



University of Michigan Museum of Art

Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY17 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

The University of Michigan Museum of Art is committed to President Mark Schlissel’s Diversity Charge and to realizing these goals as a unique academic and cultural unit with an important role in teaching, learning, research, and service. One of the finest university art museums in the country, UMMA holds collections representing global human experience across time and today, with over 21,000 objects gathered over 150 years of collecting. The near encyclopedic nature of the collection, including both the rich artistic legacy of the past and today’s avant-garde thinking, positions UMMA to be both a dynamic resource for teaching and learning and a resource for the people of the region, and well beyond. The Museum is always free and is fully ADA and U-M compliant with regard to accessibility.

UMMA organizes and presents 12-18 exhibitions per year. These along with programs that represent the full diversity of the world we live in, are relevant to today’s audiences and have the capacity to attract and serve our diverse campus and regional audiences as evidenced by the supporting data. Together, UMMA’s exhibitions, programs, and collections are resources for learning and conversation for the entire campus and the public.

Goals: Diversity, Equity and Inclusion:

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

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

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



University of Michigan Museum of Art

Rationale: Mission, Vision, Values (of School, College or Unit)

Mission

UMMA’s Mission aligns with the U-M’s mission for DEI:
The University of Michigan Museum of Art seeks to transform individual and civic life by promoting the discovery, contemplation and enjoyment of the art of our world.

Vision and Values

UMMA is the cultural heart of a world-class public research university.

We are a place where heritage meets innovation, minds are enriched, and community comes together—locally, nationally, and globally.

We enable compelling encounters with art that ignite creativity and forge connections across diverse disciplines, geographies and cultures.

Values include:

Develop global leaders in the arts



British artist Haroon Mirza



Make UMMA Michigan's cultural heart



South African Musician Vusi Mahlasela

Be a leader in object-based teaching and engaged learning



Museum educator Pamela Reister explores multiple perspectives on this controversial painting.



University of Michigan Museum of Art

To reach new audiences beyond our walls



Young-Hae Chang Heavy Industries Exhibition

To showcase today's artists and thinkers as a resource for campus and community



Cuban Artist María Magdalena Campos-Pons at UMMA



To shape the global leaders and citizens of tomorrow



Curator of Asian Art Natsu Oyobe

II. Planning Process Used

Planning Lead(s)

UMMA’s planning leads are Kathryn Huss, Deputy Director, Chief Administrative Officer, and Ruth Slavin, Deputy Director for Education.

Planning Team

UMMA’s planning team includes Museum Director, Joseph Rosa and the UMMA Management Team (Deputy Directors and Senior Managers).

Planning Process Summary

(And) Process used to collect data

UMMA recently completed a five-year institutional strategic plan for 2015-2020 guided by Museum leadership and consulting firm *brightspot strategy*. Participants included the Museum’s Director, Joseph Rosa and Management team, Museum staff, and volunteers including members of UMMA’s National Leadership Council as well as UMMA’s community docents, student



University of Michigan Museum of Art

docents, and Student Engagement Council (SEC). University leaders, U-M administrators, faculty, and directors of leading university and public museums were consulted regarding UMMA's current accomplishments and future direction.

In 2015, culminating with a site visit in December, UMMA completed its most recent ten-year reaccreditation dossier and review process for the American Alliance of Museum (AAM). AAM accreditation is a comprehensive examination by the leading national level body that examines the Museum's overall quality, excellence, and adherence to the highest standards of practice across operations, collections, preservation, financial management, ethical standards, collections and preservation, exhibitions, publications, outreach, education, and teaching and learning.

In completing the DEI Strategic Plan, the planning team and leads used these two recently completed processes (UMMA Strategic Plan and UMMA/AAM Reaccreditation documentation and site visit), and other data collection sources (described below) along with current and ongoing discussions with stakeholders. The UMMA DEI planning leads have drawn on all of these discussions and documents- specifically those about future goals and mission-critical actions - to shape the UMMA DEI Plan.

Sources of data: (e.g. Institutional data, forums, town halls, focus groups, interviews, surveys, committee reports)

- 2015 UMMA Strategic Plan--Five-Year Plan (including focus groups and conversations as described above)
- 2015 UMMA Accreditation documentation, interviews, discussions in conjunction with Accreditation
- Annual Museum data on attendance and participation in educational programming
- U-M student co-curricular participation, activities of UMMA Student Engagement Council including description of projects addressing DEI goals.
- Annual Report to U-M Provost addressing Cultural Collections and University Teaching and Learning including, lists of classes and objects used in teaching subjects and demonstrating approaches related to both historic and contemporary aspects of DEI.
- Internal Education reports on service to K-12 teachers and students, class visits, and teacher professional development
- Information on UMMA's collaboration with activities to create motivation and understanding as well as action on DEI such as the MLK symposium, summer "bridge programs," as well as School of Education service-learning with elementary populations.
- Data from UM's Tableau and internal records regarding HR practices and staff.

Process used to analyze data:

In 2014, UMMA engaged *brightspot strategy* to lead a participatory process to develop an UMMA Strategic Plan. Through this process, UMMA's goal was to reach all UMMA stakeholders from security staff to campus programming partners, industry leaders, as well as U-M administrators and faculty, UMMA students (UMMA Student Engagement Council), Museum staff, and volunteers. These processes included stakeholder interviews, student and staff



University of Michigan Museum of Art

visioning exercises, and regular staff town hall meetings. A series of planning workshops was held with the UMMA Management Team, the primary Planning Committee responsible with *brightspot strategy* for synthesizing and interpreting the diverse data collected. Over a six-month period, the planning team worked with *brightspot* through iterations of goals, actions, measures, and budget planning to develop a plan to achieve UMMA’s aspirations over the 2015-2020 time frame.

We also used attendance data, quantitative data on participation in education programming, and qualitative data from surveys and regular discussion with teaching and learning partners and participants (study room users, tour participants) which are regularly collected and used to refine and improve programs, teaching strategies and materials. Additional discussions took place with programming partners, programming participants including the UMMA docents and UMMA Student Engagement Council, and within and through the UMMA Management Team, led by Director Joseph Rosa.

For staff data, UMMA administrators carried out a filtered search using Tableau to include all jobs filled at UMMA from 2011-2015. Summary includes results for race, ethnicity, and gender. Data acquired presents demographic data for jobs filled within specific time frames.

Action idea generation activities (see below in engagement activities)

As stated in the UMMA Strategic Plan, the Museum aspires to a culture of “experimentation, innovation and adaptability” to ensure responsiveness and relevance. The Management Team reviews the current UMMA Strategic Plan and work plan documents on a regular basis to ensure key priorities are being addressed. In addition, UMMA operates at a scale and in a way where new ideas are generated at many levels of the organization as well as in on-going work with partners and collaborators.

Summary of engagement activities

This section outlines specific activities we have undertaken since mid-Fall 2015 when we were invited to participate, along with other units, in the DEI process.

Other, ongoing activities are described below under data analysis and themes.

Staff

UMMA, along with other cultural units, was invited to join the DEI initiative mid-fall 2015. The UMMA DEI team charge has been shared through supervisors with their staff. Depending on the role of each area or department, the supervisor has determined the format and number of DEI discussions. Staff has been informed about and invited to participate in DEI rollout events and town halls.

Beyond the UMMA’s staff, co-planning lead Kathryn Huss solicited feedback from DPSS leadership (to whom our security staff reports), the Program Director of the Museum Studies Program Director (which is housed within and partners with UMMA), and the Building Services Supervisor for the custodial staff assigned to UMMA. Each of these groups, while not reporting to UMMA leadership, has a role in making UMMA a welcoming and inclusive environment.



University of Michigan Museum of Art

Each has agreed to participate with UMMA during Year 1 of the plan and beyond via staff training and assessment activities and welcomes the ongoing partnership.

Exhibitions serving campus including students, staff and faculty as well as the public

As described, UMMA presents exhibitions and programs that represent the full diversity of contemporary art and have the capacity to attract and serve our diverse campus and regional audiences. During the DEI rollout period, UMMA's exhibitions with their related programming and class visits included:

The Art of Tyree Guyton: A Thirty-Year Journey

<http://www.umma.umich.edu/insider/guyton>

Come as You Are: Art of the 1990's

<http://www.umma.umich.edu/insider/comeasyouareprograms>

Ferhat Ozgur: Metamorphosis Chat

<http://umma.umich.edu/view/exhibitions/2015-ferhat-ozgur.php>

Students

The UMMA Student Engagement Council (SEC) was introduced to the DEI initiative and invited to participate in DEI campus-wide activities and town halls: these events were posted on UMMA's Student Blog, The Annex. The UMMA SEC organized ARTSX: Leadership, Diversity and the Arts, a student roundtable that took place on Wednesday, February 10, from 6pm to 8 pm attended by 65 people. The following departments and recognized student organizations, most of which have collaborated with UMMA on past projects gave brief presentations:

Hip Hop Congress
Middle East and Arab Network
Helicon
SHEI Magazine
Michigan in Color
WCBN
Michigan Community Scholars Program
Stamps in Color
Multi Ethnic Student Affairs
Spectrum Center
Intergroup Relations

The Roundtable was followed by a reception and networking time.



University of Michigan Museum of Art

Students, Staff, Faculty, Public

UMMA staff serves on the MLK Symposium Planning team. For 2016, UMMA hosted and co-sponsored a program, developed by Michigan Community Scholars Program, the Department of Sociology, and the Office of Academic Multicultural Affairs on January 19 that was attended by 120 people.

The program included the film *Finding the Gold Within* which traces the lives and experiences of six young African-American men from high school through their first year of college, followed by a panel discussion with Dr. Al Young, Dr. Lumas Hilaire, Devon Degraffen-Reed (Michigan Community Scholars Staff and U-M Class of 2011 Michigan Scholar), Dan Green (Michigan Community Scholars staff and U-M Class of 2014 Michigan Scholar and second year U-M MSW student) along with Darius Simpson, an EMU student and one of the young men in the film.

UMMA Docents (serving U-M students, K-12 schools and teachers, and the public)

UMMA is currently recruiting (January to May) for new volunteer gallery teachers (docents) with a goal to increase the diversity of this group. The recruitment team (staff and volunteers) has had in-house training on diversity, equity, and creating an inclusive climate, as well as becoming more sensitive to bias in recruiting and interviewing. Recruitment materials have been revised and reviewed by community advisors and DEI advisor Trey Williams. Staff and volunteers are reaching out to campus and community leaders to create a recruiting network. As can be seen in the data outlining our K-12 programs, our K-12 visitors are diverse and we hope to have a docent corps that is also diverse.

Staff

Key staff responsible for recruitment and hiring, retention, and staff development reviewed town hall suggestions and brainstormed ideas such as: explore new sources for recruitment, network with other art museums to gather ideas and best practices, and other ideas reflected in the UMMA DEI Plan.

III. Data and Analysis: Key Findings

Summary of Data

1. Exhibitions and Overall Participation: Students, Staff, Faculty, and the Public Audiences

DEI Domains: Education and Scholarship, Inclusive Climate, Service

The Museum of Art works continually and proactively to create and sustain diversity through its exhibitions and programs, teaching and learning activities, and recruitment and retention of staff, interns, and volunteers. As the cultural heart of a great research university, the Museum's ability to enhance diversity and continue to provide an inclusive place and equitable access to culture is realized in our exhibitions and programs that are free and open to all. The Museum is fully ADA



University of Michigan Museum of Art

and UM compliant with regard to accessibility policies and practices. UMMA provides sign language interpretation or other services as requested. In addition to being free, UMMA consistently and proactively collaborates and forms partnerships with U-M units that focus on DEI, as outlined in this document as essential to UMMA's mission to transform individual and civic life.

UMMA develops and presents exhibitions that engage with ideas and issues relevant to diversity. The most recent examples of this commitment to diversity in our exhibitions were *HE: The Hergott Shepard Photography Collection*; *The Art of Tyree Guyton: A Thirty-Year Journey* and *Come As You Are: Art of the 1990's*. Diversity in its fullest understanding—to include issues of ethnicity, culture, education, age, gender, and life experience—is at the core of our exhibitions and programming. It forms the foundation, along with UMMA's collections, for all teaching and learning activities. Over many decades, UMMA has presented work that encourages dialogue and open discussion of many cultural, political, and societal issues.

Data: Lists and Descriptions of Exhibitions

Current Exhibitions: <http://www.umma.umich.edu/view>

Past Exhibitions: <http://www.umma.umich.edu/view/past.html>

Data: Overall Audience Demographics

An average of 200,000 people use the Museum annually; 30,000 of them participate in education programming, half of which are U-M students.

UMMA's onsite audience is concentrated in southeast Michigan, including Washtenaw County and the metropolitan Detroit area. A recent survey found that visitors came from the Ann Arbor area (34%), other parts of Michigan (32%), other parts of the U.S. (31.5%), and other countries (2.5%).

Visitors were African-American (5.3%), Asian (18.2%), Caucasian (74.5%), and mixed race (2%); 6.3% self-identified as Hispanic. More than half of visitors (55.9%) were less than 40 years old, an important target audience. Nearly 60% of out-of-town visitors paired their visit to UMMA with shopping, dining, or other entertainment. Current UMMA members hail from across the state of Michigan: from Adrian (49221), Albion (49224), and Alma (48801) to West Bloomfield (48324), Westland (48185), and Whitmore Lake (48189), and 46 cities in between. Members include residents of the underserved counties of Gratiot and Livingston, as well as 13 other Michigan counties and 21 other states.

Audience outreach through public programs and on-line engagement builds on the platform of UMMA's special exhibitions. It includes substantial efforts in expanding



University of Michigan Museum of Art

diversity, ensuring equitable access, and creating an inclusive climate both within the University community and beyond. The goal of these activities is to initiate long-term relationships that continue to grow after specific project-oriented efforts have been realized.

Data: List of Collaborators: Recognized student organizations, University departments, and community partners for FY14-16

American Romanian Festival, Ann Arbor Art Center, Ann Arbor Film Festival, Ann Arbor Summer Festival, Arts at Michigan, Avant Garde Interest Group, Department of English, Center for Chinese Studies, Center for Russian, East European, and Eurasian Studies, Center for Japanese Studies, Center for South Asian Studies, Center for World Performance Studies, Department of Near Eastern Studies
Department of Romance Languages and Literature, Department of Sociology
Department of the History of Art, Eisenberg Institute for Historical Studies
Helen Zell Writers' Program, Helicon, Hip Hop Congress, Institute for Research on Women And Gender, Institute for the Humanities, Lloyd Hall Scholars Program, LSA Honors Program, Michigan Community Scholars Program, Michigan in Color, Michigan Museums Association, Michigan Opera Theatre, Middle East and Arab Network, Multi Ethnic Student Affairs, Museum of Archeology, Nam Center for Korean Studies, Optical Society of America (AAOSA), Pakistan Student Association, School of Music Theatre and Dance, SHEI Magazine, Sophomore Initiative, Southeast Michigan Jazz Association, Spectrum Center, SPICMACAY, Stamps in Color, Stamps School of Art and Design, Tappan Association (History of Art Student Organization), Taubman College of Architecture and Urban Planning, Program on Intergroup Relations, Trotter Multicultural Center, Armenian Studies Program, International Institute, Islamic Studies Program, Museum Studies Program, UMHS, UMS, WCBN, Weiser Center for Emerging Democracies, Women's Studies.

Themes and Key Findings:

- UMMA is presenting exhibitions and programs that represent the full diversity of the world in which we live, are relevant to today's audiences, and have a demonstrated capacity to attract and serve our diverse campus and regional audiences.
- UMMA's strategic plan calls for the Museum "to reach beyond its walls to build a stronger, broader UMMA community and create an open dialogue with our audiences, building long-standing relationships." Many of our programs are developed in collaboration to ensure that diverse perspectives are present: at the heart of our institution is a commitment to engaged learning.
- UMMA's information about overall audiences is derived from intermittent surveys associated with particular exhibitions, which is limited in scope and analysis.



University of Michigan Museum of Art

- A baseline visitor survey of those who participate and those who do not is essential to assess and measure UMMA’s success and areas for improvement. As described in this plan, UMMA will request funding in FY18 to establish baseline data with a repeat collection of data in FY21. Specific measurement benchmarks will be established prior to and during the FY18 data collection. Analyses of these benchmarks will be used to measure success in FY21.

Recommendations:

- It is critical to develop and maintain support for exhibitions and programs that have a meaningful and exemplary record of success.
- The Museum has not had the resources to conduct a full baseline visitor survey that would survey visitors and non-visitors across the academic year including the spring/summer term. This data is essential to understanding our visitors as well as those who do not choose to participate. Our plan requests funding in the second and fifth year to conduct and repeat a baseline visitor survey, and supplementary interviews with visitors and non-visitors.

U-M Teaching and Learning: Students, Faculty and Instructors

DEI Domains: Education and Scholarship, Service, Inclusive Climate

UMMA Education staff works in and out of the classroom with U-M programs and individuals that address diversity and inclusion including MESA, Spectrum, the MLK Symposium, U-M Area Study Centers, IRWG and Women’s Studies, CEW, the Global Scholars Program and the Program on Intergroup Relations, as well as with high school to college “bridge” programs including the Detroit Center for Outreach covered under K-12 teaching and learning.

Data: Selected examples of U-M Winter 2015 and Fall 2015 courses using UMMA study rooms, special exhibitions and galleries.

AAS 104 sec 009: Black Women, Black Arts, AAS 104 sec 004: Nonviolence: From Montgomery to the World, AAS 558/HISTART 689 sec 001: Power Objects, AMCULT 103 sec 001/HISTORY 197 sec 001: Say it Loud: Black Culture in America, AMCULT 103 sec 001: Understanding Everyday Life, AMCULT 204 sec 101: Historical and Contemporary Perspectives on Gender and Sexuality in North American Borderlands, AMCULT 213 sec 001: Introduction to Visual and Material Culture Studies, AMCULT 263 sec 001/HISTORY 262 sec 001: A History of Race and Culture since Reconstruction, AMCULT 301/ENGLISH 407/LATIONAM 301: Codeswitch, AMCULT 327/ENGLISH 387/LATIONAM 327: Latina/Latino Literature of the U.S., AMCULT 348/HISTORY 346: History of American Radicalism , AMCULT 366 sec 001: Sex and Sexuality in U.S. Popular Culture, ANTHRCUL 158 sec 002: The Anthropology of Garbage, ANTHRCUL 298 sec 002: Man-Made: How People Make Things and Things Make People, ASIAN 208 sec 001: Genocide & Trauma , ASIAN



University of Michigan Museum of Art

380/HISTORY 392/WOMENSTD 344: Geisha: Art, History and Politics , ASIAN 480 sec 001: Strange Ways, COMPLIT 122 sec 006: Insiders and Outsiders, COMPLIT 122 sec 101: Reading World Literature , EDUC 118 sec 001: Introduction to Education: Schooling and Multicultural Society, ENGLISH 124 sec 001: Rhetoric of Growing Up, ENGLISH 124 sec 011: Race and Sexuality in Modernist Fiction, ENGLISH 125 sec 001: Women and Other Animals, ENGLISH 125 sec 019: Black American Protest, ENGLISH 125 sec 039: Science, Technology, Medicine, and Homosexuality , ENGLISH 140 sec 002: Fantasies of Childhood in British and American Culture, ENGLISH 225 sec 015: City Spaces, City Cultures, ENGLISH 298 sec 001: Artificial Natures, ENGLISH 317 sec 004: Rust Belt Narratives, ENGLISH 317 sec 005: American Adolescence, ENGLISH 318 sec 002: Children's Literature and the Invention of Modern Childhood, HISTART 208/AAS 208 sec 001: Intro to African Art, HISTART 577 sec 001: Bodies and Buildings: Studies in Indian Temple Architecture, HISTORY 197 sec 007: Religious Encounters in the New World, HISTORY 261 sec 001: United States, 1865 to the Present, HISTORY 262 sec 001: The American South, HISTORY 328 sec 002/ENVIRON 304 sec 001: Doing Environmental History in Japan, HISTORY 392 sec 001: Japan: Green Archipelago/Toxic Archipelago, JUDAIC 317 sec 001: Holy Land in Jewish, Christian, and Islamic Art, JUDAIC 317/HISTART 393/MEMS 360/RCCORE 334/WOMENSTD 334: Heroes, Heroines, and Sinners of the Bible in Art, LHSP 125 sec 003: What You See is What You Get: Exploring Image and Identity, LHSP 230 sec 002: Adaptations and Appropriations, NATIVEAM 232/AMCULT 232/ENGLISH 282 sec 001: Native-American Literature, NATIVEAM 498 sec 001/AMCULT 498 sec 004: Indigenous Peoples and the Disciplines , NURS 546 sec 001: Community Health Nursing, RCCORE 100 sec 007: Appropriation: Cultures of the Copy, RCHUMS 242 sec 001: Creative Adaptation, SPANISH 232 sec 041: Cultures in Contact: The Art of Spain, Puerto Rico, Cuba, and Mexico through Photography and Other Perspectives, SPANISH 830 sec 001: Good Looking: Spectatorship, Sensation and Proximity in Film & Media

Staff and graduate students actively develop teaching resources around exhibitions, faculty interests, and UMMA's collections dealing with diversity, equity and inclusion. Materials are also developed around U-M wide themes such as "Understanding Race" or broad topics of faculty research such as aspects of social justice. Digital portfolios organized by issue, theme and time period are available on the Museum's website for U-M faculty and instructors as well as K-12 teachers.

Museum staff and selected docents are trained and available to lead discussions on topics in relationship to works of art, facilitating personal response and engaged learning. The Museum's galleries and study rooms served well over 7,000 UM students in FY15, increased from 2,000 in 2012 thanks to support for dedicated academic outreach and teaching staff from the Andrew W. Mellon Foundation.



Data: Examples of Portfolios and Finding Aids addressing DEI issues and ideas.

Most Popular Portfolios for University Class Visits

African American Women's History <https://quod.lib.umich.edu/cgi/i/image/image-idx?type=bbaglist;view=bbthumbnail;bbdbid=175638288>

American Radicalism <https://quod.lib.umich.edu/cgi/i/image/image-idx?type=bbaglist;view=bbthumbnail;bbdbid=1700987346>

Emotion, Gender, Self <https://quod.lib.umich.edu/cgi/i/image/image-idx?type=bbaglist;view=bbthumbnail;bbdbid=64056907>

Race and Social Justice <https://quod.lib.umich.edu/cgi/i/image/image-idx?type=bbaglist;view=bbthumbnail;bbdbid=961617666>

Social Justice and Art <https://quod.lib.umich.edu/cgi/i/image/image-idx?type=bbaglist;view=bbthumbnail;bbdbid=1868393060>

U.S. Civil Rights Movement <https://quod.lib.umich.edu/cgi/i/image/image-idx?type=bbaglist;view=bbthumbnail;bbdbid=235809403>

A large proportion of U-M faculty and instructors who use the UMMA study rooms incorporate art objects and teach courses which address race, gender, equity and inclusion both in the present day and across time, social and environmental justice, labor and class. Information on specific classes and also on the most used objects demonstrate the faculty and student interest in using relevant and challenging works of art that provide focal points for small group discussions (study room visits host up to 20 people). UMMA's DEI plan addresses the need to continue to develop our collections to serve this purpose.

Data: List of most requested works of art addressing DEI for 2015

1983/2.55, *Stump Horn Bull*, Laton Alton Huffman

1985/1.125.5, *My Brothers Budapest*, André Kertész

1985/2.18, *A Lie*, Jean-Michel Basquiat

1985/2.19, *Mother c*, Jean-Michel Basquiat

1986/1.194.5, *Birmingham Race Riot*, Andy Warhol

1987/1.174.8, *Day of All Dead*, Manuel Alvarez Bravo



University of Michigan Museum of Art

1996/2.4.1-5, *The Means to an End—A Shadow Drama in Five Acts*, Kara Walker

1997/1.532, *Builders (The Family)*, Jacob Lawrence

2001/2.81, *UtopianCannibal.org*, Enrique Chagoya

2003/2.69.28, *Tired Marchers Sleep on the Streets*, Edward (Robbi) Roberson

2003/1.379, *Smile for your Lover Comes*, John Dugdale

2004/1.106, *Japanese Children's Day Camp Banners, Paguate Village, Jackpile Mine, Uranium Tailings, Laguna Pueblo Reservation, New Mexico*, Patrick Nagatanti

2004/1.142, *Color Rinse*, Philippe Halsman

2004/1.153, *Michigan Worker*, George Vargas

2006/1.96, *Malcolm X Speaks for Us*, Elizabeth Catlett

2013/2.353, *Arsenio Playing Wiffleball*, Danny Lyon

Data: Schools, Colleges and departments served in 2015

- In 2015 UMMA served 12 schools and 24 departments within LSA as well as 14 Area Studies Programs or Research Institutes.

Themes and Key Findings:

- Since 2006, UMMA has been accorded the status of an academic unit due to both demonstrated commitment and success in contributing to teaching, learning, research, and scholarship. UMMA has built strong relationships via active faculty outreach, tailored portfolios, and teaching guides. Museum staff assist faculty with teaching strategies as desired and will also lead classes in engaged learning with diverse and thought-provoking works of original, exceptional art.
- The appropriate works of art, portfolio development, and the option of Museum staff and docent leaders as teachers for course visits, are critical elements to this success.
- Thanks to endowment support from the Andrew W. Mellon Foundation, the NEH and other donors, UMMA is achieving its goals to continue increasing service levels and broaden disciplinary outreach.

Recommendations:

- Continue with the activities outlined to expand and develop the breadth and depth of teaching and learning.



University of Michigan Museum of Art

- Request dedicated annual acquisition funds starting in FY18 to collect works that are strongly relevant to DEI goals. Identified priorities include representing contemporary perspectives from artists from Africa, Latin America and the Middle East, as well as African American, Latino/a American, American Muslim, and Native American artists and subject matters.

Co-curricular Student Engagement: U-M Students

DEI Domains: Recruitment and Development, Inclusive Community, Service, Education and Scholarship

In Fall 2007, the Museum created a Student Engagement Council (SEC) that includes our Student Docents and MSP interns. Council members mostly undergraduate learn about art, museums, education and outreach. They then apply this knowledge to outreach, social media, programming, and student docent work. Over the past several years this diverse group has led outreach in person and through social media to engage members of important cultural sectors (African American, Arab American, Asian American, and Latino) within the University. Recent examples include through digital co-creation projects such as last year’s successful project “Exploring Identity.” Diverse student voices are also presented through The Annex—including interviews with artists and curators: UMMA’s student blog which now has over 10,000 followers.

In addition, approximately 30 students work in the communications, curatorial, education and registration departments. Through these researchers, interns, and fellows, UMMA mentors the future generation of leaders for cultural institutions, averaging 55 students each year.

Data: Student participation and collaboration

- UMMA serves 9,000 students per year through student programming. Signature events include Artscapade, a welcome event for freshman, and Student Late Night: these two events serve an average of 5,500 students per year.
- UMMA SEC co-sponsors student-organized events where students are performers/participants in SMTD performances and Webster readings. They tour fellow students as well as staff, faculty, and other visitors, lead Storytime programming for young families, and contribute to educational and curatorial projects designed around their learning needs as well as service to the University and the public.
- Students interview UMMA staff and artists and post these interviews and other writing on the UMMA Annex, providing a window into the student experience for their peers and others.



University of Michigan Museum of Art

- Research assistants contribute to research and interpretation of the collections, special exhibitions, teacher and docent training and creation of teaching materials for K-12 and U-M teaching.

Key Findings, Themes and Recommendations

- Continue and extend efforts to consistently recruit a diverse group of students for Student Engagement Council and mentored learning positions.
- Continue to develop strong partnerships, based on mutual goals, with recognized student organizations with a commitment to and track record of success in DEI practices and programs to create a better pipeline for diverse future leaders in the arts.

Recommendations:

- Explore how both on-going activities (above) and special grant-funded projects (Institute for Museum and Library Services, U-M Third Century, UMMA teaching fellows) can recruit and provide professional development for diverse students and strengthen their interest and ability to work in art museums.
- Explore partnerships with UMS, SMTD, Stamps School of Art & Design, Ford School of Public Policy, and Ross Business School to address need for diverse leaders in administrative, development, and other arts administration leadership positions.

UMMA Staff and Docent Services to K-12 Schools, Teachers and U-M partners, campus visitors and units

DEI Domains: Service, Inclusive Community

Through a vibrant tour program, UMMA's 60 community docents serve a diverse audience, including 5,000 K-12 students and teachers, U-M students, staff and faculty at departmental events and gatherings at UMMA, and the public through special exhibitions and thematic tours.

Principals of interactive teaching and engaged learning are part of a yearlong training program along with training in inclusive teaching, language use and special needs visitors. Recruitment is competitive, and training emphasizes a welcoming environment that will generate curiosity, active involvement, and return visits for all audiences.

Areas identified in UMMA's Strategic Plan include a program of professional development and strategic partnerships with the U-M's School of Education, and Center for Detroit Outreach, and other school partnerships such as the one with Ypsilanti University High School; and participation in U-M sponsored "bridge programs."



University of Michigan Museum of Art

Visits for schools are free, and the Museum is fully ADA compliant and accessible. Thanks to generous funders, UMMA is able to provide bussing subsidies to ensure there are no financial barriers to participation. UMMA welcomes special needs learners of all kinds, and provides ongoing continuing education to staff and docents in order to successfully meet the needs of all learners.

Bridge programs and those for middle school and high school visitors in general focus on empowering visitors and creating a welcoming and inclusive experience, including choice and control regarding aspects of what is viewed and how it is discussed. Current partnerships are: Golightly Education Center, Thurgood Marshall, Cass Technical High School, Detroit School of Arts, Western International, Genesee Career Institute, Kensington Woods, ACTech High School, and Ypsilanti University High School.

Data: K-12 Audiences

Districts and Schools Served FY 15

- Ann Arbor Public Schools, Allen Park Community Schools, Bloomfield Hills Schools, Brighton Area Schools, Chelsea School District, Chippewa Valley Schools, Clio Area Schools, Detroit Public Schools, East Jackson Community Schools, Ecorse School District, Genesee Intermediate School District, Kensington Woods Schools, Linden Community Schools, Lowell Area Schools, Novi Community Schools, Plymouth-Canton Community Schools, Saline Area Schools, Taylor Prep Community Schools, Ypsilanti Community Schools.
- Independent Schools: Ann Arbor Christian School, Ypsilanti Preparatory High School, Black River Public School (Holland), Clonlara School Homeschool Program, Cranbrook Kingswood Boys Middle School (Bloomfield Hills), da Vinci Institute Primary School (Jackson), Emerson School, Genesee Academy, Global Preparatory Academy (Roseville), Greenhills (AA), Harlem Village Academies (UM partnership with Harlem NYC based schools), Homeschools Community (AA), Honey Creek Community School (AA), Maple Tree Montessori Academy (Brighton), Michigan Islamic Academy (AA), Muslim Homeschoolers of Southeast Michigan, St. Francis of Assisi Catholic School (AA), St. Mary Star of the Sea School (Jackson), St. Paul Lutheran School (AA) St. Thomas the Apostle Catholic School (AA), Summers-Knoll School (AA), Roeper School (Bloomfield Hills), Washtenaw International



University of Michigan Museum of Art

Data: Demographic Sample of School Districts Served by UMMA FY15

Ann Arbor Public Schools:

- American Indian or Alaskan Native - .31%
- Asian – 14.44%
- Native Hawaiian - .02%
- White – 55.29%
- African American – 13.83%
- Hispanic/Latino – 6.7%
- Two or More Races – 9.41%
- Economically Disadvantaged – 21.71%

Ypsilanti Community Schools:

- American Indian or Alaskan Native - .34%
- Asian – 1.99%
- Native Hawaiian - .14%
- White – 23.1%
- African American – 62.46%
- Hispanic/Latino – 7.42%
- Two or More Races – 4.54%
- Economically Disadvantaged – 75.34%

Detroit Public Schools:

- American Indian or Alaskan Native - .19%
- Asian – 1.37%
- Native Hawaiian - .04%
- White – 2.3%
- African American – 83.15%
- Hispanic/Latino – 12.74%
- Two or More Races – .2%
- Economically Disadvantaged – 75.45%

Saline Public Schools:

- American Indian or Alaskan Native - .66%
- Asian – 5.15%
- Native Hawaiian - .15%
- White – 87.98%
- African American – 1.77%
- Hispanic/Latino – 1.7%
- Two or More Races – 2.59%
- Economically Disadvantaged – 10.49%

Key Findings and Themes:

- Curricular tours are designed around teachers’ needs and interests, literacy, or other priorities for learning while focusing on empowering young visitors in an inclusive and welcoming environment. UMMA views school visits as a key early intervention in creating equitable access and participation in cultural institutions where young people will have a voice.



University of Michigan Museum of Art

- All K-12 programs have consistently received high marks and excellent evaluations. UMMA is known to provide an engaging, high-quality, and meaningful experience with art, stimulating visits from many school districts as well as home-schooled groups, group homes, and students with learning disabilities or other challenges.
- Bridge programs and those for middle school and high school visitors in general focus on empowering visitors and creating a welcoming and inclusive experience, including choice and control regarding aspects of what is viewed and how it is discussed.
- While UMMA serves a diverse population and focuses on training for excellence and inclusion across all teaching activities, we do not have a diverse docent corps.

Recommendations:

- Continue with effective and successful efforts to date, while focusing on strategic partnerships whenever possible with other U-M Units addressing diversity, equity, and inclusion.
- Efforts are underway and addressed in DEI plan to achieve a corps of gallery teachers who are more diverse.

Staff

DEI Domains: Retention, Recruitment, Development, and Inclusive Climate

UMMA has consistently and vigorously maintained strict adherence to the University of Michigan's recruiting, hiring, and professional development policies and practices for all hires. These policies and practices pertain to the hiring of regular staff, temporary employees, students, and in many cases, volunteers.

The Museum strives to provide transparency in the creation of job descriptions and the recruitment and hiring for all positions. Training and sharing knowledge with hiring supervisors is always the beginning step in the process. Recruiting for staff diversity and creating a well-qualified pool of applicants is the goal. The screening, interviewing, and investigation process are geared toward identifying and hiring the most qualified candidate.

UMMA's Deputy Director, Chief Administrative Officer, works closely with its Central HR representative in all aspects of employee relations and human resources. The Museum partners with well known and respected industry sources (American Alliance of Museums, College Art Association) and the University of Michigan for posting open positions.

Many of the resources used include but are not limited to:

Resources for Hiring Departments: <https://hr.umich.edu/working-u-m/management-administration/recruiting-employment-services/resources-hiring-departments>



University of Michigan Museum of Art

Recruiting for Staff Diversity: <https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/recruiting-staff-diversity>

Learning and Professional Development: <https://hr.umich.edu/about-uhr/service-areas-offices/learning-professional-development>

UMMA provides to all staff both formal and informal resources and referrals for conflict resolution. UMMA can offer alternative resolution in consultation with other U-M offices as appropriate. All staff can expect confidentiality in a safe environment. Conflict resolution starts with a staff member's supervisor. The next step is to bring the problems or concerns to the HR Director for assistance. The HR Director uses the LARA tools (Listen, Affirm, Respond and Add) to help facilitate resolution. If needed the HR Director will identify other resources for a satisfactory resolution. These may include: U-M Ombudsman, U-M Conflict Resolution Pathways, U-M HR grievance and dispute resolution, FASAP, SPG 201.08, and others as required.

Data: Current Demographics

- Based on data available through U-M Human Capital Reporting Tool, UMMA's current staff composition is 94% White, 3% Asian and 3% Black or African American.

Data: Diversity of Applicant Pools, Interviewees, and Selected Applicants, Recruitment

- We have reviewed the data from U-M's Tableau for past job postings looking at the diversity of applicant pools, the diversity of applicants interviewed, and the diversity of candidates selected. We are confident that UMMA's job searches have included the most qualified applicants, available at the time and interested in applying.
- As stated above, in every recruitment effort UMMA works to recruit potential employees through museum-industry sources through an open search, always targeting the widest possible range of candidates.

Data: Development/Retirement/Retention

- Looking at the past decades, UMMA's retention of staff has been significant despite the lack of resources to provide performance-based merit increases, motivational financial rewards or regular professional development opportunities. The staff focuses on providing a welcoming and inclusive environment for colleagues and visitors to promote the Museum's mission. We continue to look for fun and rewarding opportunities for staff to learn and expand their understanding of the culture our collections represent.



University of Michigan Museum of Art

Key Findings:

- The staff demographic currently reflects the industry-wide workforce composition. Nevertheless, there may be significant opportunities for the Museum to explore funding and partnerships to make improvements to diversity in this area.
- The Museum staff number about 40 with little turnover. It is important to learn more about why staff remains motivated, loyal and committed to the Museum and its mission. These findings will assist in promoting similar retention rates among staff hired in the future.

Themes and Recommendations:

- UMMA will continue to identify resources that will provide a more diverse, well-qualified pool of applicants to hire, adding broadened perspectives to the current staff. With leadership from the Director, managers, and supervisors, UMMA will proactively recruit individuals to the museum field and mentor them to be successful in this environment.
- The Museum must continue focus on innovative ways to provide a safe, inclusive environment in which to work. This will ensure success in reaching the Museum’s goals included in the UMMA Strategic Plan.

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

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

IV. A. Recruitment, Retention and Development

Constituency: UM Students

Five-year Strategic Objective 1: Continue the development and preparation of student leaders in the arts, creating a more diverse pipeline for curatorial, education, registration, administration, communications, and fundraising. 2. Maintain and expand diversity of opportunities for student interns, fellows and volunteers, training and mentoring future professionals.

Measures of Success: The diversity of students participating in SEC and mentored learning positions and a five-year follow-up on graduate school entry/employment.

- FY17 Actions:*
- 1) Continue with SEC, mentored learning activities, including utilizing current large grant projects (IMLS, Third Century Initiative) as outreach opportunities to attract diverse applicants from the undergraduate and graduate pools for research assistant positions.
 - 2) Create paid summer jobs/internships for national candidates under grant-funded projects, widening pool of applicants.
 - 3) Explore future fellowship development with Rackham colleagues.



University of Michigan Museum of Art

4) Explore future arts administrative leadership ideas with Ross School of Business, Ford School of Public Policy; and other campus partner.

Primary DE&I Goal: Diversity

Other applicable domains: Education and Scholarship, Equitable and Inclusive Community

IV. A. Recruitment, Retention and Development

Constituency: UMMA Staff

Five-Year Strategic Objective 1: Make strides towards a diverse workforce compared to relevant labor pools by position.

Objective 2: Ensure that all staff has the appropriate knowledge and training to create a welcoming and inclusive climate for all.

Measures of Success: (for Objective 1) Diversity of staff is measured against available labor pool. UMMA documents knowledge of and use of best practices to achieve a diverse work force. *(For Objective 2)* Consult with U-M colleagues to develop measures to assess inclusive climate for staff and visitors.

FY17 Actions: 1) Assess and evaluate current staff composition and practices in recruitment, retention, and development.

2) Conduct staff climate study and evaluate results. Provide information and training to support staff as a key resource in achieving an inclusive organization for staff and visitors.

Primary DE&I Goal: Diversity

Other applicable domains, Equitable and Inclusive Community

IV. A. Recruitment, Retention and Development

Constituency: Faculty

UMMA does not have faculty, with the exception of the Director who is tenured faculty in the Taubman College of Architecture and Urban Planning. Outreach and Service to Faculty is extensively described under Education and Scholarship and Inclusive Climate. UMMA continually strives to extend its academic outreach to new faculty and instructors, and additional departments and schools every year in to ensure equitable access and support for inclusive teaching materials and practices.

IV. B. Education and Scholarship

Constituency: Students, Faculty, Staff, K-12, public

Five-Year Strategic Objective: Continue to create new and dynamic scholarship through the creation and presentation of exhibitions and publications that represent the diversity of today's artists and global art world, past and present, to present multiple perspectives relevant to contemporary concerns and issues.

Measures of Success: Diverse exhibitions schedule, attendance figures and if funded, survey information in FY18 and FY21.



University of Michigan Museum of Art

FY17 Actions: Director, Management Team and Curators ensure that the exhibitions developed for FY 18-21 meet the Museum's Strategic Plan and DEI plan goals. Plan for baseline visitors survey to include exhibitions and programs experiences.

Primary DE&I Goal: Education and Scholarship

Other applicable domain: Equitable and Inclusive Community, Service

IV. B. Education and Scholarship

Constituency: Students, Faculty

Five-Year Strategic Objective 1: Expand upon and extend the successes in faculty, instructor and GSI outreach and teaching and learning relevant to DEI through student class visits already achieved from 2012-2015 while mentoring future professionals. 2. Launch The UMMA Exchange. 3. Plan for new collections acquisitions to support DEI goals in teaching.

Measures of Success: 1) Number of faculty, instructors and GSI's making gallery and study room visits, 2) types of classes using these resources 3) type and number of new DEI resources created, 4) presence of these resources for teaching within and beyond U-M on UMMA's new The Exchange digital learning platform.

FY17 Actions: 1) Continue successful strategies; transition existing portfolios, and existing lesson plans to The Exchange to facilitate and extend campus use. 2) Conduct outreach and training to faculty, instructors, GSI's and students about creating and sharing their own resources through The Exchange. 3) Complete IMLS project with a diverse group of graduate student researchers in order to offer better, more complete data on collections for teaching and research while mentoring them as future faculty and museum staff 4) Develop priorities for new acquisitions to support study room teaching for DEI.

Primary DE&I Goal: Education and Scholarship

Other applicable domain: Service, Equitable and Inclusive Community

IV. C. Promoting an Equitable and Inclusive Community

Constituency: Students, Faculty, Staff, Public

Five-Year Strategic Objective 1: Continue to partner with recognized student organizations, campus partners and community organizations to provide free public programming that is diverse, welcoming and inclusive. 2) Work in partnership with facility and security staff to ensure a welcoming environment around the visitor experience including public and student programs. 3. Explore baseline audience study of those who come and don't come to Museum.

Measures of Success: Objective: 1) Lists of public programs and partners to assess by comparison diversity and depth of partnerships, 2) attendance at programs 3) feedback from partners and their stake-holders regarding experiences at UMMA.

FY17 Actions: Review collaborations for past 3 years. Explore new ideas and increased activity through intentional and strategic partnerships.

Primary DE&I Goal: Inclusive Community, *Other applicable domain:* Service

IV. D. Service (as applicable)



University of Michigan Museum of Art

Constituency: K-12 students and teachers and Faculty and staff at U-M who study, serve and partner with them.

Five-Year Strategic Objective 1: Continue outstanding service to the communities above;

Objective 2: Focus on U-M strategic partnerships relevant to DEI initiative;

Objective 3: Expand diversity of docent corps.

Measures of Success:

(For Objectives 1): Data on schools and districts served along with demographic data,

(For Objective 2): Evaluations by program participants in tours and teacher professional development,

(For Objective 3): Feedback on quality of experience in U-M “bridge” or other U-M partner programs.

FY17 Actions: Inclusive teaching and unconscious bias training for docent corps to foster an inclusive learning community that includes docent corps and those they serve.

Primary DE&I Goal: Service

Other applicable domain: Equitable and Inclusive Community

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

Diversity: Visitors (via baseline survey in FY18); student programming participants, teaching and learning participants in U-M and K-12 teaching, staff and docent diversity.

Equity: Climate survey results. Five-year results. Teaching resources open to all via The UMMA Exchange teaching and learning platform.

Inclusion: Results of visitor experience with the Museum, exhibitions, classes, programs, visits (via baseline visitor survey).

VI. Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
IV. A. U-M undergraduates	1.Continue to develop and prepare student leaders in the arts, creating a more diverse pipeline for	Makeup of SEC, data on student staff, interns, fellows. Five-year outcomes	Recruit via recognized student organizations, and programs with relevant missions and established and new collaborations. Actively seek to co-sponsor programming or otherwise partner strategically with U-M units and colleagues to ensure diversity of	Deputy Director (DD) for Education; Manager of Public Programs; Curator for Teaching and	



University of Michigan Museum of Art

	<p>Museum staff.</p> <p>2. Maintain and expand diversity of student interns, fellows and volunteers.</p>		<p>programs and activities, as well as those served in student programs and mentored learning.</p>	<p>Learning; Student Engagement Coordinator</p>	
UMMA staff	<p>1. Assess, evaluate, and adopt practices to achieve diverse staff.</p> <p>2. Ensure that all staff has knowledge and training to create a welcoming, inclusive climate for all.</p>	<p>Staff data five-year results.</p>	<p>Assess and evaluate current diversity and strategies. Document findings. Plan for FY18</p>	<p>DD, Chief Admin. Officer (CAO)</p>	



University of Michigan Museum of Art

<p>IV. B. Faculty, instructors, students</p>	<p>1. Expand upon and extend the successes in faculty, instructor, and GSI outreach, teaching, and learning relevant to DEI through student class visits while mentoring future professionals</p>	<p>Number of courses, and instructors</p> <p>Works of art used, DEI content of classes and artworks.</p> <p>Breadth of service to schools, U-M units and colleges.</p>	<p>Continue outreach, resource development. Train faculty and students to use The Exchange, load The Exchange with initial content via Third Century grant-supported work.</p>	<p>DD for Education; Mellon Manager for Academic Outreach and Teaching</p>	
	<p>2. Ensure faculty and students are aware of and use The Exchange.</p> <p>3. Expand collection of key art works for DEI – related teaching</p>	<p>Data on use of and creation in The Exchange</p> <p>At least 4 new works in priority areas.</p>	<p>Identify priority areas as described. Seek U-M support for this initiative for four years: FY18-21</p>	<p>DD for Education; Mellon Manager for Academic Outreach and Teaching</p> <p>Director and Curators; Chief Registrar</p>	<p>Annual request FY 18-21 at \$50,000 per year.</p>
<p>UM students, faculty, staff and public, museum and university colleagues around the world</p>	<p>1. Continue to create new and dynamic scholarship through the creation of exhibitions, publications and programs that</p>		<p>Continue to develop new U-M strategic partnerships- --while maintaining and nourishing existing relationships with recognized student organizations, campus units and community partners.</p> <p>Continue to develop sources of funding that allow for sustainable and</p>	<p>UMMA Director; Curators; DDs for Education, Development and External Relations, and DD, CAO</p>	



University of Michigan Museum of Art

	represent the diversity of today's artists and global art world, past and present ing diverse and relevant issues and per- spectives.		successful programming. Curators and others work across campus and beyond to stay current on new opportunities, artists and ideas, leveraging UM's research and scholarship resources.	Curators; DD for Education	
--	---	--	---	-------------------------------	--

VI. C. Promoting an Equitable and Inclusive Community

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
IV. C. All	1. Continue to support diverse scholarship, creating exhibitions and publications that represent the full diversity of today's artists and global world art, past and present.	Number of people attending, critical feedback, Diversity.	Explore new strategic partnerships--already underway--while maintaining and nourishing existing relationships with recognized student organizations, campus units and community partners. Actively convey co- sponsorship benefits and decision making (free space, shared promotion) to new program partners. Work in partnership with facility and security staff to ensure a welcoming environment around the visitor experience including public and student programs. Assess current knowledge and skills of staff, assess climate. Provide training as indicated.	Director; Curators; DD for Education; DD for Develop- ment and External Relations, DD, CAO; DD, External Relations; DD for Education	
Students, faculty	1.Continue	Service	Maintain and expand upon	DD for	



University of Michigan Museum of Art

<p>and staff, public</p>	<p>to partner with recognized student groups, campus and community partners to provide free public programming that is diverse, welcoming and inclusive.</p> <p>2. Work in partnership with facility and security staff to ensure all visitors have a positive experience.</p> <p>3. Explore baseline audience study of those who come and do not come to Museum to better understand our audience.</p>	<p>metrics on all Education programs</p> <p>Feedback from partners.</p> <p>Assess staff climate and work practices, working with DPSS and building services staff.</p> <p>Available audience data, models for visitor studies.</p>	<p>strategic outreach to ensure goals are met.</p> <p>Continue to work with partners with demonstrated success in promoting Inclusive cultural access inclusive and diverse participation.</p> <p>Partner with DPSS and building services supervisors to develop goals and plans for training</p> <p>Review available data, and knowledge among Management Team members.</p> <p>Assess campus and national resources for assistance. Evaluate models and scope appropriate for U-M and UMMA.</p>	<p>Education; Manager Public Programs and Student Engagement</p> <p>DD, CAO; Facility Manager, and Admin. Manager</p> <p>Management Team</p>	<p>TBD</p>
--------------------------	---	--	--	--	------------



University of Michigan Museum of Art

VI. D. Service

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
IV. D. K-12 students and teachers and U-M Faculty and staff who study, serve, and partner with them.	<p>1.Continue to provide excellent service to K-12 teachers, students, and professors</p> <p>2.Focus on U-M partnerships and outreach relevant to DEI initiative</p>	<p>Schools and districts served.</p> <p>Evaluations of class visits.</p> <p>Feedback from campus partners</p>	Continue to maintain level and quality of outreach and teaching programs, while focusing on strategic partnerships at U-M and beyond.	DD, Education; Museum Curator for Teaching and Learning; Mellon Manager for Academic Outreach and Teaching	
K-12 students, teachers, campus partners and docents	<p>1. Recruit and train more diverse docent corps.</p> <p>2. Provide advanced inclusive classroom training.</p>	<p>Makeup of docent corps</p> <p>Assess on-going climate and also training needs.</p>	<p>With assistance from campus and community partners, recruit more diverse docent corps applicants via new messaging, personal networks, and institutional networks.</p> <p>Ensure that existing corps is well prepared and understands the value of diversity and inclusion among their own members.</p>	DD, Education and Museum Curator for Teaching and Learning	

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



University of Michigan Museum of Art

The Director and UMMA Management Team (Deputy Directors and Senior Managers) meet regularly to review and revise the work related to the UMMA Strategic Plan. This same rigorous practice and timeline will be applied to the DEI plan.

Director Joseph Rosa will determine the schedule for review and monitoring with Vice Provost Carol Fierke.