decreasing fragmentation.	Within 12 months	CDO, Marketing Team	A half-time staff member assigned to the Office of the Chief Diversity Officer with a dotted line to Central PR and Communications
3	Measurement / Assessment of Metrics related to DEI Across Campus.	Within 12 months	CDO, Institutional Research	The ongoing strategies for assessing and measuring DEI efforts are labor intensive. A dedicated staff member (i.e., project coordinator / analyst) will need to be employed for these efforts.



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APPENDIX A: Working Group Reports



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Hiring and Retention of Diverse Faculty



Background

Title of Working Group

Hiring and Retention of Diverse Faculty

Charge to the Working Group

This working group was charged with examining internal policies, procedures, and practices to identify bias throughout the Wayne State University campus that may disproportionately affect historically disadvantaged and marginalized people with respect to hiring and retention of faculty. The working group sought to achieve diversity at the faculty level that is reflective of the student body and the community it serves. The working group was tasked with recommending specific actions of immediate, medium, and long-term implementation to eliminate identified biases and to advance social justice and equity at Wayne State. The recommendations enhance current work already being done and advanced at Wayne State, internal policies, practices, procedures, and data, best practices at other institutions, and available research. As specified in some of the recommendations, it is suggested that the President or his designee establish an Implementation Group for facilitation.

Process

Policies, Procedures, Processes, Data, Documents Reviewed

With respect to faculty retention, this group has identified other areas that impact historically disadvantaged and marginalized groups. However, these are being researched and addressed by the Wayne State GEARS group housed in the Office of the Provost that recently received an NSF ADVANCE grant to address these issues. Specifically, these issues include hidden service / workload, toxic workplace, and work / family conflicts. In an effort not to duplicate this important work, this working group will rely upon the work being done by the GEARS group. While this grant is focused on STEM, the work and trainings from this group could be utilized campus-wide.

The working group recognized that there are other areas which impact the recruitment and retention of faculty, including, but not limited to, organizational climate and diversity among the upper administration. While these were not specific to this working group's charge, they bear further investigation and analysis by the University.

Gaps that have been found that allow for bias to enter the system

N/A

Working Group Members

Co-Chairs:

- Boris Baltes, Associate Provost for Faculty Affairs
- Nikki Wright, Assistant Vice President and Director, Office of Equal Opportunity



Members:

- Basim Dubaybo, Vice Dean for Faculty Affairs, School of Medicine
- Sara Kacin, Associate Provost for Faculty Development & Faculty Success
- Kimberly Schroeder, Lecturer and Career Advisor, School of Information Sciences
- Neelima Thati, Assistant Professor-Clinical and Internal Medicine Associate Program Director (Medicine)
- Nicole Trujillo Pagan, Associate Professor, Sociology
- Clay Walker, Ph.D., Lecturer, English Composition (CLAS)
- Lisa Ze Winters, Associate Professor, African American Studies and English

Recommendations and Suggested Actions

Short-Term (less than a year)

1. It is recommended that the President or his designee establish an Implementation Group for facilitation of specified recommendations in this report. It is suggested that the Implementation Group consider whether NIH and NSF grants are available specifically for hiring diverse faculty.

Timeline	Resources
For immediate action	None

2. Allow lecturers, clinical staff, and researchers (including FTA, & FTE .5, and above) to serve on search committees by allowing the searching Department to manually write in their information on the OEO document entitled “Search Committee” for upload to the OEO Faculty Hiring System. This change will achieve more diverse faculty search committees.

Timeline	Resources
For immediate action	None

3. It is recommended that the Provost request that Deans review Department bylaws to determine if their bylaws limit the composition of search committee members to those elected or selected by faculty (by vote or otherwise). Deans should be requested to: (1) encourage changes to existing bylaws that would allow the reconstitution or expansion of search committees to achieve diversity, and (2) not approve any new bylaw language that effectively limits the Dean or Department’s ability to diversify a search committee.¹

Timeline	Resources
For immediate action	None

¹ The working group found that on occasion, Department Chairs and/or faculty have informed OEO that Department bylaws have served as an impediment to selecting a diverse search committee for faculty searches. Bylaws may limit the composition of search committee members to those voted in by faculty of the Department. The working group also indicated that as many Departments are not diverse, such bylaws can effectively preclude or substantially limit the ability to diversify search committees.



- Require Departments to submit proof that they actually used diverse recruitment resources to recruit and consider historically disadvantaged and marginalized groups. This information can currently be submitted in the OEO Faculty Hiring System on the “Candidate Selection Page” by including it with candidate selection documents that are signed by the Dean and Chair.

Timeline	Resources
For immediate action	None

- It is recommended that the Provost issue a statement to the Deans indicating that requests for the waiver of job postings will be scrutinized and strongly discouraged.²

Timeline	Resources
For immediate action	None

- It is recommended that Wayne State apply for funding under the NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) Program, and develop initiatives to attract and support a cohort of ten (10) early career, underrepresented faculty in the biomedical sciences.

Timeline	Resources	Responsible Persons
6-12 months	Significant financial and human resources to directly support ten new hires during and beyond the five years of the program funding.	Dean of the Graduate School, Vice President for Research, Vice President for Health Affairs and Dean of the School of Medicine.

- The working group recommended that search committees utilize an evaluation rubric to ensure that all candidates are subject to the same evaluation criteria, and to ensure that members of search committees apply selection criteria consistently within a search. Rubric examples should be housed on the Provost’s website which search committees can modify as needed. The rubric used should be submitted along with the other required documentation at step 2 of the OEO process. OEO will not be responsible for reviewing the rubric. The review will be the responsibility of the Chairs and Deans.

Timeline	Resources
For immediate action	None

Modification to OEO Faculty Hiring System – The following changes to the OEO Faculty Hiring system can be effectuated in the next 6 to 12 months which will allow for implementation of the changes by C&IT, as well as provide appropriate notice of change to the Departments.

- Modify the OEO system to allow lecturers, clinical staff, and researchers to serve on faculty search committees in order to achieve a diverse search committee.

Rationale: This would allow for more diversity on search committees. The working group found that many Departments are not diverse, resulting in the over-burdening on faculty of color. This service burden negatively impacts faculty attempting to gain tenure

² The waiver of job postings can be used as a tool to select and hire candidates based upon bias negatively impacting the recruitment of diverse candidates. The posting of jobs is consistent with best practice recruitment strategies, university practices, and OFCCP requirements that job postings be posted and circulated to recruit a diverse candidate pool.

because they are not provided with meaningful service credit toward tenure, and it detracts from endeavors that are considered tenure-worthy.

Timeline	Resources
For action within 6 to 12 months	None

2. Require that candidate information be submitted to the OEO system prior to a candidate being selected. Specifically, require that the “Candidate Pool,” “Serious Candidates,” and “Finalists” be submitted separately and in real time, during each phase of the hiring process.

Rationale: This will allow Deans and Chairs to be accountable for monitoring their selection process, and ensure that pools consider historically disadvantaged and marginalized groups during each phase of the process. It also allows OEO to review the pools for diversity, and decline pools that do not appear diverse.

Timeline	Resources
For action within 6 to 12 months	None

3. Require Departments to submit proof that they used diverse recruitment efforts to recruit and consider historically disadvantaged and marginalized groups. Modify the OEO system to include an upload feature.

Rationale: The OEO system currently requires that Departments indicate where they intend to search, and OEO staff ensures that the list includes diverse sources to consider historically disadvantaged and marginalized groups. However, the system does not require that they upload *proof* that Departments actually used the sources that they indicated. A proof requirement is a check and balance to hold them accountable.

Timeline	Resources
For action within 6 to 12 months	None

4. Require Colleges and Departments to submit an initial Hiring and Retention Diversity Assessment Tool for submission to the Dean. The Dean should create and submit an annual DEI Plan to the Provost reporting progress toward equity.

Metrics: The plan should include the percentage of increase / decrease in faculty each plan year, and the basis for said increase / decrease.

Timeline	Resources
For action within 6 to 12 months	None

Actions Taken: The Hiring and Retention Pod created a Hiring and Retention Diversity Assessment Tool applicable to colleges and departments. The Tool maintains accountability for faculty searches and outcomes, and reports departmental-level data to support institutional progress toward equity. The Deans will direct each department to complete the Tool annually, compile the information provided by each department, and provide an annual report and plan toward equity to the Provost based on feedback. It is recommended that the Deans should work with the appropriate faculty body within the specific college in preparing the report to the Provost. The Provost will use this tool as part of the annual evaluation of each Dean.



5. Climate Survey: Develop a University climate survey administered by a centralized body that focuses on race, with the results shared with departments for action. It is recommended that the data collected be reviewed to improve the climate throughout the University, as well as in each specific department.

Timeline	Resources
For action within 6 to 12 months	None

6. Exit Interviews: Exit interviews should be conducted of faculty in the future, and the information submitted to the Implementation Group.

Timeline	Resources
For action within 6 to 12 months	None

7. Exit Interviews of Prior Faculty: The university should identify a third-party resource to conduct exit interviews of historically disadvantaged and marginalized faculty who have left the university in the last five years.

Timeline	Resources
For action within 6 to 12 months	Requires funds, allocation of existing staff, and resources

8. Appointment of Diversity Advocate to Serve on Search Committees: It is recommended that the university appoint Diversity Advocates to sit on each search committee to support the hiring process. The Advocates will not be an employee within the department for which he/she is serving as an Advocate.

Rationale: Diversity Advocates will support the hiring process assisting with resources and guidance regarding diverse hiring practices. This person will also serve as an active by-stander during the deliberative process to minimize the possibility of bias and unfairness during the hiring process.

Methodology: It is recommended that this recommendation be assigned to the designated Implementation Group for facilitation.

- Determine how many Advocates should be available within each school or department to support the hiring process.
- Determine if the Diversity Advocate can be hired from a pool of current faculty / staff within WSU by allocating a portion of their pay and time to this initiative.
- Diversity Advocates should be trained.
- Determine a reporting structure for Diversity Advocates.

It is recommended that the coordination and oversight for the Diversity Advocates will reside in the Office of the Provost until otherwise reassigned. It is recommended that the university pay Diversity Advocates a \$2,000 stipend per semester. This recommendation should be piloted with tenure / tenure track faculty first, and thereafter, expanded to other searches after evaluation of the program. The pilot should begin in departments that have the least diversity.

Timeline	Resources
For action within 6 to 12 months	Requires funds, allocation of existing staff, and resources



9. Develop a Mentorship Program outside of the Department

Rationale: Faculty, particularly of historically disadvantaged and marginalized groups, would benefit from a mentorship program option supported by faculty outside of their department. Such a program would be available to faculty who request this assistance. The program would align junior faculty with the strength and knowledge of mentors to support navigating the university, and addressing personal and professional faculty development to support their success.

Methodology:

- a. Provide a mentor from outside of the department assigned to faculty who request it.
- b. Ensure that the Office of the Provost will run the program with senior faculty volunteering to be mentors.
- c. Develop resources to pay a stipend (e.g., \$2,000 a year) for each mentor.
- d. Provide training for mentors.

Timeline	Resources
For action within 12 months	Requires funds, allocation of existing staff, and resources

10. Improve Existing Departmental Mentorship Programs

Rationale: The existing departmental faculty mentoring program needs additional structure to constructively support new and junior faculty (including both faculty on the tenure-track as well as clinical, research, and lecture lines) for success and promotion.

Methodology: It is recommended that this recommendation be assigned to the Implementation Group for facilitation.

- a. Create a survey for recently hired faculty to assess mentoring (every year after the annual review).
- b. Establish required annual review meetings for mentors.
- c. Provide training and workshops for mentors. Such training should establish mentor expectations based upon best practices.

Within a specified timeframe for the start date of new faculty, the department must provide the new faculty member with a defined mentoring plan that includes both short- and long-term objectives with measurable outcomes. This plan is to be established by the mentor in consultation with the mentee.

Timeline	Resources
For action within 12 months	Requires funds, allocation of existing staff, and resources



11. Modify the OEO System to support the hiring of lecturers, clinical staff, and researchers. This modification can be performed by C&IT.

Rationale: The university attempts to minimize bias and discrimination in the hiring of tenure / tenure track faculty. Lecturers, researchers, and full-time clinical faculty (including FTE .5 and above) comprise approximately 40% of full-time faculty, but do not have a similar checks and balance system to minimize bias in hiring.

Timeline	Resources
For action within 12 months	Requires additional staff and funds

12. Pay Equity Analysis Based on Race

Rationale: National research on this topic indicates that women and men of color are paid less than their white counterparts.³ It is suggested that the university conduct an analysis, including longitudinal changes in salary, to determine if any corrective action is necessary.

Timeline	Resources
To be determined by the university	Required university resources or outside vendor

Medium-Term (1-5 years)

N/A

Long-Term (5+ years)

N/A

Next Steps

Determine whether the working group should continue after the final report has been submitted.

Additional Information

References

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- McChesney, Jasper. 2018, “Representation and Pay of Women of Color in the Higher Education Workforce”: College and University Professional Association for Human Resources. (<https://www.cupahr.org/wp-content/uploads/CUPA-HR-Brief-Women-Of-Color-1.pdf>).
- University of Houston *Diversity Hiring Toolkit* (<https://www.uh.edu/provost/faculty/administrators/recruiting-powerhouse-faculty/>)
- Zambrana, Ruth Enid, Anita Allen, Eve Higginbotham, JoAnn Mitchell, Debra J. Perez and Antonio Villaruel. 2020, “Equity and Inclusion: Effective Practices and Responsive

³ <https://www.cupahr.org/wp-content/uploads/CUPA-HR-Brief-Women-Of-Color-1.pdf>,
<https://hbr.org/2014/06/does-race-or-gender-matter-more-to-your-paycheck>



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Strategies”: University of Pennsylvania.

(<https://provost.upenn.edu/sites/default/files/users/user130/Equity%20and%20Inclusion%20Guidebook.pdf>).



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Hiring and Retention of Diverse Staff



Background

Title of Working Group

Hiring and Retention of Diverse Staff

Charge to the Working Group

This working group was tasked with creating recommendations that could (1) significantly benefit all employees, but particularly those in underrepresented groups, (2) help to reduce and eliminate implicit and explicit biases and improve DEI across the university, and (3) strengthen Wayne State University as a preferred employer.

The charge of the hiring and retention of diverse staff working group was to examine the policies, procedures, practices, and processes for identifying, recruiting, hiring, and retaining diverse staff, particularly focused on strategies for advancement. The needs of non-academic support staff – many of whom are from underrepresented groups – must be an integral part of the work of this group. To that end, the working group formed the following teams to review these critical areas:

- Workforce Planning and Recruitment
- Hiring and Onboarding
- Professional Development, Retention and Succession Planning
 - Career development
- Compensation
- Management's Accountability.

Most of this working group's recommendations require no additional costs to implement, and can be led by Human Resources with the collaboration of other key departments. Accordingly, this summary only includes the recommendations and the estimated timeline for implementation.

Process

Policies, Procedures, Processes, Data, Documents Reviewed

- **Recruiting:** No existing policy or training for a mandatory intake process. HR service exists, but it is *optional*.
- **Hiring:** No set uniform guidelines accessible to all participating in the hiring process.
- **Professional Development:**
 - APPM 3.4.1 Tuition Assistance speaks to the use of professional development assistance for full-time, salaried employees exclusively with credit and non-credit courses. This policy, process, and form used to request assistance was devised in 1997 and is outdated and inactive.
 - WaynePM includes a professional development plan. However, adequate career development planning, management accountability and support for completion do not consistently exist.



- Professional development on campus is still predominately formal learning, despite the “70/20/10” research highlighting that 70% of the ways people learn are through challenging assignments, 20% through peer mentoring / interaction with others, and 10% through formal training events.
- 2018 Affirmative Action Status Report offers data to support this.⁴
- Data do not exist to create baseline metrics in alignment with the following goals:
 - Leaders are fair and equitable in the way they provide support and growth opportunities.
 - Underrepresented employees receive development and advancement opportunities.
 - Transparency in internal job postings.
 - More diverse, broader internal candidate pools for targeted open positions (OEO) fostering traditional and non-traditional career progression before external job posting, and support for candidates who do not receive desired promotions.
 - Higher retention and engagement of diverse staff and leaders.
- WaynePM could be audited to confirm this percentage and for ongoing tracking.
- Learning is promoted across websites and via locations like Academica.
- Informal qualitative feedback received that individuals “don’t know where to go for what” when looking for learning data.
- **Career Development:** There is no apparent career development policy. However, it may be embedded in the professional development policy: APPM 3.4.1 Tuition Reimbursement for credit and non-credit courses for full-time salaried staff.
 - Data on internal candidate pools and internal hires as well as their demographics is not perceived to be currently available.
 - The working group estimated that structured professional development to be limited based on an informal study conducted during its SJAC work of 9 hiring and retention of diverse staff members. Only 22% had professional development goals and they had on average 1.7 career conversations with their manager in the past year.
 - A HR needs assessment survey indicate managers are ill-equipped to hold career conversations [N=262].
 - WSU’s climate study also supports a need to address:
 - 37% of staff indicated they are not satisfied with their job at WSU (and professional and career development is known to correlate with satisfaction and retention).
 - 63% of staff were not satisfied with career advancement at WSU with 39% indicating that they had seriously considered leaving in the past 12

⁴ <https://www.td.org/press-release/new-atd-research-investment-in-talent-development-on-the-rise>
<https://www.workforce.com/news/tool-training-budgets-101>
<https://www.statista.com/statistics/738519/workplace-training-spending-per-employee/> *Source: Temporary Employees by Position Classification and Race table WSU Affirmative Action Status Report 2018



months. (Note: in a 2012 Deloitte survey, lack of career progress topped the list for why an employee would look for new employment.)

- 5 out of 6 adults in North America are considering changing jobs (Right Management, 2012). The working group believes that supporting internal progression of historically marginalized individuals will aid retention.
- Average tenure in an American job is 4 to 5 years (Blake, 2012). WSU tenure is (TBD). If job responsibilities within a role changes during that time, there is no systematic process in place to support skill attainment and advancement and intentionally shorten tenure of historically marginalized individuals.
- Track progress of candidate pools for open WSU positions in terms of number of non-traditional candidates and number of internal hires.
- Accelerate usage is available, but not integrated with an employee's performance management goals (for instance to track when learning in a learning plan is completed).
- Cornerstone will allow for reporting of goals.
- 3.1 Position Posting⁵
- 99-5 Position Posting⁶
- 1.11 Promotion and Transfer⁷
- **Retention:**
 - Salary Equity Adjustment Form exists, however there is not a standard process for retention offer policies and procedures.
 - Current State: Employee has a written offer in hand and notifies his/her supervisor. The supervisor discusses with the appropriate leader, reviews budget availability, and signs approval. The form is forwarded to the Dean and then the form is forwarded to the Provost for approval.
 - Desired Future State: Supervisor receives form and discusses with Department administrator and appropriate leader. Budget availability is reviewed, and approval is granted if the increase amount is <10% of employee's salary. Process should be completed within 3 business days.
 - Annual years of service event exists as a practice, but it honors service and not contributions / impact. It also does not informally acknowledge all employees rather than those celebrating milestone years.
 - Currently HR has an offboarding process led by HR for all voluntarily departing employees (excluding student assistants, college work study students, temporary employees, and part time faculty).
 - Will need data / reporting mechanism to track progress of historically marginalized staff progress.

⁵ <https://policies.wayne.edu/appm/3-1-position-posting>

⁶ <https://policies.wayne.edu/hr/99-5-position-posting>

⁷ <https://policies.wayne.edu/non-rep/1-11-promotion-transfer>



- **Onboarding:**
 - New employees do not receive a campus-wide list of diverse groups and organizations available to participate in.
 - As some organizations meet during a part of the workday, consider offering release time to attend meetings / events.
 - If managers are held accountable for their diversity and inclusion efforts, receiving approval to engage in the events should not be a difficult ask.
 - New Hire Checklist and Onboarding Process exists, but may not be readily accessible.
 - There are currently no set guidelines / policy or approval process for a buddy system to help new hires grow accustomed to WSU in both a formal and informal manner.
- **Compensation:**
 - WSU's compensation policy and non-represented compensation guidelines.
 - Various Union Contracts such as AAUP / AFT: At WSU salary schedules stated faculty and academic staff in collective bargaining agreement ("CBA") are the minima for the classification / rank (Article XIIB). Upon hiring, higher salaries can be negotiated. Post hiring, adjustments in the compensation of individual faculty members and academic-staff members may be called for to reflect competitive changes in the academic market, to reward outstanding professional contributions, and to reflect the correction of inequities (Article XIA).
 - Minimum only salaries stated in the CBA for academic staff often leads managers to offer only that amount – sometimes disregarding recommendation from salary committee based on experience and advanced degree – because the amount fits the unit's budget. Faculty generally have the experience and credentials automatically considered to increase salaries.
 - Data:
 - National higher education compensation. Source: CUPA 2017 Professionals-in-Higher-Education-Annual-Report, 3.
 - Minorities are well-represented in most professional areas.
 - Highest salaries in health services and lowest in student affairs.
 - Gender pay gap increases with age, such that women earn about \$10,000 less than men. Women receive equitable pay only in information technology and student affairs.
 - Per CUPA 2017 Staff in Higher Education Salary Report, 3:
 - Overall, higher education staff annualized median pay is \$35,000.
 - Skilled craft workers have highest pay and service / maintenance workers have lowest.
 - Racial / ethnic minorities are underrepresented in higher education staff for all, but service / maintenance positions. Minority pay gap exists for all positions except for office / clerical positions.



- Women are well-represented in all staff areas except skilled craft. Their pay is less than men in all areas except office / clerical work.
- Gender pay gap is greater at older ages. Pay gap is also greater for those with more years of service.
- **Workforce Planning:** No existing policy or procedure requires SCD leaders to work with HR in strategically assessing position needs in an intake. Recommend that Cabinet and Deans use this discussion to demonstrate how their hiring goals align with their strategic plans.

Gaps that have been found that allow for bias to enter the system

- **Hiring**
 - There is no uniformity in the hiring and onboarding process across campus.
 - Various Departments handle these processes in different ways with varied input from Human Resources. As a result, there is no documented process that hiring managers can adhere to when the time comes for them to source / hire a new employee. Thus, there is no real accountability to ensure fairness in hiring.
 - Not ensuring the utilization of a diverse interview panel leaves the door open for discrimination, favoritism, and intimidation by the hiring manager. If all members of the panel have similar viewpoints it will not always leave room for diversifying the candidate pool. Furthermore, if the hiring manager is a director or supervisor in their department and the interview panel consists of only their staff, the panel may feel pressure to agree with the hiring manager to avoid ruffling any feathers even if the hiring manager is being discriminatory.
 - There are no set guidelines in place that ensure that hiring managers are aware of a formalized hiring process and how this process is enforced. This leaves room for discrimination and does not provide any type of accountability to hiring managers to participate in fair, non-discriminatory hiring.
 - The Online Hiring System does not have the capability to thoroughly track candidates from their initial application through the entire process with reporting functions that will allow the university to track the candidate as well as potentially tracking the demographics of who applies to postings and of those candidates who are hired. The lack of an efficient way to track the hiring process leaves room for discrimination and does not promote diversity in hiring.
- **Professional Development**
 - There is no policy and funding for non-credit courses nor approval process to request non-credit course funds.
 - Temporary employees and hourly employees are excluded from the policy.
 - Leadership expectations are not defined and consistently shared for professional development, including support for learning time on the job (i.e., release time) and an expectation for all staff to have a learning goal / plan.
 - There is no integration of career development in performance management.
 - There is no management or employee accountability for professional or career development.



- There are no data on how this affects historically marginalized WSU staff.
- There are currently no agreed upon competencies to develop learning by roles.
- There is no central source of all learning happening on campus.
- There is no commitment for learning on the job universally adopted nor a standard for how much learning is expected of staff.
- **Career Development**
 - The non-credit course portion of APPM 3.4.1 is unfunded.
 - No statement is shared regarding expectations for learning and links to career progression, nor is an amount of time possible to learn on the job allocated in a given year. There is no requirement that learning goals and plans should be in place, for which managers and employees would be accountable for.
 - There is no statement on WSU's goals for career development and internal progression in relation to SJAC priorities.
 - No training exists for senior and middle managers on career development, so they are unable to adequately coach, mentor, or develop staff.
- **Retention**
 - Due to the inability to identify DEI needs / concerns, there is an inability to improve policies and procedures, employee turnover, low diversity metrics, and low morale.
 - Because there are no formal retention offer policies and procedures, this results in long approval times and the possible loss of employees or offers.
 - The HR / Compensation function is not involved in retention offers before they are made.
 - There is no culture of recognition, rewards, and celebrating of employee contributions.
 - High performers may not advance due to lack of recognition and exposure.
 - Managers and supervisors are limited in what they are able to offer employees for exceeding expectations.
 - An Offboarding process is not used for every departing employee.
 - Exit surveys do not capture demographics, so the experience of historically marginalized individuals is unknown. Therefore, proactive retention strategies are not possible.
 - There is a lack of ownership and processes for the analysis of exit interview data and sharing reports for proactive decisions.
 - In-person exit interviews are not consistently held by HR where a more probing discussion could reveal concerns and opportunities for improvement.
 - No metrics or measures of employee engagement / satisfaction are in place today. The working group has not yet tracked exit interview data, but when this is done, they will be unable to see demographics of departing employees and why they choose to leave in order to devise proactive strategies. The survey should be changed to capture demographic information.
- **Management's Accountability**
 - Inequities exist among hiring, promoting, compensating, and retaining diverse staff.



- **Onboarding**
 - Because there are no new hire survey data to measure new hire experiences, the working group is unable to identify gaps for process improvement.
 - Because there is no formal, consistent onboarding process, employees are “lost” which increases learning and adjustment curves.
 - The New Hire Checklist is not used consistently by HMs to ensure a smooth and efficient onboarding process resulting in higher learning curves and adjustment times.
 - If WSU does not do more to promote a welcoming and enjoyable work environment, it will cause employee dissatisfaction and could paint WSU in a negative light if word gets around. Furthermore, the university does not want to give off the perception that it does not value its employees especially as a result of their race / ethnicity.
- **Compensation**
 - HR’s Compensation unit has not completed a compensation survey nor equity salary studies (based on experience / education / classification) in recent years to identify salary gaps by classification / gender / ethnicity / roles, etc. Therefore, gaps have not been addressed.
- **Workforce Planning**
 - Workforce planning is not a strategic mandate.
 - DEI in workforce planning is not a mandate.
 - Upper management is not required to consistently demonstrate their DEI goals and accomplishments.
 - HR and workforce planning are not included in our strategic planning efforts. Therefore, diverse staffing needs are not addressed.
- **Succession Planning**
 - Historically marginalized groups are denied an opportunity to apply and compete for openings which are not posted.
 - Other positions receive waivers that are not listed as exceptions in policy further compounding the issue.
 - Disadvantaged, historically marginalized employees are not part of a succession development plan and need assistance with career development.
 - There is a lack of formalized career development plans for WSU employees. Currently jobs are posted without a succession plan in place.
 - Individual skill gaps have not been identified at WSU to place in a succession plan nor develop individuals towards these gaps based upon agreed competencies.
 - DEI goals for upper management positions do not exist.

Working Group Members

The group consisted of 18 members, from a cross-section of roles, who provided meaningful input in the identification and development of these recommendation.

Chair: Carolyn Hafner, AVP/CHRO Human Resources



Members:

- Carmen Albert, Senior HR Consultant
- Dawn Aziz, Director, Organization and Employee Development
- Marquita Chamblee, Associate Provost for DEI
- Tacara Donaldson, Talent Management Coordinator
- Kim Easley, Alumni Relations Officer
- Mildred Fuller, HR Consultant
- Carolyn Hafner, Interim AVP / CHRO, HR
- DeShaun Harris, Director, Medical Student Services
- Tanisha Hodges, Financial Manager
- Heather Howell, Manager of Admin Services
- Barbara Jones, Financial Aid Officer III
- Marcia Lovett, Director, HR and Data & Tech
- Deborah McCrory, HR Consultant
- Jonathan Parks, Manager, KCP / GEAR UP
- Sherry Pruitt, HR Consultant
- Vanessa Reynolds, University Counselor III
- Juan Richardson, Director, Edge Network
- Anita Rodgers, Manager, Payroll
- Antonia Yancey, AVP, Research

Recommendations and Suggested Actions

Short-Term (less than a year)

Recruiting

1. Develop formalized, standing recruiting, and hiring policies and procedures.
2. Enhance recruiting for diverse applicants in specific organizations and media platforms.
3. Ensure consistent applicant screening processes by HR.
4. Ensure use of the OEO search committee practices and system for staff.
5. Ensure that HR reviews and approves salary recommendations.
6. Increase the professional development budget as a recruiting incentive.

Resources	Responsible Person
Staff (HR's TMCs may require redistribution of tasks or additional members to ensure adequate staffing). Applicant Tracking System (see Cornerstone recruitment module to track key applicants, skills, etc. to identify and promote internal candidates).	HR

- a. Develop standardized hiring policies and procedures related to the posting, application, screening, interviewing, and hiring processes.
- b. Require mandatory initial intake meetings at the beginning of a vacancy to uniformly apply unbiased policies and procedures to the recruitment process.
- c. Ensure that all applicants are screened by the HR Talent Management Coordinators consistently, in accordance with standardized policies.



- d. Ensure that HR builds stronger relationships to guide and support management through these processes and works to eliminate prior biases / criticisms.
- e. Train management on these policies and procedures.
- f. Include mandatory implicit bias training for all management.
- g. Have HR Talent Management Coordinators screen candidates for diversity and qualifications prior to sending candidates to the Hiring Manager (OEO system could be used to do this).
- h. Dissuade Hiring Managers from conducting internet searches (training exists to support this within Method 2 / Hiring at Wayne – may need to refresh training and broaden the participants it is promoted to).
- i. Require all selection committees to be reviewed and approved by OEO and to complete implicit bias training.
- j. Require an HR professional to sit on all interview panels and help develop appropriate interview questions to ensure appropriateness.
- k. HR’s inclusion within the interview can minimize issues with perceived bias and help to ensure compliance.
- l. Salary recommendations must be reviewed and approved by HR prior to making an offer.
- m. Provide a specific dollar amount for professional development. This would be an added benefit that could be useful in recruiting top talent from underrepresented groups.

Hiring and Onboarding

- 1. Implement the OEO process for diverse search committees.
- 2. Develop and implement standard talent acquisition policies and procedures to ensure consistent hiring / onboarding practices and to eliminate biases.
- 3. Ensure HR plays an integral role in the talent acquisition process to ensure greater DEI, fairness, and objectivity.
- 4. Develop a standard departmental orientation process.
- 5. Implement a peer “buddy” system to help acclimate new hires to the university and create a welcoming culture and environment.

Resources	Responsible Person
<ul style="list-style-type: none"> • SCD leadership support and reinforcement. • The staff needed for this would be HR in collaboration with OEO. Short Term, this can be implemented by sending the names of the search committee via email for OEO or HR’s approval. Long-term, the electronic OEO system can be utilized for non-academic hires in addition to its current capabilities. • Current HR staff and approved standard onboarding procedures which includes feedback from other HR members for final input and recommendations. • Cornerstone recruitment modules. • Existing OED / HR staff for training / communication support and C&IT partnership. 	HR, Leadership including BAO’s, Directors, and Chairs

- a. All interviewers should be required to take implicit bias training prior to conducting interviews.



- b. HR should work with Hiring Managers on developing legally compliant interview questions. Questions should either be generated by HR or sent to HR for approval prior to each interview. Blanket interview questions that have already been vetted can be placed on the Share drive by HR for all hiring managers to access. Any customizations to the interview questions should be approved by HR prior to the interview.
- c. Scoring rubrics should be created for all positions prior to interviews commencing.
- d. All search committee members must be committed to attend every interview and agree upon the rating definitions.
- e. Implement a diverse interview panel for each interview that has been approved by HR or OEO (similar to what is done in academic hiring).
- f. Ensure a process to avoid tapping the same individuals over and over for inclusion in diversity committees.
- g. Place detailed and approved hiring guidelines (Talent Acquisition Process) to be placed online and easily accessible for hiring managers across campus.
- h. Prior to a search commencing, the Talent Management Coordinator or HR Consultant should have a meeting with the search committee members and provide them with an overview of the search process including information on the role in terms of underutilization.
- i. Implement an applicant tracking system (“ATS”).
- j. Collect data to determine the impact of ATS on enhancing diversity among classifications who already use this tool.

Professional Development

1. Revise APPM §3.4.1 for tuition assistance for non-credit courses for staff and provide funding centrally to SCDs.

Resources	Responsible Person
<ul style="list-style-type: none"> • Administration, operational, and labor costs to administer program. • Proposed Budget \$760,500 [\$1,300 X 585 non-academic salaried employees] (could explore cost sharing opportunities). No budget anticipated to be needed in year one. • Stakeholder/university SME time (i.e., union leadership, leaders of office support roles, staff in office support roles) • Commitment to refine WaynePM competencies in annual appraisals which will review the integration of these skills in hiring, onboarding, recognition and badging, career development, and succession planning. • Ensure the development/use of a Cornerstone learning management system to house / track learning. • WISR for staff peer mentor identification. Commitment of peer mentor time to support colleagues. • Leadership statement or policy stating expectations and commitment of time available to learn on the job. For example, indicating a specific number of hours which might be available as part of the non-credit tuition reimbursement policy. • Leadership accountability for professional development goals / planning and staff accountability for learning (and/or mentoring others) as part of Wayne State University Project Management. • C&IT badging support. • HR exploration of embedding professional development in “preferred qualifications” for job postings open to internal candidates. • Embed learning expectations and budget in APPM tuition reimbursement policy. • Require SCD leader and HR time for monitor / tracking. • Require Cornerstone performance management modules to track development goals that will include course work in Accelerate as well as other formal and informal learning which should be conducted. • Propose regular gatherings / coordination among those who do professional development across campus to learn about what others are doing and to attain synergies. 	<p>Heather Howell, Manager Administrative Services, Educational Outreach Christine Jackson, Department Chair and Professor of Management Deborah McCrory, Human Resources Consultant, Client Admin Services Anita Rodgers, Manager Payroll Operation, OED with SJAC workgroup support (Dawn Aziz, Beena Sood, Kim Easley, Shantalea Johns, Deborah McCrory), HR, and other SMEs across campus support</p>
<ol style="list-style-type: none"> a. Revise APPM 3.4.1 Salaried Employees to enable employees to receive tuition assistance for non-credit courses. Also reexamine the required supervisor and BAO approvals. Ensure that an appeal process is in place. Provide allowances for release time to take courses which are job related or help fulfill WSU professional or career aspirations. Also encourage expectations that all employees will have professional and career development goals, and share best practices with others. b. Provide centrally funded learning (currently funded by individual SCDs and subject to budget availability and bias). Funds are needed for hourly employees. (There may be a collective bargaining component for the funds allocated for hourly employees – this will be explored further.) c. Create agreed upon competencies and design aligned professional development focused upon transferrable skills and skills required for future advancement and strategic success. 	

- d. Create learning aligned with competencies for professional and career development. Include peer mentoring, job shadowing, and challenging assignments as part of the informal learning options.
- e. Create a culture with a specific strategy and leader support to encourage ongoing learning.
- f. Pilot a professional development program for office support staff. Not only will they benefit, but this might also encourage others to consider “moving up” such as service and maintenance employees. Both of these groups have large numbers of underrepresented minorities.
- g. Require each employee to have a professional development goal / plan aimed at growth and advancement and hold managers accountable for it.
- h. Create a cohesive approach to professional development across campus with one central “list of learning resources” to support all staff to make it easy to find what is available.
- i. Designate a pilot program population group (e.g., office support staff) and then create learning materials which might be transferable. These might include an assessment, curriculum, Accelerate resources, as well as in-house learning tools.

Career Development

Resources	Responsible Person
<ul style="list-style-type: none"> • Dedicated staff time needed for learning on the job (this could be to consume learning or share strengths with others via things like peer mentoring, job shadowing, challenging assignments, etc.). • Systems needed, i.e., Cornerstone learning management system, Cornerstone performance management, and WISR peer mentoring / matching tool. • OED, SJAC committee, and other WSU stakeholders (i.e., Shawn Pewitt, Interim Director Career Services) may be needed to design and facilitate programs. This may require reallocating responsibilities for existing staff or hiring a new staff member dedicated to this in OED. • SJAC working group for policy development with Deborah McCrory, Juan Richardson, Sherry Pruitt, Jonathan Parks, Dawn Aziz, Kim Easley, Beena Sood, Anita Rodgers, and Mildred Fuller with the support of those who have successfully written WSU policy before (i.e., Rob Miller). • Policy Vetting to engage SJAC committee and leadership, Cabinet, Council of Deans, BAOs, others TBD including union leadership. • OED and “Next Coalition” HR team (Anita Rodgers, Tacara Donaldson, and Dawn Aziz, for communication and training support). C&IT partnership. 	<p>OED to provide structure / tools with SJAC workgroup and HRDs, SJAC workgroup and HRDs / HRCs to support SCD leaders, staff, BAOs, Deborah McCrory, and HR</p>
<ol style="list-style-type: none"> a. Create a Formalized Career Development Process, Tools, and Learning through a series of staff learnings including: identifying strengths / interests, researching career options in general until structured WSU career paths are created, self-advocacy is promoted in discussions with others about career goals, learning and experimenting with new skills, and preparing for internal job applications with resume / interviewing skills. Provide leader learning to focus on career conversations and supporting development plans. Enable an informal process and tools for job shadowing / peer mentoring to be shared. Ensure that WSU events for staff career exploration are hosted. Provide optional career coaching for 	



historically marginalized persons to support self-advocacy. Help employees understand and identify potential career paths by learning about others' roles in different e-classes.

- b. Enable senior management to create and ensure a culture to support career advancement and progression.
- c. Implement Cornerstone LMS to store, promote, and track learning.
- d. Create a group of HR members to craft the training and communications plan for new HR systems (tentatively called "Next Coalition").
- e. Implement WISR (<https://getwizr.com/about>) to support the matching of peer mentors.
- f. Establish a Policy or Statement of Leadership Expectations to include:
 - i. Dedicated time on the job for learning and growth. A proposed investment of release time for learning is 25 days annually for every staff and leader.
 - ii. One learning and career goal per employee included in WaynePM for those who use this system (or documented in AppXtender for those who do not).
 - iii. Management accountability for goals documented by all staff, which will include ongoing career conversations for all staff. Management's participation in these career development efforts will be documented in their performance appraisals.
 - iv. Employee accountability for goal and development plan actions. (Their WaynePM rating will be partially based upon these goals and plans).
 - v. HR Consultant accountability for WaynePM goal reviews and coaching.
 - vi. Recognition of learning and those who share their strengths via badges or other methods.

Retention

1. Create the Warrior Scorecard for leaders to track and measure DEI / retention success in the areas of professional development, mentoring, advancement, compensation, and overall job satisfaction.
2. Create annual employee engagement and exit surveys.
3. Create standardized retention offer policies and procedures for consistency, efficiency, and to reduce salary equity issues.
4. Establish and create annual reports on employee retention.
5. Create a more robust employee recognition program beyond years of service and retirement.



Resources	Responsible Person
<ul style="list-style-type: none"> • It may be necessary to use an external tool for reliability / validity purposes (and because individuals do not feel confident sharing retention concerns typically with internal individuals for fear of retribution). If so, a budget will be necessary. (If for example, the Center for Urban Studies is used, the estimated budget might be \$15,000 annually). • The cost should be < .05% of Department budget. • C&IT may be needed to develop a tracking system. • Also requires: <ul style="list-style-type: none"> ○ WSU stakeholder engagement including Cheri Nowak, Rob Miller, Margaret Scanio, Carmen Albert, Marcia Lovett, and Boris Baltes. ○ C&IT partnership for reporting and processing potential changes. ○ CHRO input / finalization of suggestions to process. ○ Potentially OED support to analyze four years of survey data. ○ Leader support and accountability to review regular reports and take action on data as part of an employee retention strategy. ○ SHRM or CUPA-HR or other credible organization to seek out targets for best practice organizations on turnover as input into the creation of a WSU target. If the process is refined to offer other flexible ways of capturing departing employee input (i.e., if it increases the numbers of interviews done), may need to explore resources for how best to support that. 	<p>DeShaun Harris, Jasmine Roberson, Elizabeth Berger, HR, Supported by Dawn Aziz, Mildred Fuller, Deborah McCrory with Cheri Nowak, Rob Miller, Margaret Scanio, Carmen Albert, Marcia Lovett, and Boris Baltes</p>
<hr/> <ol style="list-style-type: none"> a. Create and launch a regularly offered employee engagement survey to determine overall job satisfaction, morale, and their own SCD enhancement recommendations. b. Develop uniform retention policies and procedures including standardized compensation amounts to reduce salary inequities. Retention offers should be reviewed and approved by HR / Compensation prior to submission to unit management for approval. Gain approval of a pre-set amount to be determined by each department that requires fewer signatory approvals at the school level. This will streamline the overall process and allow managers to respond to inquiries accurately and efficiently and prevent the loss of top-level diverse talent from WSU. c. Create a formal employee recognition policy and program that rewards employees on a quarterly basis within each department for the impact of their contributions (not just years of service). Provide name, title, and picture to be shared with the workforce to celebrate the accomplishment. d. Managers should be able to reward employees directly when performance and input is above expectations. For example, a “Warrior Winner” program for recognizing outstanding achievements (i.e., work / professional milestone accomplishments). e. Provide training to managers on how to give recognition at little to no cost. f. Refine the offboarding process and exit interview survey in order to develop pragmatic suggestions for employee retention. g. Change the content of the exit interview survey to capture demographics and inquire about experiences with diversity, equity, and inclusion. h. Share a regular report to Cabinet and Deans / AVPs so that leaders have an opportunity to make proactive decisions for employee retention. 	

- i. Ensure HR is involved in all terminations to provide exit interviews.
- j. Increase leader accountability for retention.

Management’s Accountability

- 1. Establish goals for leaders and include them in their annual performance appraisals related to: DEI (i.e., new hires, promotions), Retention, and Professional Development

Resources	Responsible Person
Develop a monthly DEI report of SCD statistics on new hires, terminations, and promotions which will be in addition to the annual performance appraisal. Include in the Employee Recognition Program as a certificate or plaque (nominal or no cost).	Cabinet, HR, University leaders
<ul style="list-style-type: none"> a. Establish a policy that requires DEI goals for all management personnel to help create a more inclusive culture that actively works to train, develop, retain, and promote underrepresented groups. b. Require management to establish, monitor, and report on DEI goals as specific performance requirements on which they are evaluated annually. c. Include a DEI leader award to recognize leaders who have been successful in accomplishing or exceeded DEI goals. This could be included in the annual Employee Recognition Program. d. <u>Data</u>: Consider using exit interview data to determine university trends and to identify strengths and opportunities for improvement. 	

Onboarding

Resources	Responsible Person
Enlist Human Resources, particularly Talent Management Coordinators, with other area input, to ensure the accurate capture of the experiences of newly hired university employees. Ensure the accessibility of this information.	Human Resources in collaboration with the hiring managers and/or BAO’s of hiring units
<ul style="list-style-type: none"> a. Conduct periodic surveys of new hires during their first year to gauge their experiences (e.g., application, interviewing, hiring, onboarding, New Hire Orientation, training, goal setting, culture, campus, mentoring, buddy system, etc.). b. Execute frequent periodic exchanges with new hires during their first year (in order to resolve issues before they quit). c. Formalize the onboarding process to ensure that new hires have a “buddy” and a mentor and ready access to campus orientation and professional development information. d. Ensure that the Talent Management Coordinator or HR Consultant provide new hires with a checklist providing all necessary tools and resources for successful onboarding. e. Provide standardized, mandatory departmental orientations. 	



Compensation:

Resources	Responsible Person
<ul style="list-style-type: none"> • Consider purchasing additional salary data other than CUPA. • Engage HR consultants and staff to help reviewing and updating of job descriptions and conducting market analyses. • Ensure that Banner data are accurate. 	<p>Director of Benefits and Compensation, Carmen Albert, HR is reviewing the data. Compensation, Claudia Roeder, Compensation, HR Consultants, Provost and Compensation committee team members, CHRO, Director of Benefits and Compensation Provost, Finance Department</p>
<ul style="list-style-type: none"> a. Ensure that the HR Compensation Unit conducts a comparative compensation market analysis by various categories (including non-represented positions) to make enhancement recommendations. b. Review non-represented salaries for perceived biases. c. Obtain President and Board approval of compensation policies and funding requirements. d. Develop job descriptions for all non-represented positions. e. Standardize generic job descriptions. f. Conduct market analysis on current WSU’s non-represented positions. g. Provide additional funding sources to ameliorate key discrepancies within non-represented and Academic Staff salaries. 	

Medium-Term (1-5 years)

Professional Development

Resources	Responsible Person
<ul style="list-style-type: none"> • Leverage the OED and SJAC workgroup (Jonathan Parks and Anita Rodgers), HR colleagues (Juan Richardson and Kim Easley) and advice from Shawn Pewitt, Interim Director, Career Services, as well as other WSU SMEs (from COSW, Wayne Women Lead, MISB, etc.). • Consider using: (1) C&IT programming time, (2) HR Consultant and Compensation / Benefits time, (3) Cornerstone performance management module, and (4) a panel of diverse staff to share their career experiences and coaching / mentoring moments within the university. • Project costs for: (1) Assessment tools estimate \$100 / person (pending Career Services resource availability), (2) Optional Career Coaching estimate \$1,350 / person for historically marginalized individuals, (3) Externally-contracted professional development, (4) Leadership certificate option, and (5) OED time to develop learning content and tools with SJAC team / other WSU experts. • Consider engaging a university SCD representative’s time to join an “OED governance committee” to help create local support for the process. 	<p>Dawn Aziz, HR OED, Juan Richardson, C&IT, Mildred Fuller, HR</p>
<ul style="list-style-type: none"> a. Develop career development processes, procedures, pathways, and programs for professional development which include expected competencies. b. Broaden awareness of university career options through events (including career conversations). c. Create opportunities for staff to understand how to advance their careers (e.g., through setting career goals, self-advocacy, identifying transferrable skills, etc.). d. Develop a Peer Mentoring and Job Shadowing Process (including accessible learning and tools to support mentors and mentees). 	

- e. Create a designated advocate to ensure effective mentorship throughout the university.
- f. Create and work with SCD “learning champions” to form an OED governance committee to set goals, communicate, provide support, monitor progress, and evolve offerings over time.
- g. Provide succession planning training for Associate / Assistant VPs / Directors to align with WSU overall DEI strategy.
- h. Provide career development training for Managers / Supervisors to align with WSU overall DEI strategy.

Workforce Planning

- 1. Include HR in strategic planning of workforce needs.
- 2. Provide WP training for SCD leaders.
- 3. Ensure annual WP for all SCD leaders.
- 4. Require HR intake process for all vacancies.
- 5. Ensure staffing dashboard for leaders to identify needs / gaps.

Resources	Responsible Person
HR staff time and tools (Talent Management Coordinator, HR Consultants). SCD leader time and tools. Tracking System (Cornerstone).	Human Resources (CHRO with HRDs?)

- a. Annual workforce planning required for all SCD leaders to align their strategic goals (including DEI goals) to their current and future staffing needs plans.
- b. HR and SCD management should conduct annual staffing needs assessments based on higher education industry trends and departmental ST and LT needs and other organizational changes (i.e., forecasting potential retirements, other changes, etc.).
- c. HR included on University Strategic Planning team to ensure workforce planning is included and DEI is included in the goals.
- d. HR and OEO should provide SCD management with semi-annual staffing reports to show staff diversity and gaps. Management should begin assessing current skills and gaps to develop their w/f plans.
- e. Train management on proper workforce planning using industry and university data / metrics (instead of personal position knowledge or preferences) to eliminate potential biases in work force planning.
- f. Data: Semi-annual reporting of employee data by SCD could be done in the future, reviewing the termination report for planning / retention purposes. Might also survey management on jobs / skills needed in 2 to 3 years.

Recruiting

- 1. Implement the Cornerstone system to track applicants.

Resources	Responsible Person
Existing Staff (HR)	HR

- a. Human Resources will send out a periodic list of services, Standard Operating Procedures (“SOPs”) and communications plan to hiring managers.



Professional Development

1. Create a formal career development (certificate) program and process for staff and leaders aimed at growth and advancement through Career Pathways, formal / informal training, mentoring, and job shadowing.
2. Create a pilot training program for clerical staff for professional development.
3. Define role success and core competencies for strengthening skills.

Resources	Responsible Person
Dedicate a portion of the proposed budget for non-credit tuition reimbursement policy for purchases to support in-house learning creation / customization Consider providing other resources: <ul style="list-style-type: none"> • Stakeholder time (i.e., union leadership, leaders of office support roles, staff in office support roles) • Integration tools to support coaching, hiring, onboarding, recognition and badging, career development, and succession planning • Commitment of peer mentor time to support colleagues (via release time) • Data / tracking tools • C&IT badging support 	OED with SJAC workgroup support (Dawn Aziz, Beena Sood, Kim Easley, Shantalea Johns, Deborah McCrory), HR and other SMEs across campus support
<ol style="list-style-type: none"> a. Create learning for individual contributor roles with defined competencies. b. Create a professional development program to enhance the skills of marginalized employees. The program’s curriculum may include: (1) supervising employees, (2) effective business writing skills, (3) written and oral presentations skills, (4) data analysis, (5) project management, (6) systems training, etc., and will leverage Accelerate and other outside sources. c. Create learning for leaders and managers focused on defined competencies. d. Create a curriculum of professional development including formal and informal resources, including a combination of Accelerate, refining prior learning available such as Supervising @ Wayne, and adding in-house created learning for coaching and developing staff, and for holding great career conversations. e. Develop an inclusive leadership curriculum (in partnership with SJAC intercultural education and training). f. Collaborate with the OEO and the Intercultural Education and Training Working Group to develop implicit bias training for all search committee members. 	

Retention

1. Implement recruiting and professional / career development recommendations.

Resources	Responsible Person
Partner with C&IT to develop assistance for the central system if outside resources are not purchased. Collaborate with HR or the OEO Department for any previously available data related to retention.	DeShaun Harris, Jasmine Roberson, Elizabeth Berger, OED
<ol style="list-style-type: none"> a. Create retention metrics and a scorecard trackable for the manager level that measures multiple categories (i.e., professional development, mentoring, advancement, compensation, turnover, job satisfaction, etc.). Require exit interviews or surveys and use the data to inform retention strategies. 	

- b. Share scorecard with senior leaders for proactive decision making and review of trends for training or other interventions offered centrally across campus in response to targeted or affected units.

Succession Planning

Resources	Responsible Person
Develop a system to track positions that receive waivers and the number of posted jobs. Seek additional professional development funding. Leverage the Cornerstone performance management module.	Mildred Fuller, Heather Howell, Tonya Jones, OED, OEO
<ul style="list-style-type: none"> a. Revise language in Policy 99-5 to read “In order to draw the best talent available to the University, and to aid compliance with the University’s affirmative action responsibilities, this University Policy establishes a University policy that requires the posting of all position openings.” b. Eliminate the “Except those defined herein” part of the sentence. c. Mandate that DEI impact must be considered and documented when approving posting waivers. d. Create a university employee succession development plan which ensures that qualified disadvantaged historically marginalized employees must be considered for all vacancies. 	

Compensation

- 1. Review and revise the current compensation model and strategies to ensure equity among employee classes based on market data and analysis.
- 2. Create a dashboard for management to identify salary gaps by gender and ethnicity.

Resources	Responsible Person
Ensure that staff conducts a market analysis to ensure that compensation is competitive. Review degree information in Banner to ensure accuracy.	Director of Benefits and Compensation
<ul style="list-style-type: none"> a. Develop and implement communication and training plans. b. Start engaging with unions to update job descriptions within contracts to ensure that a fair market analysis can be conducted, and salaries adjusted, as necessary. c. Develop a fair market analysis regarding union positions and their financial impact to the university. d. Continue to benchmark market data to adjust compensation discrepancies. 	

Long-Term (5+ years)

Professional Development

- 1. Use professional development as one criterion for advancement and succession planning.
- 2. Implement the Cornerstone system to track professional development goals.

Succession Planning

- 1. Create succession plans in each SCD to ensure DEI in upcoming vacancies.
- 2. Ensure that women and minorities are prepared for potential vacancies and are given equal consideration for opportunities.
- 3. Establish and monitor DEI metrics.



4. Promote advancement from within the university.

Resources	Responsible Person
HR Data and Technology for turnover data	Mildred Fuller – In collaboration with OED
<ul style="list-style-type: none"> a. Establish succession planning goals in each SCD. b. Create a Succession Planning Development Committee with members comprised of AVPs (including HR), BAO, the HR Director and HRC, the OED Director and an OED Consultant. c. Initially create a Succession Plan for Associate Director and Director level positions through a pilot in 2 SCDs. d. After Succession Planning Committee Pilot, all SCDs to create their own unit Succession Plan including skill assessment for Associate Director and Director level positions. e. Establish metrics / timelines for identifying potential vacancies, possible candidates, identify any qualification gaps, and develop plans for filling gaps to prepare internal candidates for these roles to ensure a smooth transition and transfer of knowledge. f. <u>Data</u>: Analyze overall turnover rates. Percent (%) of open positions filled from within by candidates vs. percent (%) filled from outside. 	

Next Steps

N/A

Additional Information

Recruiting – Perceived Biases

- Inadvertent / implicit biases may be introduced during the job opening, recruitment, and selection processes due to improper training and the use of inconsistent practices / tools.
- Hiring managers conduct their own candidate searches using social media which could promote and reinforce biases in the recruiting process.
- HR Talent Management Coordinators and HR Consultants are routinely excluded from the interview process and hiring managers are not always aware of the policies and procedures relating to EEOC rules and guidelines.
- Potential bias by the hiring managers and their ability to set salaries of new hires could result in salary inequities with other employees in the same level and class.

Hiring – Perceived Biases

- WSU has insufficient policies and procedures to ensure non-discriminatory hiring practices are being followed and that diverse hiring is taking place university-wide.
- Hiring Managers use favoritism in selecting/hiring.
- Hiring diverse staff is not a priority at the university. As a result, the university lacks policies to hire diverse staff.
- The university does not ensure the use and enforcement of a diverse selection committee for each hire.



- Inconsistent practices exist among SCDs.
- Vacancies are not advertised / posted with organizations that could produce a more diverse applicant pool.
- The university does not have a way to efficiently track hiring and does not have a vetted pool of internal (and external) candidates that can easily be tapped into when a position becomes available.

Professional Development – Perceived Biases

- Section (#2) of the APPM 3.4.1 covers Non-Credit Courses. This policy has not been operational in years due to funding issues. Non-academic salaried staff who are greatly represented by women and minorities have not had access to professional development funds that would allow them to improve their skillsets, position them for advancement and higher pay, and bridge the gap of getting them closer to meeting their career goals.
- This policy excludes temporary and hourly employees, which have employee populations who have been traditionally marginalized. Temporary employees act as an important feeder group to full-time positions.
- All Wayne State staff would benefit from professional and career development. However, those in the lowest paying jobs at WSU have a higher percentage of historically marginalized people. [(66.6% of clerical and secretarial staff at WSU are Black and 2% are Hispanic according to OEO's WSU Affirmative Action Status Report, 2018)] who are particularly disadvantaged in terms of career advancement.

Career Development – Perceived Biases

- Career development for staff is not a high university priority. Therefore, management does not consistently develop staff which impedes optimal staff professional development.
- Disproportionately disadvantaged historically marginalized employees may receive less professional development and preparation to fill middle / upper management positions. As a result, they are not adequately represented in these roles.

Retention – Perceived Biases

- There is no easily accessible site where employees can voice their concerns, offer suggestions, and express feelings regarding the workplace.
- Employees are frequently being offered better opportunities to leave WSU for higher salary compensation. WSU's benefit package tends to attract and keep employees, but compensation is also important. WSU's ability to respond and possibly counter an offer made by another institution is time consuming due to the number of required approvals. In many cases, employees want to stay at WSU and inquire about a salary match, which requires a response in less than 3 days. However, currently, this is a difficult task to perform within the timeline and usually takes more than one week to receive an answer.
- Employees may not be recognized for individual or team contributions leading to low morale. Some employees may also feel isolated within their units if they are the sole



employee within their classification. The isolation is increased if the employee is a member of a protected class in his/her workgroup.

- The university values retaining women and minorities. However, the electronic offboarding process, including an optional exit interview survey, does not capture employee demographics. Therefore, the university is unable to determine the reasons why a historically marginalized person chooses to leave WSU and use that input for proactive employee retention strategies which might prevent others from departing.
- No current data exist that would identify why employees (particularly those who are diverse) are choosing to leave WSU. This creates the erroneous impression that the university does not care about why employees voluntarily leave, particularly women and minorities.

Management's Accountability – Perceived Biases

- There is a perception that DEI goals are not priorities for the university's management. Therefore, when DEI objectives are not accomplished in hiring, promoting, compensating, and retaining diverse staff. This reinforces the perception that the university does not care.

Onboarding – Perceived Biases

- WSU does not have an accurate assessment of the experiences of newly hired WSU employees to ensure that all new hires feel welcome and that no one feels as if they are not being treated fairly.
- WSU may not promote a sense of community and inclusion to its new hires since it is not providing resources that could possibly help a new hire feel acclimated to WSU's culture outside of their everyday job.
- Newly hired WSU employees are not receiving the tools and guidance that they need within their first week to ensure they are successful, feel welcome, and are able to easily get acclimated into their new role. This promotes a perception that some employees are not treated as well or are as accepted as others.

Compensation – Perceived Biases

- Women and minorities are underpaid.

Workforce Planning – Perceived Biases

- Due to lack of inclusion and diversity in higher management, strategic workforce planning may not always occur.

Succession Planning – Perceived Biases

- Because all jobs are not posted in the Online Hiring System, the historically marginalized population is denied the opportunity to apply and compete for openings even though a recommended WSU Succession Development Program may have prepared them for it.
- Disadvantaged historically marginalized employees are not qualified and/or the best qualified candidate to fill positions identified as being underutilized by the Department of



Labor in WSU's AAP. For the most part, the positions are probably middle management and higher.

- Disproportionately disadvantaged historically marginalized employees are perceived not as qualified to fill middle / upper management positions.



WAYNE STATE
UNIVERSITY

Student Access and Success



Background

Title of Working Group

Student Access and Success Working Group

Charge to the Working Group

The Student Access and Success Working Group will engage in the examination of recruitment, admissions, retention, and graduation processes for undergraduate, graduate, and professional students.

Process

Policies, Procedures, Processes, Data, Documents Reviewed

The working group met weekly August – November to work through three key phases:

- **Learn:** The group reviewed key definitions, national context, high level data, and the history of student success at WSU. Student voices were heard and guests from the graduate school and professional students presented on student success initiatives.
- **Define:** The group discussed key issues, worked on developing clear DEI definitions for WSU and overarching goals, and summarized.
- **Recommend:** The group generated and prioritized a variety of recommendations across major areas: Overarching Institutional Recommendations, Accountability, Student Learning, Faculty / Instructional, Support and Programs, Academic Progress, Holistic Student Care, Extrinsic Needs, Access, and Post-WSU Outcomes.

Gaps that have been found that allow for bias to enter the system

N/A

Working Group Members

Co-Chairs:

- Monica Brockmeyer, Sr. Associate Provost for Student Success
- Ingrid Guerra-Lopez, Interim Dean, College of Education

Members:

- Benjamin Blumenstein, Undergraduate Student Representative
- R. Khari Brown, Associate Professor of Sociology
- Tim Butler, Faculty Athletics Representative and Associate Professor, Global Supply Chain Management
- Marquita Chamblee – ex-officio, Associate Provost for Diversity and Inclusion and Chief Diversity Officer
- Taylor Ester, Law School student
- Darryl Gardner, Director, Student Success Operational Excellence
- Stephanie Hawkes, Associate Director of the Office of Multicultural Student Engagement



- Ericka Matthews Jackson, Senior Director, Office of Undergraduate Admissions
- Cathy Kay, Senior Director, Office of Financial Aid
- Sharon Lean, Associate Dean for Student Success, Graduate School
- Joey Lemelin, Undergraduate Student Representative as of January 4th, 2021
- Dawn Medley, Associate Vice President Enrollment Management
- Cedric Mutebi, M1 Medical Student
- Erin Perry, Graduate student and Deans University Fellow
- Harman Preet Singh, Academic Advisor, Psychology, CLAS
- Tiffany Treadwell, Adult Learner Representative, Development Office
- Taylor Wagner, Student Athletics Representative, WSU Student-Athletic Advisory Committee (“SAAC”)

Guests:

- Amanda Bryant-Friedrich, Dean, Graduate School
- Susan Cancelosi, Senior Associate Dean, Law School
- Victor Green, Director of Community Relations, VP Government and Community Affairs

Recommendations and Suggested Actions

Short-Term (less than a year)

N/A

Medium-Term (1-5 years)

1. Examine the complete suspension of standardized test requirements across undergraduate and graduate programs as a strategy to increase student access at WSU.

Timeline	Resources	Responsible Party
12 months	A review committee representative of key stakeholders	Office of the Provost

2. Implement a program to cultivate interest in attending graduate or professional school early for prospective and current students.

Timeline	Resources	Responsible Party
12 months	Staff Time	Graduate School

3. Implement a peer mentoring program for at least 30% of freshmen barrier courses.

Timeline	Resources	Responsible Party
12 months	Staff Time	Office for Student Success



4. Create a central online platform for recruitment pipelines, mentoring opportunities, and other student-support programs to increase equitable awareness, participation, and impact of available support.

Timeline	Resources	Responsible Party
12 months	Staff time to collect and synthesize information and time from web-design team	Office of the Provost

5. Colleges and Departments develop an annual student success report and improvement plan that includes equity gaps (for example, for gateway courses) and targeted improvement initiatives.

Timeline	Resources	Responsible Party
12 months	Department time (Chair, faculty, staff)	Department Chairs

6. Require Departments and academic programs to post instructor names when the first day class schedules are released so that students can make course selections early and plan accordingly.

Timeline	Resources	Responsible Party
12 months	None	Department Chairs

7. Increase and coordinate communication and advising made available to students to support them in each critical step across the pipeline (application, admissions, enrollment, persistence, and completion).

Timeline	Resources	Responsible Party
12 months	Staff time: Enrollment Management, Office of the Registrar, Graduate School, Student Success, and C&IT	Office of the Provost

8. Establish an annual student success services survey to assess the needs of diverse student groups.

Timeline	Resources	Responsible Party
12 months	Staff Time	Office for Student Success

9. Establish a campus-wide system for tracking student career outcomes (for both graduates and non-graduates).

Timeline	Resources	Responsible Party
12-24 months	Staff Time	Institutional Research

10. Update current WSU diversity dashboard to include key data across four areas: student composition, engagement, inclusion, and achievement.

Timeline	Resources	Responsible Party
12 months	Staff Time	Institutional Research

Long-Term (5+ years)

N/A



Next Steps

This working group endorsed the creation of a “Diversity Council” or similar body and provided input that was included in the recommendations advanced for consideration. Many members of this working group have expressed an interest in continuing to support and shape this work in some way, as an advisory group or work group of the “Diversity Council,” or perhaps for some of them to be members of that Council.

Additional Information

Accountability – Major Issues and Observations / Recommendations

- Our commitment to social justice is not well reflected across the university. Student success is not one unit, it cuts across all aspects of the university and should be an integral part of the definition and evaluation of success for all schools, colleges, and units.
- Our identity as an R1 institution seems to be aligned to exclusivity, but our identity as an urban institution calls for us to be inclusive. How are the two reconciled? There is insufficient or unclear alignment between the two and there is a need to translate these into clear goals, objectives, and measures that cut across the institution (WSU, specific schools, colleges, units, programs, faculty, and staff).
- Without clear measures for accountability, it is difficult to see what efforts are underway, and which are successful (what is working and what is not working). Evidence should inform resource allocation.

Student Learning – Major Issues and Observations / Recommendations: We are responsible for providing every student we accept with an effective learning environment, where it is possible to succeed. In other words, we assume that every student can learn under appropriate circumstances and that if any student is not learning, it is incumbent upon us to examine the circumstances of their learning and improve them if needed.

- We need better understanding of student accessibility needs for students with disabilities or needing accommodations, and how faculty and the campus as a whole support those needs.
 - Learning differences must be understood and addressed.
 - All students must have access to all materials.
- Our learning environment extends beyond the classroom – our entire campus should be seen as a safe learning environment, where everyone contributes to student learning.
- Mentoring and culturally accessible role models are a critical component of student support and a significant contributing factor for learning and student success.

Faculty / Instructional – Major Issues and Observations / Recommendations

- Increasing the diversity of faculty and other instructional staff is a very high priority. This working group endorsed the work of the faculty diversity working group as essential to the success of students of color and other others who do not see their faces represented as often among the faculty. It is recommended that the university make a goal that every



undergraduate student (of whatever background) have at least one course taught by an instructor of color during the first semester or year.

- Members of the faculty are thwarted by traditional interpretations of tenure and promotion factors. While the factors are explicit about teaching and learning, they do not emphasize diversity, equity, and inclusion in teaching, learning, and student success. Further, even when the factors are explicit, existing practices and cultural norms de-emphasize teaching, learning, and student success to prioritize faculty research. This has disproportionately negative impacts on students of color and other marginalized students.
- Underpinned by anti-racist practices and awareness of implicit biases, faculty and other instructors must be expected to have strong pedagogy and inclusive teaching skills that require ongoing reflection of current practices and the impact it has on students.
 - Reduce variability when it comes to providing the required support for students to succeed in courses.
 - Ensure a safe space in every learning environment.
- Faculty, the departments, schools, and colleges must examine race and other differences in student outcomes, understand why differences persist, and develop strategies to reduce such disparities in their academic units.
- The working group recognizes that the curriculum, including topics and learning outcomes are the purview of the faculty. That said, they observed: (1) that the delivery of the curriculum can propagate bias and/or can introduce barriers that are antithetic to an inclusive learning environment, and (2) some pedagogies may rely on assumptions or knowledge less familiar to some students.

Campus Climate and the Importance of Support Programs – Major Issues and Observations / Recommendations

- A great deal of attention has been (rightly) paid to closing educational disparities in graduation rates and other hard metrics. In listening to the student members of the working group and other stakeholders, it became clear that many students of color, particularly Black students do not feel that their intelligence and other strengths are visible, do not feel that they belong, experience microaggressions, or otherwise do not feel valued.
- The working group also observed that while students of color and others who have been historically excluded do need navigational support, tutoring and study skills support, developmental courses and the like, so do many other students. The working group heard that some members of the campus appear to believe that when students of color leave it is because they cannot be successful. In fact, they are much more likely to leave of their own volition.
- Many campus programs, services, and learning communities have had demonstrated success in boosting college self-efficacy for historically excluded students, as well as other positive outcomes such as increased GPA, success in critical courses, increased retention, increased credit accumulation, and increased likelihood of graduation. However, many of these programs have had unstable funding, have been allowed to erode, or do not have adequate staff to meet demand.



- The working group urges that increased and/or stabilized funding be provided (proportionate to student needs and student benefits) to such programs, for example: Office of Multicultural Student Engagement, Warrior Vision and Impact Program, Rising Scholars Mathematics Program (or similar), and the First Year Seminar. In particular, an immediate need to expand the size of the Office of Multicultural Student Engagement was observed.
- The working group noted that many programs focused primarily on the needs of undergraduate students and recommended an evaluation of graduate and professional student support needs, with an emphasis on providing support that will narrow and close educational disparities for students at all levels.

Academic Progress – Major Issues and Observations / Recommendations

- Being “retained” in college means little if a student is not making meaningful progress toward a degree, career or other goal. Students of color and others facing educational disparities are more likely than others to have life circumstances which may slow their progress and they are more likely to rely on time-limited financial aid. Therefore, it is especially critical that the institution does not impose barriers or delays to academic progress and the unique needs of a wider variety of learners. Such barriers can include inadequate course capacity, course scheduling issues, administrative policies, gateway and barrier courses, unnecessary curricular complexity, overly long or overly restrictive pre-requisite structures, and the loss of credit upon transfer and/or major-switching.
- The working group made several recommendations to identify and remedy barriers which they believed disproportionately affected students of color and others experiencing educational disparities. These included: (1) enhanced monitoring of students on their educational pathways, (2) inadequate course capacity, (3) introductory courses with high failure rates, (4) over-reliance on remedial coursework, (5) programs with overly complicated prerequisites, and (6) the need for more options for students who change majors.

Holistic and Proactive Student Care – Major Issues and Observations / Recommendations

- Research shows that bureaucratic “snafus” and similar challenges disproportionately affect students of color and others historically excluded from higher education even in non-racialized contexts because these stressors activate stereotype threats that may lead the student to (falsely) believe that he/she does not belong in college.
- Further, students of color and other historically excluded students benefit from having role models, mentors, instructors, advisors, and other people who look like them, understand the additional burdens they face, or whom they can otherwise relate to. Historically, marginalized students have sought informal advisors and mentors to complement their formal mentors, instructors, and advisors. If student support, advising and other interactions are not coordinated and transparent, students currently facing educational disparities will face the greatest risk of receiving contradictory or incorrect information.



- Since structural racism and other forms of discrimination impose additional burdens on students of color and others facing discrimination, it is especially important that their student success needs be tended to proactively, before their challenges compound to an irrecoverable state. As a result, proactive and individualized interventions are especially essential to the success of these students. Therefore, the working group recommends that the university continue to invest in and deepen its investment in providing the technology, systems, data, processes, policies, and professional development that deepen its ability to provide coordinated, proactive, and targeted outreach, communication, and support to students before barriers derail them.
- As in other areas, the working group noted the opportunity to expand the practice of proactive and tailored intervention and support to some graduate and professional programs, particularly those in Master's programs.

Extrinsic Needs – Major Issues and Observations / Recommendations

- The working group also recommended more focus and coordination on providing support of a student's basic needs, such as food, housing, and technology.

Access – Major Issues and Observations / Recommendations

- The working group did not complete a full exploration of the circumstances around college and graduate / professional school access and recommended continued analysis.
- The working group recommended enhancing the university's relationships into the Detroit community to foster pipelines for college access.
- College affordability (as well as the affordability of campus housing) was seen as a major barrier.
- The working group recommended greater support and collaboration to increase graduate school matriculation by WSU undergraduates, particularly undergraduates of color. The belief that students should pursue graduate education at a different institution from their undergraduate institution should be re-examined as a significant barrier to (and potential bias against) students of color and others with fewer resources.

Post-WSU Outcomes – Major Issues and Observations / Recommendations

- The working group emphasized that post-degree outcomes for undergraduate, graduate, and professional students should be measured and communicated more carefully and that the university as a whole, the schools and colleges, and student access and success practices must lead not only to degree completion, but also social mobility.
- Outcomes for students who leave WSU without a degree must also be understood and made transparent. The working group urged that the university make a commitment that every student who attends WSU leaves the university better for the experience, even if they do not graduate.



COVID-19 Impacts – Major Issues and Observations / Recommendations

- Although the working group did not consider the specific impacts of COVID-19, it recommended that they be analyzed in the future to determine their impact on widening educational disparities and other forms of bias in student access and success.



WAYNE STATE
UNIVERSITY

Social Justice Action Committee on Policing



Background

Title of Working Group

Social Justice Action Committee on Policing

Charge to the Working Group

The working group was charged with examination of current policies, procedures, and practices of Wayne State law enforcement officers and exploration of the engagement of WSUPD with the campus community as well as the external communities surrounding the campus and making recommendations for positive engagement with these communities.

Process

Policies, Procedures, Processes, Data, Documents Reviewed

N/A

Gaps that have been found that allow for bias to enter the system

N/A

Working Group Members

Chair: Victor Green, Director of Community Affairs

Members:

- Yvette Griffin, Community Member
- Anthony Holt, Chief, WSU Police Department
- Maxine Hudgins, Office of Federal Trio, Black Student Union Advisor
- Amy Lammers, Assistant General Counsel
- Marcus Meade, Student
- Brad Smith, Professor and Chair, Criminology and Criminal Justice Department
- Steve Spreitzer, Executive Director, Michigan Roundtable for Diversity & Inclusion
- Alice Thompson, Community Member
- Yuning “Bonnie” Wu, Ph.D. and LL.B., Associate Professor of Criminal Justice

Recommendations and Suggested Actions

Short-Term (less than a year)

1. Implement the enhancements and improvements to the Campus Safety Advisory Council authorized by WSUCA 2.25. 06.

Timeline	Resources	Responsible Person
Less than one year	None	Revision of policy by OGC, requires President and Board of Governors’ approval

Action Steps

- a. Publicize the information on the Council (e.g., duties, functions) in a more prominent location on the university’s website and enhance communications to community groups.
- b. Reconcile university policy with the Board of Governors’ rules and State law, MCL § 391.1511. Specifically, university policy narrowly defines “staff member.” However, State law and the BOG rules do not define this term. Moreover, university policy states that the Council members will be appointed, whereas state law and the BOG rules specifically state that members are to be elected.
- c. Strengthen the Campus Safety Advisory Council’s policy regarding community engagement and recommend that two community representatives from within the WSUPD patrol area be added to the council.
- d. Recommend that the Campus Safety Advisory Council increase its number of meetings from twice a year to quarterly.
- e. Consider changing the name to Campus and Community Safety Advisory Council.

2. Changes to the Citizen Complaint Process.

Timeline	Resources	Responsible Person
Immediate	None	Chief Holt and C&IT support

Action Steps

- a. The Citizen Complaint Process should be placed more prominently on the Public Safety Department’s webpage along with a flow chart of the complaint process. A link to the Office of Equal Opportunity should also be provided for those who wish to file a complaint of harassment or discrimination based on a protected classification.
- b. Complaints should be publicly documented in anonymized form on the Public Safety Department’s website, which will include the date of the complaint, the date of the alleged incident, the nature of the complaint (e.g., being handcuffed, improper language), and the disposition (either unfounded or the nature of discipline and/or training imposed).
- c. Continue to follow the early warning system practice where officers who have been found responsible in more than one complaint of excessive force, discrimination, or harassment need to be identified and not only issued progressive discipline as permitted under the collective bargaining agreement, but also sent for additional training as required by their offense(s).

3. Training

Timeline	Resources	Responsible Person
September 1, 2021	Ongoing funding from WSU	Chief Holt and designee(s)

Action Steps

- a. By September 1, 2021, MCOLES will set new standards for training in de-escalation, implicit bias, and procedural justice training, per SB 0945, requiring that officers receive training in these three areas.
 - b. Continue to require current MCOLES-approved implicit bias training by all officers and staff in the Department.
 - c. Evaluate the training of officers to incorporate the following elements: (1) an understanding of the depth to which racism dwells within them and in all institutions, (2) an organizational framework to allow for ongoing learning, and (3) accountability and ongoing relationship building with those most at risk of harm in the WSU police jurisdiction because of their racial or other identity.
 - d. Consider the following possible resources for training: (1) the roundtable, (2) OEO anti-bias and non-discrimination trainings, and (3) collaborate with other SJAC committees for university anti-bias training.
4. Continue to engage the university and community with police work communications and education.

Timeline	Resources	Responsible Person
Immediate	None	C&IT and Marketing

Action Steps

- a. Market and put on the Public Safety website all community activities such as: (1) Rape Aggression Defense Training, (2) how to attend CompStat, (3) how to receive senior welfare checks and food boxes, and (4) how to attend student, parent, and employee orientations.
- b. Post data that show response time and crime data (arrests, convictions, campus safety compared to Detroit statistics, etc.).
- c. Make all policies, procedures, and training protocols for de-escalation and use of force transparent and accessible (as well as websites).
- d. Work with Marketing to publicize the good work of the WSUPD (e.g., commendations, lifesaving, charitable work, etc.).
- e. Continue to hold town hall meetings with interested WSU partners such as, the Black Students Union, the Student Senate, the Office of Equal Opportunity, the Title IX Office, and community groups.
- f. Continue to provide smaller venues in order to enhance the lines of communication with the WSU community such as “Coffee with a Cop.”
- g. Continue Chief Holt’s regular meetings with community and neighborhood groups, such as the Woodbridge, Midtown, Corktown, New Center, Boston-Edison, etc.



Medium-Term (1-5 years)

1. Michigan Association of Police Chiefs (“MAPC”) Accreditation

Timeline	Resources	Responsible Person
Spring 2021-2023	\$8,000 university funding for accreditation, \$4,000 for computer program, and approximately \$60,000-\$70,000 for the partial salary of a fulltime lieutenant to work on the process	Approvals by the President, Chief Holt, and CFO

Action Steps

- a. Propose that the Department undergoes a comprehensive MAPC accreditation review to ensure compliance and use of best practices.

Long-Term (5+ years)

1. Wayne State University De-escalation Training Center

Timeline	Resources	Responsible Person
2020-21 and ongoing	Ongoing funding from WSU for three nearby simulators, and appropriate space to conduct training	CFO

Action Steps

- a. Complete de-escalation training of all existing WSUPD officers.
- b. Train all new officers as they are hired.
- c. Train WSUPD officers to be de-escalation instructors.

2. Recruitment / hiring / retention

Timeline	Resources	Responsible Person
Ongoing	None	Chief Holt or designee

Action Steps

- a. Investigate why WSUPD’s officers (particularly women and minorities) leave to accept positions in other departments and agencies after a few years.
- b. Review or participate in the Human Resources exit interview process.
- a. Implement a plan to increase the number of officers who are Detroit residents by increasing the recruitment efforts within the City.

Next Steps

The Committee will continue its involvement and advisory role, and communicate its improved planning and agenda for next year.

Additional Information

N/A



WAYNE STATE
UNIVERSITY

Campus Climate Issues



Background

Title of Working Group
Campus Climate Issues

Charge to the Working Group

Monitor and use of quantitative and qualitative data from: (1) the Diversity Campus Climate Study, (2) other surveys, interviews, and focus groups, and (3) institutional research data, to determine the state of the campus climate for DEI issues. Raise concerns from the data to share with other working groups.

Process

Policies, Procedures, Processes, Data, Documents Reviewed

The recommendations are derived from the 2018 Climate Survey and incorporate the sentiments and experiences of faculty, students, and staff. These actions specifically address ways to: (1) assess, monitor, track, and respond, (2) evaluate an annual campus climate and inclusion temperature check, (3) review bias and hostility reporting and responding, (4) assess the emerging culture of critical conversation and dialogue, and (5) develop recommendations regarding disability as an identity.

While the primary responsibility for implementation of these actions will be overseen by the President, the Office of the Provost, and the AVP of Diversity and Inclusion and the Chief Diversity Officer, this work requires deep engagement from, and collaborative action with, university stakeholders who are committed to advancing social justice.

Gaps that have been found that allow for bias to enter the system
N/A

Working Group Members

Chair: Loreleigh Keashly, Associate Dean, CFPCA and Professor of Communications

Members:

- Dawn Aziz, Director, Organization and Employee Development
- Catherine Barrette, Director Assessment, Associate Professor of Spanish
- Carolyn Berry, Associate Vice President, Marketing & Strategic Planning
- Krista Brumley, Associate Professor, Sociology
- Mary Clark, Assistant Dean, College of Pharmacy & Health Sciences
- Joseph Dunbar, School of Medicine
- Lars Johnson, Assistant Professor, Psychology
- Elizabeth McQuillen, Manager, Faculty Affairs, Support & Data, College of Nursing

- Leah Robinson, Office of Diversity & Inclusion, School of Medicine
- Carolyn Shields, Professor, College of Education
- Jennifer Wareham, Associate Professor of Criminal Justice

Recommendations and Suggested Actions

Short-Term (less than a year)

Annual Monitoring of Climate and Inclusivity (“Temperature Checks”)

1. Identify a core set of items from the climate survey for use as an annual temperature check for the campus and for assessment of actions and changes.

Timeline	Resources	Responsible Person
Immediately available – items have been identified	Since the task is completed, no additional resources are needed at this time.	Campus Climate Study Group / Chief Diversity Officer

2. Identify other key items relevant to an assessment of actions focused on enhancing inclusivity, belonging, and engagement, and coordinate the effort with HR, the Student Success Office, and the Office of the Provost.

Timeline	Resources	Responsible Person
Next 12 months	Staff / faculty/graduate assistants’ time to identify and select items.	AP Student Success, VP HR, AP Academic Affairs, CDO, OIRA

3. Establish other regularized data collection methods for temperature checks (e.g., focus groups, interviews of stakeholders, exit interviews, stay interviews, SWEET survey for students, social media channels, and hashtags (M&C “social listening”).

Timeline	Resources	Responsible Person
12 months	Some required resources are already part of particular units’ mandates and activities. For example, HR (exit and stay interviews), SS (SWEET survey), M&C (social listening). Therefore, some staff and faculty time is already allocated, and there are some existing data collection teams.	Collaboration of Student Success, HR, Academic Affairs, DEI office, OIRA, M&C

Reporting and Responding to Bias, Hostility, and Unfair Treatment

1. Make visible and display the existing formal bias / hostility reporting flowcharts, (including the processes involved in reporting, investigating, etc. and timeline and flow of information) in order to allow people to know the status of the issues they raise.
 - a. Evaluate the effectiveness of these offices.
 - b. Make recommendations, as necessary, to enhance effectiveness.
 - c. Identify gaps in problem resolution.
 - d. Clarify how responses to problems are resolved.
 - e. Analyze problem resolution best practices (particularly among other universities).
 - f. Reduce barriers to reporting problems.
 - g. Obtain community feedback.

Timeline	Resources	Responsible Person
6-12 months	Cost of data collection and analysis and CUS as possible unit for support working with the climate working group on design and analysis of information.	CDO Office, working group (climate study group?), CUS to help with data collection?



2. Provide DEI training, as needed, for all offices involved in responding to bias / hostility complaints.

Timeline	Resources	Responsible Person
6-12 months	Staff time to develop materials, conduct training, and to leverage HR training unit. Faculty who are subject matter experts for consultation (provide their fees). Partner with other groups such as NSF GEARS.	Collaboration of CDO Office, HR, and the Office of the Provost

Disability as an Identity

1. Disability is explicitly identified as a valid identity of diversity.
 - a. Include disability as an example of diversity in communications about DEI and social justice (including in the Strategic Plan).
 - b. Include disability in DEI training.
 - c. Articulate resources and support (including advocacy) available for those with disabilities. These may include:
 - i. A website with these resources and supports, possibility under accessibility.wayne.edu.
 - ii. Diversity Advocates on search committees to be included in appropriate SJAC working groups.
 - d. Develop and support an affinity group focusing on supporting persons with disabilities.
 - e. Consider having an Accessibility and Disability Coordinator who would: (1) help with connecting people to services, (2) support affinity groups, and (3) market and provide communications regarding disability resources.

Timeline	Resources	Responsible Person
Within 12 months	Accessibility coordinator and support staff: C&IT time for website design and training time	CDO, HR, the Office of the Provost, the Office of the President, OTL, SDS

Culture of Conversation and Dialogue

1. Create and publish a value statement for welcoming diverse conversations to capture diverse voices across the campus community. Identify faculty, staff, and students engaged in studying diverse conversations and seek feedback on best practices for success.

Timeline	Resources	Responsible Person
6 months	Time from faculty and staff in subgroup	Campus Climate Subgroup Committee – draft value statement for Cabinet team review

2. Establish Faculty Learning Communities and Learning and Development Communities for staff. These collaboratives will operate like the groups hosted by the Associate Provost for Faculty Development, where members can work together for one academic year on a focused topic of shared significance. The ideas included in this report focus on diversity, equity, and inclusion.
 - a. Examples of topics for faculty and for staff: racial / gender / identity bias, mentoring, restorative practices.

- i. For faculty: Decolonizing the curriculum, cultural knowledge bases, critical pedagogy, fostering inclusive classrooms.
- b. Suggested Activities
 - i. Book Clubs with a reading and a discussion component.
 - ii. Adopt a campus group, local organization, or program to help solve a problem related to diversity, equity, and inclusion.
 - iii. Working together to fulfill service duties. This might include mentoring campus groups for underrepresented students or staff.
 - iv. Explore educational content and research from different perspectives in order to enhance knowledge bases and curricular opportunities on campus.
 - v. Identify and explore solutions to problems or issues related to diversity, equity, and inclusion, including racial bias, privilege, intergroup dialogue, faculty mentoring, etc.

Timeline	Resources	Responsible Person
6-12 months	Faculty and staff time and possible need for facilitators / community leaders	Partnership with the Office of the Provost and Academic Senate, With HR staff

Medium-Term (1-5 years)

Annual Monitoring of Climate and Inclusivity (“Temperature Checks”)

1. Capture and aggregate reports from units regarding DEI related issues, e.g., OEO, Ombudsmen, Title IX, Office of Diversity and Inclusion, Internal Audit, DOSO, the Office of the Provost, and the Office of the President.
 - a. Develop a standardized method for cataloguing incidents and responses / outcomes to facilitate aggregation of data.
 - b. Provide a consistent structure in reports.

Timeline	Resources	Responsible Person
1-2 years	Staff / faculty time to gather, study, and recommend	Office of the President, OIRA

2. Create a dashboard of these data for the WSU community and allow exploration of the data.

Timeline	Resources	Responsible Person
1-2 years	Dedicated staff members to develop and maintain this dashboard from OIRA and possibly C&IT. May be built in as part of current job responsibilities in OIRA in particular.	OIRA

3. Develop and empower a group that will on a regular basis receive, examine, and report on trends in these data sources. Composition will involve stakeholders across campus and require a dedicated Data collection and management subcommittee of the Diversity and Inclusion Council.

Timeline	Resources	Responsible Person
1-2 years and ongoing	Staff / faculty time to gather, study, and make recommendations. May be necessary to provide a stipend so they can dedicate time to this or the cost of core staff time plus buying out some faculty time.	CDO / Office of the President



Reporting and Responding to Bias, Hostility, and Unfair Treatment

1. Identify and assess informal resources (e.g., Chairs, Deans, supervisors, colleagues, faculty, advisors, and affinity groups) as identified and regarding issues specified below:
 - a. Groups / individuals to whom people voice their concerns (see climate survey).
 - b. Identification of specific unfair treatment, bias, and hostility issues.
 - c. Clarification of ameliorative actions being taken.
 - d. Clarification of how prepared people feel they are to hear / receive and guide others in getting their concerns / issues addressed.

Timeline	Resources	Responsible Person
1-2 years	Cost of data collection and analysis and CUS as a possible collaborative unit for support.	CDO Office, working group (climate study group), CUS to help with data collection

2. Education and training regarding informal resources for responding to bias / hostility issues, including, but not limited to:
 - a. Types of issues.
 - b. Current / relevant policies and reporting units and mechanisms.
 - c. Building skills in listening to concerns and providing guidance to appropriate resources.
 - d. Ally / bystander training (possible coordination with NSF GEARS' bystander leadership program).
 - e. Train the trainer opportunities engaging persons throughout the university.

Timeline	Resources	Responsible Person
1-2 years	Staff time to develop materials and conduct the training. Leverage HR training unit. Faculty who are subject matter experts for consultation (may require fees or release time). Partner with other groups such as NSF GEARS.	Collaboration of CDO Office, HR, and the Office of the Provost (including AP Faculty)

3. Compile and analyze data regarding nature and impact of training as well as utilization and effectiveness of services.

Timeline	Resources	Responsible Person
Ongoing, 1-2 years to get up and running	Staff time to develop materials and conduct the training. Leverage HR training unit. Faculty who are subject matter experts for consultation (may require fees or release time). Partner with other groups such as NSF GEARS.	Collaboration of CDO Office, HR, and the Office of the Provost, OIRA, OTL

4. Central DEI reporting and responding office, perhaps under the Associate Provost for Diversity and Inclusion. This office will receive, conduct an initial assessment, manage, oversee, and track all incidents / complaints related to DEI and responses.
 - a. Alternative or in conjunction with DEI reporting / responding office, consider broader conflict management services (e.g., Ombudsmen's Office, Campus Conflict Resolution Center).
 - b. The model needs to be written into a policy report and delivered directly to the President.



Timeline	Resources	Responsible Person
Within 1 year, provide a report and recommendations for a model. Within 2 years, establish staff, and a support unit.	Staff to direct and oversee the office (e.g., director, support staff, clerical, project management, and training). Training campus stakeholders to provide assessment, management, and intervention services (e.g., mediation, conciliation, restorative practices, etc.). Potential advisory group with representatives from across the university.	CDO and the Office of the President will collaborate to establish a working group charged with gathering, assessing, and recommending structures for a new central receiving and responding unit.

Culture of Conversation and Dialogue

1. Create a training program for leading difficult conversations through education, communication, and research / substantiation.

Timeline	Resources	Responsible Person
12-18 months	Time for faculty and staff to implement a training curriculum. If appropriate, additional service agreement or exchange of teaching responsibilities.	Chief Diversity Officer, Human Resources in partnership with faculty leaders in DEI work, DOSO, and OMSE

2. Facilitate training of campus leaders and student ambassadors through a train-the-trainer program to localize activities.

Timeline	Resources	Responsible Person
12-18 months	Time for faculty and staff to implement training curriculum. If appropriate, additional service agreement or exchange of teaching responsibilities.	HR, OTL, Faculty DEI leaders, DOSO, OMSE

3. Plan proactive, frequent dialogue discussions allowing thoughtful space and structure for debate and conversations in small group engagements.

Timeline	Resources	Responsible Person
1-2 years	Manager of dialogue programs to oversee operations and dialogue implementation.	Chief Diversity Officer, appropriate subgroups of DEI Council, OTL, DOSO, OMSE

4. Implement a follow-up Campus Climate Study to assess progress and establish opportunities for further development.

Timeline	Resources	Responsible Person
1-2 years	Data collection will be coordinated with the recommendations of the DEIC and the establishment of university-wide dashboards. Funding for data collection and analysis (either through a third-party vendor or a faculty / staff service agreement).	Chief Diversity Officer, appropriate subgroups of DEI Council, Campus Climate Study Subgroup, Data Management Committee of the DEI Council at the university level (proposed by the University DEI Initiatives working group)

Next Steps

Suggestions as to whether or not the working group should continue after the final report has been submitted.



Additional Information

Annual Monitoring of Climate and Inclusivity

What we know

- The 2018 Campus Climate Survey was the first ever for WSU.
- It provided a snapshot of student, faculty, and staff experiences and responses at that time.
- The information was utilized in formulating actions to address identified issues. Follow up needs to be conducted to determine what was done with the data.
- There is a need to assess the impact of the work of the SJAC.
- It is a massive undertaking in terms of time and expense for data collection, analysis, and development of actions (i.e., not agile enough as an assessment of actions).
- Other units are discussing ways to monitor and assess actions. Investigate collaboration / adaption of these best practices (e.g., HR for employees, interest in employee engagement, morale, etc.) and Student Success for students (SWEET – new survey being designed for students).
- Once every 3 to 5 years is not sufficient to assess actions and modify, revise, etc. Need metrics more frequently and easily undertaken.
- Culture of assessment has been nurtured for our educational programs. Build on this for our learning and working environment and embed it in WSU so that WSU community members come to expect it and look forward to it.

Reporting and Responding to Bias, Hostility, and Unfair Treatment

What we know

- Our campus members have had experiences with hostility and unfair treatment within a 12-month period.
- Almost half of them are unsure of where to raise their concerns.
- A third of them do not feel confident that there will be no negative consequences to them for reporting these incidents.
- When people do report, they find the process clear and relatively effective.
- People often speak to others first before going to formal reporting venues.

Challenges

- There is uncertainty about where to report incidents and whether tangible follow up will occur.
- Consider developing reporting methods which enable the victims to feel that they are able to maintain more control over the process.
- Develop methods to identify problem issues early (before formal reporting is necessary).
- Clarify appropriate responses to these problems.
- Integrate more stakeholders into the problem-solving process, so that they are aware of what to do. Build an early warning system.

General Requirements

- Clarify the roles and responsibilities of specific groups and offices in the problem-solving process.
- Develop formal and informal means of reporting and responding.



Culture of Conversation and Dialogue

What we know

- While by far the majority of campus respondents support the value of free speech, the importance of this is conditioned by whether speech is directed in a hostile manner towards certain groups. Clear guidelines need to be established regarding the differences among free vs responsible vs hate speech.
- Some campus respondents indicated that they felt less comfortable expressing views which may be inconsistent with those of others. This was particularly true for women, transgender, or other than binary genders, Asians, Whites, and those who identify as having a disability.
- In essence, people value and want to speak freely and express their beliefs, but are finding it difficult to do so.

Further Considerations

- So much of the work faculty members do is in isolation or in small groups with members of their own discipline. Many staff ranks do not have access to collaborative groups within their own unit or across units. In order to promote cross-unit collaboration and facilitate a culture of conversation, they recommend establishing Faculty Learning Communities for faculty and Learning and Development Communities for staff.
- These communities might be formed to reflect on a guiding question, a set of problems, or a topic of significance (such as DEI) and work on actionable programming.



WAYNE STATE
UNIVERSITY

Intercultural Education and Training



Background

Title of Working Group

Intercultural Education and Training (“IET”) Working Group

Charge to the Working Group

Development of educational experiences (training) around issues of implicit bias in hiring and retention, race and racism, and other DEI-related issues. Identification of internal and external resources and development of intercultural education curricula using local expertise. This strategic initiative is aligned with the mission and values of the university as outlined in its strategic plan: <https://president.wayne.edu/strategic-plan/diversity-inclusion>.

Process

Policies, Procedures, Processes, Data, Documents Reviewed

The IET Working Group began by conducting an internal environmental scan to identify existing programs, departments, and organizations that provide education and training on campus. This included groups that delivered education, training, and services to students, faculty, and staff.

The working group aimed to address three questions while conducting its scan:

- What are we currently doing in the area of intercultural education / training?
- What resources are on campus for faculty, students, and staff?
- What are the gaps?

To complete this charge, the IET Working Group divided into the following subgroups:

- *ODI Expansion*: Donyale Padgett, Stephanie Hawkes, Ollie Johnson, Barbara L. Jones
- *Learning and Development Communities (LDC)*: Donyale Padgett, Stephanie Hawkes, Anabel Stoeckle
- *Diversity Education & Training*: De’Andrea Matthews, Padmaja Rao, Sharon Tse
- *Social Justice Mission*: Barbara L. Jones, Ollie Johnson.

The IET Working Group utilized Diversity Climate Study data and benchmarking research from other universities to formulate recommendations. The working group leveraged the GRAD Report⁸ and the university’s strategic plan.⁹ The working group also incorporated learnings from the current Chief Diversity Officer to better understand the needs of ODI.

Gaps have been found that allow for bias to enter the system?

The IET Working Group learned that the university has significant gaps related to opportunities for learning and development of staff. This was a finding from the Diversity Climate Study, as well as conversations with HR. There is also not a centralized structure at the university to

⁸ <https://wayne.edu/diversity/pdf/grad-report.pdf>

⁹ <https://president.wayne.edu/strategic-plan/diversity-inclusion>



develop and implement diversity initiatives. The university is short-staffed when it comes to implementing meaningful programming on campus and has limited mechanisms in place to assess its efforts related to diversity, inclusion, and equity on the campus.

Based on the results of the environmental scan, it was determined there are gaps in the following areas:

- Inadequate staffing and budget in the Office of Diversity and Inclusion (“ODI”) and the Office of Multicultural Student Engagement (“OMSE”) to be able to meet campus needs.
- Absence of a university-wide equity, inclusion, and social justice statement to guide the work of both offices and the campus at large.
- Lack of adequate training for faculty and staff, particularly among those who are non-represented.

Working Group Members

Chair: Donyale Padgett, Associate Professor, Department of Communication Stephanie Hawkes, Assistant Director for the Office of Multicultural Student Engagement

Members:

- Stephanie Hawkes, Assistant Director, OMSE
- Ollie Johnson, Chair and Professor, African American Studies
- Barbara L. Jones, Center for Peace & Conflict Studies
- Carly Lesoski, eLearning Specialist, Office of Teaching and Learning
- Jennifer M. Lewis, Associate Professor, Math Education and Director, Teach Detroit
- De’Andrea Matthews, Director, Office of Diversity & Inclusion, School of Medicine
- Padmaja Rao, Associate Director, Career Services
- Anabel Stoeckle, Post Doc Fellow, Office of Teaching and Learning
- Sharon Tse, Organizational & Employee Development, Human Resources.

Recommendations and Suggested Actions

Short-Term (less than a year)

ODI Expansion Subgroup

1. Create and Hire the Director of Intercultural Education

Timeline	Resources	Responsible Person
Less than a year	Projected need: \$100,000	ODI

2. Hire new staff and administrators for ODI and OMSE.

Timeline	Resources	Responsible Person
Less than a year	Salary funding	ODI / OMSE

Supporting Data

- a. To serve the needs of campus, it is necessary to provide ODI and OMSE with adequate staffing to deliver quality programming, resources, and services. ODI

currently has a staff of one with a half-time executive assistant. OMSE has a staff of four with a half-time executive assistant.

- b. The working group proposes the creation of new positions within ODI, as well as the expansion of staff roles within OMSE.

Learning and Development Communities Subgroup

1. Create Learning and Development Communities (“LDC”) to provide opportunities for continued personal development for WSU faculty and staff with a social justice focus.

Timeline	Resources	Responsible Person
Less than a year	Staff time and implementation costs	Office of the Provost and CDO / designee

2. Organize a university-wide committee (comprised of groups already addressing social justice issues) to discuss what already exists and how it can be improved.

Timeline	Resources	Responsible Person
Less than a year	Faculty SMEs	Led by the Director of Intercultural Education

3. Implement book clubs that are open to ALL university employees (not limited to faculty and staff).

Timeline	Resources	Responsible Person
Less than a year	Staff volunteers to coordinate the book clubs	CDO and the Office of the Provost

Diversity, Education, & Training Subgroup

1. Identify learning opportunities currently available.
2. Develop a communications plan to educate and build awareness for WSU’s diversity mission on campus.
3. Identify a network of certified experts who can facilitate training and mentor others.

Social Justice Mission Group

1. Recommend creating a social justice statement to guide future endeavors related to diversity, equity, and inclusion.
2. Recommend that the SJAC Implementation Working Group, in consultation with President Wilson, create a group to explore how Wayne State university should pursue social justice in 2021 and beyond.

Medium-Term (1-5 years)

ODI Expansion Subgroup

1. Provide a larger, centrally located, high-quality space for ODI and OMSE to accommodate their increase in staffing.

Timeline	Resources	Responsible Person
1 to 5 years	Space and budget for creating a larger office	Chief of Staff or designee

Supporting Data

- a. The current OMSE space only has room for the current staffing.



2. Create a LGBTQ+ Center

Timeline	Resources	Responsible Person
1 to 5 years	Space, staff, budget	CFO, Chief of Staff, CDO or designee

Supporting Data

- a. The Student Senate passed a resolution requesting this in December 2019.

Learning and Development Communities Subgroup

1. Implement an annual common reading experience for the campus.

Timeline	Resources	Responsible Person
1 to 5 years		Led by the Director of Intercultural Education, ideally with support from two Assistant Directors.

Supporting Data

- a. Suggested books should be written by scholars from diverse backgrounds.
Suggested books include:
 - i. How to Be an Anti-Racist by Ibram X. Kendi
 - ii. So You Want to Talk About Race by Ijeoma Oluo
 - iii. Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements by Charlene Carruthers (COSW is leading a book club on this soon).

2. Intercultural Dialogue and Programming Initiatives for Asian Indian / Dharmic Studies students, faculty, staff, and alumni.

Timeline	Resources	Responsible Person
1 to 5 years	Budget dollars to allocate for staff, speaker fees, and book costs	Led by the Director of Intercultural Education, ideally with support from two Assistant Directors.

Supporting Data

- a. Suggested activities:
 - i. Dialogue sessions
 - ii. Mentoring
 - iii. Common reading experiences
 - iv. Book Clubs over the course of multiple weeks
 - v. Speakers, such as inviting authors of the books discussed or other social justice experts
 - vi. Performances
 - vii. Posters.

3. Diversity Speaker Series: University-wide speaker series led out of the Office of Diversity and Inclusion.

Timeline	Resources	Responsible Person
1 to 5 years		Led by the Director of Intercultural Education, ideally with support from two Assistant Directors.

Supporting Data

- a. Faculty Topics:
 - i. Decolonizing the Curriculum
 - ii. Fostering Inclusive Classrooms



- iii. Racial / Gender / Identity Bias
- iv. Mentoring
- v. Cultural knowledge bases
- vi. Critical Pedagogy.

Diversity, Education & Training Subgroup

1. Support shared understanding of positive outcomes for individuals / WSU.
2. Identify and develop additional professional development opportunities, particularly leveraging external resources.
3. Leverage the WISR network / Learning Communities WSU WISR Warrior platform to connect persons for shared learning experiences.
4. Establish a Speaker Series.
5. Develop “train-the-trainer” models to support training facilitators who implement the cultural development curriculum. Projected budget: \$15,000.
6. Conduct ongoing evaluations and assessments for the development of surveys, focus group instruments, and other methods for researching the effectiveness of diversity initiatives. Projected budget: \$10,000.
7. Provide intercultural dialogue and ally development initiatives for development and implementation of intergroup dialogues, ally, and leadership development programming. Projected budget: \$50,000 annually for WILD, staffing, consultants, and materials.

Diversity, Education & Training Subgroup

Long-Term (5+ years)

Diversity, Education & Training Subgroup

1. Build out the curriculum outlined by CDCDT team which may include:
 - a. Framework: Personal, Interpersonal, Organizational, Systemic
 - b. Diversity Continuum: (Ignorance, Awakening, Awareness, Competence, Fluency, Mastery)
 - c. Relevant Examples and Case Studies.
2. Identify learning strategy for sustainability (curriculum elements, mechanisms, frequency, dimensions of diversity).
3. Build a network of certified experts through mentoring / certification and leveraging the National Diversity Council. Projected budget: \$6,000.

Next Steps

Determine whether or not the working group should continue after the final report has been submitted.



Additional Information

ODI Expansion Subgroup

Background

- An important step in the expansion of the Office of Diversity and Inclusion is hiring a Director of Intercultural Education. Reporting directly to the Associate Provost and Chief Diversity Officer, the Director of Intercultural Education would take the lead in developing campus-wide DEI programming, including implementing the work of the SJAC. The Director would also lead the assessment of DEI initiatives and work closely with the Diversity Advisory Council and other constituents to bring greater awareness for DEI efforts on campus. It is necessary to provide the ODI and the OMSE with adequate staffing to deliver quality programming, resources, and services.

Learning and Development Communities Subgroup

Background

- So much of the work faculty members do is in isolation or in small groups with members of their own discipline. Many among our staff ranks do not have access to collaborative groups within their own unit or across units. In order to promote cross-unit collaboration and facilitate a culture of conversation, we recommend establishing Faculty Learning Communities for faculty and Learning and Development Communities for staff. Some of these communities exist to reflect on a guiding question, a set of problems, or a topic of significance and work on actionable programming. These groups give members / participants a deeper knowledge and expertise in a specific area through consistent interaction and engagement. These groups can also provide space to connect with others and reduce faculty and staff burnout by offering a network of support. They inspire shared learning and provide opportunities for collaboration necessary for innovation and growth. Some offer opportunities for groups to share their knowledge with the wider campus and community.

Diversity, Education and Training Subgroup

Experiences and Perceptions regarding DEI

- Intent to leave. 34.5% Faculty and 39% Staff responded that they had considered seriously leaving WSU in the past 12 months. “Lack of training / professional development” was cited as one of the reasons (10.5% faculty, 29.8% staff).
- Witnessed behaviors. Microaggressions, bullying, exclusion, intimidation, and/or hostility, and offensive verbal comments are behaviors witnessed by faculty, staff, and students.
- Personally, experienced behaviors. Micro-aggressions, and bullying, intimidation, and/or hostility are behaviors experienced by faculty, staff, and students.
- Unfair treatment and awareness of assistance. Faculty, staff, and students have experienced unfair treatment and approximately 50% feel there is no / are unsure if assistance is available.



Challenges / Critical Success Factors

- Ongoing learning and integration
 - Training can help to close gaps in knowledge and skillsets (and sometimes attitudes), but may not in and of itself lead to behavior change and the desired positive outcomes.
 - A culture of learning must be supported through personalization, application, clear expectations, and mutual accountability. Learning experiences should not be “one-time events” to be checked off and “completed.”
 - Application of new skills and knowledge need to be reinforced through policy, procedures, guidelines, and practices such as hiring, promotion, and recognition and reward.
- Management / Leader philosophy and championship
 - Enhance supervisor beliefs, behaviors, and support with regard to learning and development.
 - Align leadership / management programs with individual professional development, and individual, team, and university goals?
- Opportunity for all individuals
 - Partner to ensure equity, compliance, and opportunity for learning, including, but not limited to:
 - Considerations for represented / non-represented employees, roles, etc.
 - Enhanced labor relations, FP&M, HR.
 - Improved scheduling for learning experiences.
- Need for more data to inform decisions and measurement:
 - Exit interviews, retention, promotion, recognition.
 - Institutional Research: demographics, etc.

Social Justice Mission Subgroup

References

- University of Minnesota, Mission, Vision & Social Justice Statements
- University of South Florida, Statement on Diversity and Social Justice



WAYNE STATE
UNIVERSITY

University DEI Initiatives

Background

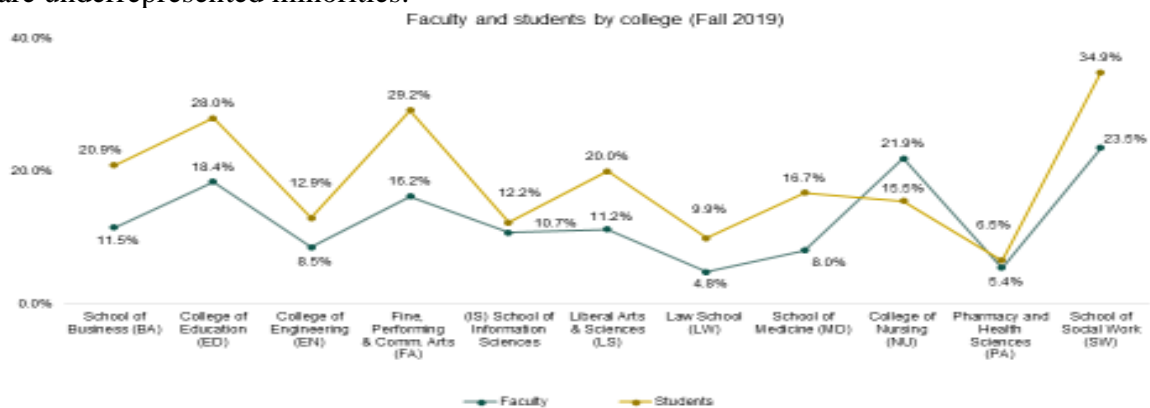
Title of Working Group

University DEI Initiatives

Charge to the Working Group

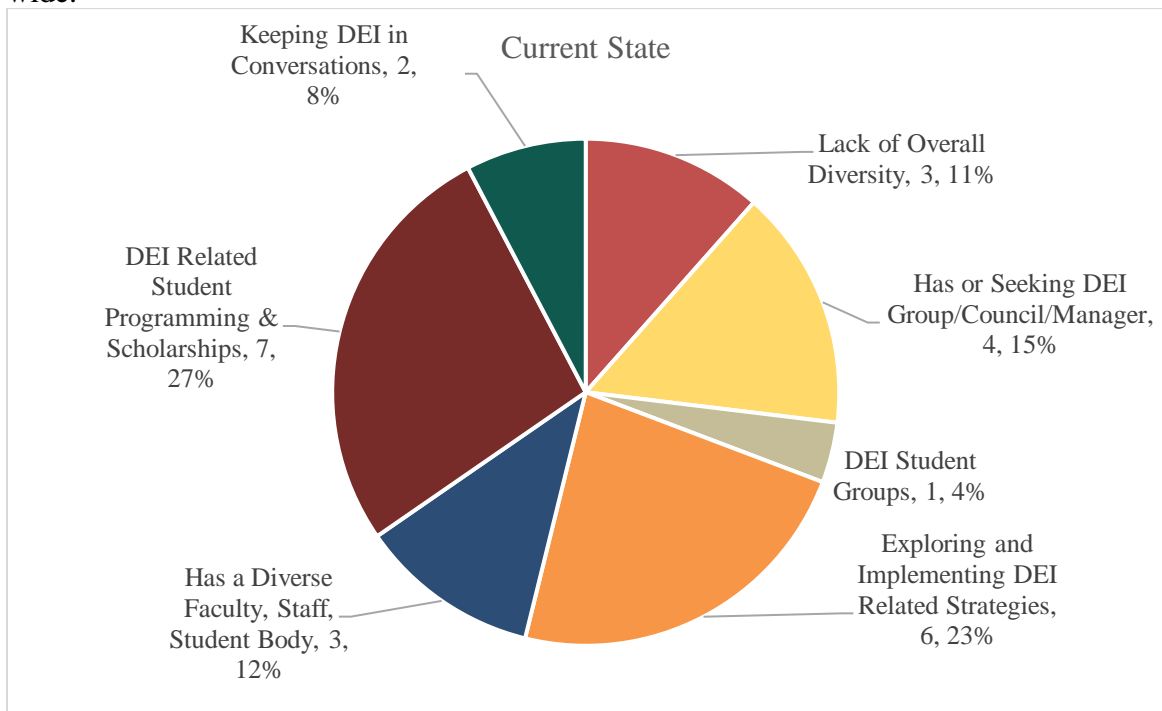
Current State of DEI on WSU Campus. Review and evaluate initiatives that the university has undertaken to promote DEI throughout the university and within schools/colleges. To achieve this objective, the working group engaged in several activities.

- Examination of Institutional Research Data. The graph below represents the percent of URM faculty and students by college for Fall 2019. Although data are available aggregated across colleges as they relate to underrepresented minorities, it is difficult to compare across colleges using the dashboard. The DEI subcommittee requested a special run of institutional data that illustrates diversity across faculty, staff, and students for each college. Furthermore, it is interested in trends in the data across time. The graph below provides an example of the information obtained. The information provided a ‘baseline’ to better understand the current state of diversity at WSU. For example, the graph below suggests a relationship between the proportion of faculty and students who are underrepresented minorities.



- Assessing Formal Structures / Policies across Colleges. The Working Group reached out to representatives from all WSU colleges for any DEI information, activities, or programs within colleges. Specifically, we asked about the colleges’ strategic planning, any group or advisory board within the colleges focused on DEI, and any specific initiatives aimed at recruitment / retention of underrepresented students. Interviewees were either members of the DEI Subcommittee or appointed by College Deans.
 - Formal DEI mandate. Only two colleges had formalized DEI objectives in their strategic plans. One college is in the process of formally amending their bylaws to include a college committee on DEI.
 - Standing DEI or related Committee within the College. Four colleges have standing committees focused on DEI. Other colleges have related committees (i.e., Social Justice), but goals outside of more structured DEI goals.

- Student Focused Initiatives. Six colleges have formal initiatives focused on recruitment and/or mentoring of diverse students.
- Deans’ Interviews. Partnering with the Climate Subcommittee, all of the Deans were interviewed. Deans were asked about both current initiatives within their colleges and their visions for the future of DEI. The one-hour interviews were analyzed for the Deans’ perception of their schools’ initiatives and visions for the future.
- Senior Leadership Interviews. Again, pairing with the Climate Subcommittee, the Working Group interviewed six members of the President’s Cabinet. Questions were similar to those asked of Deans. Below are a few of the themes – with some similar and diverging beliefs embedded underneath these themes. These similar and diverging beliefs are reflective of some of the struggles to implement comprehensive strategies university-wide.



Current State:	Vision for Future
<p>Major themes for the current state of the units are:</p> <ul style="list-style-type: none"> ● Intention to create a diversity group / council / manager ● Intentional DEI related student programming and scholarships ● Exploring and implementing DEI-related strategies ● Universal involvement in DEI initiatives within the community 	<p>Major themes invoked from the Deans’ visions for their units include:</p> <ul style="list-style-type: none"> ● Diversifying the Faculty ● Diversifying the Student Body ● Infusing DEI Principles throughout Processes (such as hiring, applications, etc.) ● Modification of Curriculums to Include DEI Principles ● Formation of Diversity Councils

Identification of Innovative Best Practices among Peer National, Local, and Urban Universities. *Identify further initiatives and specific actions that should be undertaken to accelerate the achievement of a more inclusive and equitable WSU campus.* Dr. Smitherman led this group through a review of peer institutions to determine if there were innovative strategies that WSU might adopt. Review of university websites, as well as interviews with individuals within those organizations were completed. Collaboration with the Subcommittee on Hiring and Retention of Diverse Faculty was also part of the team’s review.

- Selection of Comparative Sites. In consultation with the Hiring and Retention Subcommittee, parameters were developed based on peer urban organizations, and then exemplars nationally.
 - Columbia University
 - Georgia State University
 - Florida State University
 - Rutgers University
 - Ohio University
 - University of Cincinnati
 - University of Houston
 - Temple University
 - University of Massachusetts
 - Virginia Commonwealth University
 - University of Pittsburgh
- Development of Parameters. The external subcommittee recommended the following parameters based on a review of the literature and their experience.

Office	Parameters
Chief Diversity Officer (CDO)	Academic DEI or Social Justice Programs
DEI Office	Academic DEI Social Justice Departments
DEI and/or Social Justice (SJ) Webpage	Tenure Faculty in Academic DEI SJ Departments
Date DEI / SJ Webpage Updated	DEI & SJ – Research or related Research Centers
Other DEI / SJ Univ Officers	DEI and / or SJ – related Student Organizations
DEI and/or SJ Undergrad-Graduate Curriculum / Degree	DEI & SJ – # of Student Organization(s) and Student org Involvement

- Review of Websites. Members of the “External” workgroup did a “deep dive” into the target universities’ web pages and other outwardly facing documents. Each university’s externally facing documents were searched for evidence of the factors listed above.
- Select interviews. Universities with promising practices were selected for an interview to determine the “legitimacy” of website claims, and also determine the veracity of DEI programs.
- Development of “Best Practices”. Unique and promising practices that were discovered at universities were documented. These findings of best practices were synthesized into recommendations that were reviewed by the entire DEI committee and modified or condensed into final recommendations to the SJAC.



Process

Policies, Procedures, Processes, Data, Documents Reviewed

N/A

Gaps have been found that allow for bias to enter the system

N/A

Working Group Members

Chair: Sheryl Kubiak, Dean, School of Social Work

Members:

- Jon Cawthorne, Dean, School of Information Sciences and WSU Libraries
- Simone Chess, Associate Professor of English (CLAS), Associate Chair, and Director of Undergraduate Studies
- Heidi Coates, Assistant Vice President, Corporate and Foundation Relations
- John Corvino, Dean, Honors College
- Kenneth Doherty, AVP, Procurement and Strategic Sourcing
- Billicia Hines, Associate Professor, Theater and Dance
- Lela Jimenez, Student Member from Student Coalition for Social Change
- Kamilia Landrum, Executive Director, Detroit Branch NAACP
- Leonard Savala, Director, Office of Multicultural Student Engagement
- William Shuster, Professor, Chair Civil & Environmental Engineering, Chair of the College of Engineering diversity committee
- Herbert Smitherman, Vice Dean of Diversity & Community Affairs, School of Medicine
- Emily Thompson, Director, Economic and Community Development
- Mary Zatina, General Manager, WDET

Recommendations and Suggested Actions

Short-Term (less than a year)

1. Development of a DEI Council: The DEI subcommittee recommends that each school / college elect one faculty and one staff representative to the University Diversity Council (or similarly-named group). These college representatives will be active in, or leaders of, DEI initiatives in their respective colleges with direct access to, or routine meetings with, the Dean. In addition, the President, in concert with the Chief Diversity Officer, will appoint 10 administrators, advocates, and/or campus experts to this Council. Faculty and Student Senate will each have two representatives. Each will serve a fixed term (e.g., 2-3 years). There will be overlapping terms. The Council will be chaired by the Chief Diversity Officer of the University, with two member co-chairs of the Council elected each year. The full Council will meet with the President twice per calendar year.
 - a. Subcommittees:
 - i. Executive Subcommittee. A smaller executive committee will be established as a working group to set the direction for the committee at

- large. The executive committee will include the Chief Diversity Officer, co-chairs, and two members of the council at large.
- ii. Communication Subcommittee. Goal: To ensure the visibility of DEI across the campus, this group will be charged with various ongoing tasks, such as website development, event planning (e.g., Juneteenth, annual conference), awards, and targeted communication to various internal and external stakeholders.
 - iii. Implementation of Initiatives. Goal: To ensure that initiatives recommended, and prioritized from the SJAC, are implemented effectively. These activities may result in working groups that are focused on specific initiatives (e.g., retention, recruitment, policy modification) and allow content experts to join.
 - iv. Metrics / Evaluation. Goal: To continually assess metrics and outcomes associated with DEI initiatives and changes over time. This might include a DEI Scorecard for each college and university-wide metrics on hiring, student composition, retention, etc.

Timeline	Resources
Immediate Implementation	Annual budget, administrative support

2. Enhance visibility and communication of DEI efforts across campus, while decreasing fragmentation.
 - a. Marketing and Communications. A half-time staff member will be assigned to the Office of the Chief Diversity Officer with a dotted line to Central PR and Communications. This marketing person will work with the DEI Council to develop content and pursue informational campaigns.
 - i. A Webmaster will spot and highlight campus DEI initiatives and ensure that they are featured explicitly on the university’s website. In addition, aspects (i.e., data) reflecting the diversity of WSU students, faculty, and staff will be showcased on the university’s website.
 - ii. A Diversity Event calendar will appear on the university’s main web page. This event calendar will identify all the relevant DEI events across the university. Participants can review, send request, and sign up for events.
 - iii. This marketing person will attend weekly university-wide communications meetings. An agenda item for each meeting will include DEI focuses/related events across the university.
 - b. Annual Summit. An Annual Summit that will showcase university-wide DEI activities and feature a keynote speaker, breakout sessions, etc. will be developed.
 - c. Juneteenth Celebration. Wayne State will host a Juneteenth Celebration that will take place on Friday, June 18, 2021 (with possible events throughout that week). There will be five Primary Initiatives / Focal Areas:
 - i. A semi-permanent “installment” – fly the Juneteenth flag for the month of June at the main flagpoles near the UGL.
 - ii. A student artistic exhibition contest for the WSU Juneteenth Celebration.
 - iii. A march from the Charles Wright Museum to the flagpoles.

- iv. A Day of Service with three different sites for service: one decided upon by students, one for staff, and one for faculty.
- v. Educational programming that involves potential teach-ins, a lecture, and/or other activities that discuss the history of Juneteenth as part of U.S. history.
 - 1. This will also include a display that people could visit situated in the Student Center and/or the UGL (in collaboration with the University Libraries).

Timeline	Resources
Urgent implementation within the first year	N/A

- 3. Measurement / Assessment of Metrics related to DEI Across Campus.
 - a. In collaboration with the President and Chief Diversity Officer, metrics related to the assessment of improvements and change in the area of DEI will be decided upon and operationalized. Examples of two potential methods that might be useful to encourage ongoing improvement include:
 - i. “Equity Audit” to assess and monitor strengths and weaknesses of DEI activities across the university. The initial audit could also identify the events that will be included on the university’s event calendar/webpage.
 - ii. “Equity Scorecard” will use qualitative and quantitative metrics to assess progress of DEI initiatives (e.g., access to diversity services, retention of faculty, success with student graduation (especially concerning underrepresented minorities, women, minority and women faculty recruitment and retention, DEI leadership representation within the university, etc.).
 - b. A strategy of continual process improvement will be employed to encourage positive growth and assist in improving metrics. The data will provide an ongoing cycle of process improvement and be developed to provide an annual Equity Scorecard for WSU for each college / unit. Aggregate data shall be visible on the DEI website.
 - c. The ongoing strategies for assessing and measuring DEI efforts are labor intensive. A dedicated staff member (i.e., project coordinator / analyst) will need to be employed for these efforts and supervised by the Chief Diversity Officer and a subcommittee of the Diversity Council.

Timeline	Resources
Urgent implementation within the first year	N/A

Medium-Term (1-5 years)

- 1. Initiatives in Service of Enhancing DEI on Campus and with the Community.
 - a. Student-focused Initiatives. (Longer-term implementation with a subcommittee focused on students will be developed.)
 - i. Encourage and enhance efforts for students to engage in DEI experiences. Some ideas will include:



1. Connect with the Dean of Students Office to stimulate student engagement and to encourage students to attend DEI-related events and activities (i.e., a Diversity Passport). There are a number of activities and events that take place throughout the Fall, Winter, and Summer semesters (e.g., MLK Tribute, National Day of Racial Healing, Coming Out and PRIDE events, the Peace and Dignity Ceremony).
 2. Enhance service-learning and study abroad participation.
 3. Supplement orientation with DEI-focused events for students. Host workshops.
 4. Identify and communicate courses with a specific DEI focus (e.g., African American Studies, Latino/and Latin American Studies, the Center for the Study of Citizenship, etc.)
- b. Faculty / Staff-Focused Initiatives. (Long-term implementation with a subcommittee focused on faculty and staff).
- i. The universal theme from the Deans’ interviews regarding the need to diversify their faculty and staff, echo the concerns voiced by other SJAC subcommittees. Furthermore, the implications of a diverse faculty on URM student recruitment and retention cannot be understated. Therefore, emphasis on initiatives to recruit and retain diverse faculty require prioritization and should be supported by a DEI subcommittee.
 - ii. Provide an enhanced digital diversity resource library to look up recent articles, publications, tools, or resources that can help with addressing DEI issues within a Department or an administrative office.
 - iii. Provide social justice programs / opportunities across campus (e.g., courses, minors, certificate programs). If warranted, assess the costs / benefits of developing additional degree-granting programs.
 1. Continue to facilitate and expand initiatives that involve community partners, continually trying to improve the lives of community members.
 - iv. Develop a Fellowship program for WSU faculty and management interested in advancing their knowledge and opportunity or scope in DEI subject matter.
- c. Community-focused Initiatives.

Timeline	Resources
2-4 years	N/A

2. Coordinate and possibly consolidate university DEI Functions. Coordination of DEI functions across the university will enhance the experiences of faculty, staff, and students. While coordination and collaboration are the first steps, in the future there will be a development of a multilateral division by coordinating all of the university level DEI functions/offices. This might include an Equal Opportunity Office, an Affirmative Action Office, a Title IX Office, a Prevention Office, and an Office of Multicultural Affairs. This



could centralize functions and increase coordination and collaboration of DEI activities across the university.

Timeline	Resources
2-4 years	N/A

3. Create synergies across existing university centers and consider the development of a university-wide multidisciplinary institute focused on social justice (which would be a long-term strategy).
 - a. Center Synergy. WSU has a rich history of involvement in the community and in creating fruitful partnerships. Through enhancing or augmenting the current centers on campus, there may be an opportunity for synergy and greater change efforts. There are many centers on campus that have social justice or DEI themes that could be enhanced, or among which synergies could be established between them, for the study of DEI or the implementation of social justice initiatives. For example, The Keith Center, may be able to support the DEI research mission by expanding its work instead of the university creating a new institute or center. Similarly, the Center for Behavioral Health and Justice could expand to increase criminal and legal reform efforts. Therefore, identifying sustainable funding will have to be considered before creating a new Institute / Center.
 - b. Development of a multidisciplinary campus-wide institute focused on Social Justice Action and DEI. A product of – or perhaps a vehicle for – creating synergy between existing campus centers (may be a university-wide institute that is focused on social justice initiatives, including DEI). This institute could enhance the study of DEI and be an umbrella organization that could coordinate larger social justice initiatives involving multiple colleges and centers. This center would increase the visibility of DEI issues at the university, but also demonstrate its commitment to social justice issues nationally.

Long-Term (5+ years)

N/A

Next Steps

N/A

Additional Information

N/A



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APPENDIX B: Glossary of Acronyms



Here is a list of the acronyms used in this Report.

Acronym	Meaning
AAP	Affirmative Action Plan
AAUP	American Association of University Professors
AFT	American Federation of Teachers
AP	Associate / Assistant Provost
APPM	Administrative Policy and Procedures Manual (the official compilation of the university's administrative policies and procedures. It is available on-line at: http://fisopsprocs.wayne.edu/appm/whnjs.htm .)
ATS	Applicant tracking system
AVP	Associate Vice President
BAO	Business Affairs Office
BOG	Board of Governors
C&IT	Computer and Information Technology
CBA	Collective Bargaining Agreement
CDCDT	Cultural Development Curriculum Design Team
CDO	Chief Diversity Officer
CFO	Chief Financial Officer
CFPCA	College of Fine, Performing, and Communication Arts
CHRO	Chief Human Resources Officer
CLAS	College of Liberal Arts and Sciences
COSW	Commission on the Status of Women
CUPA	College & University Professional Association
CUS	Center for Urban Studies
DEI	Diversity, equity, and inclusion
DEIC	Diversity, Equity, and Inclusion Council
DOSO	Dean of Students Office
EEOC	U.S. Equal Employment Opportunity Commission
FIRST	NIH Faculty Institutional Recruitment for Sustainable Transformation Program
FP&M	Facilities Planning & Management
FTA	Full-time affiliate
FTE	Full-time equivalent
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
HM	Hiring Manager
HR	Human Resources
HRCs	Human Resources Consultant
HRDs	Human Resources Directors
IET	Intercultural Education and Training
IT	Information Technology
KCP	King-Chavez-Parks
LDC	Learning and Development Communities
LMS	Learning Management System
LT	Long term
M&C	Marketing and Communications
MAPC	Michigan Association of Police Chiefs
MCL	Michigan Compiled Laws
MCOLCS	Michigan Commission on Law Enforcement Standards
MISB	Mike Ilitch School of Business
NAACP	National Association for the Advancement of Colored People



Acronym	Meaning
NIH	National Institutes of Health
NSF	National Science Foundation
NSF ADVANCE	Organizational Change for Gender Equity in STEM Academic Professions
NSF GEARS	Gender Equity Advances Retention in STEM
ODI	Office of Diversity and Inclusion
OED	Organization and Employee Development
OEO	Office of Equal Opportunity
OFCCP	U.S. Department of Labor's Office of Federal Contract Compliance Programs
OGC	Office of the General Council
OIRA	Office of Institutional Research and Analysis
OMSE	Office of Multicultural Student Engagement
OTL	Office for Teaching & Learning
PR	Public Relations
SAAC	Student-Athlete Advisory Committee
SB	Senate Bill
SCD	Schools / Colleges / Divisions
SDS	Student Disability Services
SHRM	Society for Human Resource Management
SJ	Social Justice
SJAC	Social Justice Action Committee
SMEs	Subject Matter Experts
SOPs	Standard Operating Procedures
SS	Student Success
ST	Short term
STEM	Science, Technology, Engineering, Mathematics
SWEET	Survey of Warrior Educational Engagement and Transformation
TMCs	Talent Management Coordinators
UGL	David Adamany Undergraduate Library
URM	Underrepresented minority
VP	Vice President
WaynePM	Performance management process
WILD	Women's Intercultural Leadership Development program
WISR	A virtual platform that matches incoming students with peer mentors to learn about getting involved and life at Wayne State
WP	Workforce planning
WSUPD	Wayne State University Police Department
WSU	Wayne State University
WSUCA	Wayne State University Code Annotated (A compilation of policy as set by the Board of Governors. It may be accessed on-line through the Board of Governors' website: http://bog.wayne.edu .)



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APPENDIX C: About The Barthwell Group



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The Barthwell Group www.barthwellgroup.com is a Detroit-based strategic management consulting firm with consultants and SMEs throughout the U.S. and Africa which was engaged to compile and write the Social Justice Action Committee Report based on the input from the Social Justice Action Committee and its working groups. A Certified Women-Owned MBE, The Barthwell Group is a trusted advisor to higher education institutions throughout the United States and to other not for profits, leading corporations, foundations, and the military on diversity, equity, inclusion, and social justice issues.