

# Diversity, Equity and Inclusion Strategic Plan

## Five-Year Strategic Objectives, Measures and FY21 Actions

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

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The University of Michigan Museum of Art (UMMA) is committed to President Mark Schlissel's Diversity Charge and 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.

*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.

**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

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### *Planning Lead(s)*

**Planning leads for Year 5 were Anna Sampson (Senior Director for Development, Foundation & Government Relations), Christopher Ankney (Director of Marketing and Public Relations). Christina Olsen (Director) oversees the Museum's DEI efforts.**

### *Planning Team*

**UMMA's planning team includes: Matt Casadonte, Collections and Exhibitions Technician; Briannon Cierpilowski, Education Program Coordinator, Student Engagement; Jolene Collins, Security Sergeant – Division of Public Safety and Security; Laura De Becker, Interim Chief Curator and Helmut and Candis Stern Associate Curator of African Art; Isabel Engel, Andrew W. Mellon Academic Teaching Fellow; Erika Larson, Exhibitions & Publications Project Manager; Neil Van Houten, Retail Operations Manager; Jacob Ward, Student Programs Assistant and Student Engagement Council member; Laura Yoo, Assistant Director of Development, Annual Giving and Corporate Partnerships.**

### *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 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 Re-accreditation 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 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 undertook mid-Fall 2015 when we were invited to participate, along with other units, in the DEI process, through the end of FY16. 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. 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.

### **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.

### ***Implementation Highlights – Year One***

#### *Implementation Lead(s):*

UMMA's Implementation Leads in Year One were Lisa Borgsdorf, Manager of Public Programs and Natalie Vasher, Assistant to the Director and Special Projects.

#### *Implementation Process:*

DEI Planning Leads Kathryn A. Huss and Ruth Slavin recommended appointment of implementation leads to former Director Joseph Rosa. Lisa Borgsdorf and Natalie Vasher were approved and appointed DEI Implementation Leads in Fall 2016.

Implementation Leads attended all monthly University-wide DEI meetings with other campus Implementation Leads, attended the New Leadership Institute, training in Crucial Conversations and inclusive teaching (CRLT), and met regularly with Planning Leads to discuss progress, questions, and next steps. They also met with Katrina Wade-Golden to report on progress, have questions answered and request assistance as needed.

The DEI plan was posted on the UMMA website, as well as the U-M website. All UMMA Advisory Committees (National Leadership Council, Director's Acquisition Committee, Executive Committee) had the DEI plan presented to them. All committees welcomed the plan and offered full support.

DEI was added as a monthly item on staff meeting agendas and different topics and updates were shared with all UMMA staff during these meetings. Implementation Leads created a Year One work plan and timeline that all activities and efforts were measured against. This was created using the UMMA DEI plan and FY17 Actions. UMMA staff participated in Diversity 101 and Unconscious Bias trainings as well as the U-M campus-wide climate survey in spring 2017 and are awaiting the data available to inform future planning.

Given the relatively small size of UMMA's staff, along with the interim status of leadership, no additional committees were formed, but all staff were encouraged to meet and speak with Implementation Leads regarding any issues or ideas they may have regarding DEI efforts. UMMA led the charge for all Cultural Collections Implementation Leads to meet and support each other goals in DEI and this relationship is expected to continue in FY18. The message of transparency was expressed and enacted by UMMA leadership, which created a safe, inclusive environment for staff during the interim period.

Using feedback from staff meetings, confidential surveys surrounding staff training and the high percentage of participation in the U-M campus-wide climate survey, Implementation Leads were able to conclude the commitment of UMMA staff to all DEI efforts and include feedback and comments in Year Two planning. The appointment of UMMA's next Director, Dr. Christina Olsen, in October 2017 will also influence future planning, implementation and action items.

### ***Implementation Highlights – Year Two***

#### *Implementation Lead(s):*

UMMA's Implementation Lead in Year Two was Natalie Vasher, Assistant to the Director and Special Projects.

#### *Implementation Process:*

Implementation Lead attended all monthly University-wide DEI meetings with other campus Implementation Leads and attended the New Leadership Institute. She also met with Katrina Wade-Golden to report on progress, have questions answered and request assistance as needed.

The DEI plan was posted on the UMMA website, as well as the U-M website. DEI was added as a monthly item on staff meeting agendas during the interim year (ending November 1, 2017). This practice will continue in Year 3 under new leadership. DEI will also be added to all departmental and advisory group meeting agendas. Updates will be included in all issues of UMMA's magazine.

UMMA staff participated in U-M campus-wide climate survey in spring 2017 and received the results in December 2017. These results were reviewed by Implementation Lead and UMMA senior leadership. Steps were taken to begin immediately addressing concerns about transparency and collaboration between departments. One specific action that was taken was the institution of cross-departmental project teams. This work will continue in Year 3.

In response to the climate survey results an implementation committee, composed of UMMA staff from all departments, under the guidance of UMMA's new Director, Christina Olsen, will be formed in Year 3 to provide broader and deeper adoption of the plan into UMMA's everyday work. This will also provide efficient reporting and increased success on plan strategic objectives and action items. Dr. Olsen's guidance of the Year 3 planning efforts has led to more achievable, concrete actions. To ensure success and support transparency, detailed internal work plans will be created in collaboration between Implementation Lead, Director, and department leads for all Year 3 actions.

### ***Implementation Highlights – Year Three***

#### *Implementation Lead(s):*

UMMA's Implementation Lead in Year Three was Natalie Vasher, Director of Partnerships and Chief of Staff

#### *Implementation Process:*

Implementation Lead attended all monthly University-wide DEI meetings with other campus Implementation Leads. She also met with Katrina Wade-Golden to report on progress, have questions answered and request assistance as needed.

The DEI plan was posted on the UMMA website, as well as the U-M website. DEI was added as an item on staff meeting agendas as needed in Year 3. UMMA's DEI plan was also discussed in Management Team meetings more frequently in Year 3 and a greater effort toward collaboration was begun. These practices will continue and be amplified in Year 4, with more detail on this included in our Year 3 Key Findings section. DEI updates were included in UMMA's magazine, but will become a guiding structure for magazine content in Year 4.

UMMA staff participated in a new Staff Climate Survey, administered by U-M ADVANCE in April 2019, with results forthcoming in June 2019. These results will be used to guide any necessary action needed to improve staff climate at UMMA and make progress toward our DEI goals. UMMA also implemented the beginning phase of a visitor intercept survey to better understand why our audience is coming to UMMA and will use this data to better serve our community and make progress on DEI goals. UMMA continues to pilot efforts to make the Museum a more welcoming and inclusive environment for all and to create a more collaborative and transparent working environment for staff and partners.

In an effort to provide broader and deeper adoption of the DEI plan into UMMA's everyday work, the Museum will institute monthly DEI All Staff meetings, in addition to regular All Staff meeting. This commitment to providing the time, space and structure for staff is essential to UMMA's success in its DEI goals. This also signals increased support from leadership and opportunities for more collaborative thinking around our actions and goals. This will also provide staff time to work together creatively and cross-departmentally, getting to know each other's interests, strengths, and skills. This will also provide efficient reporting and increased success on plan strategic objectives and action items. Dr. Olsen's guidance of the Year 4 planning efforts has led to more achievable, concrete actions.

### ***Implementation Highlights – Year Four***

#### *Implementation Lead(s):*

UMMA's Implementation Leads in **Year Four** were **Anna Sampson (Senior Director for Development, Foundation & Government Relations), Christopher Ankney (Director of Marketing and Public Relations).**

#### *Implementation Process:*

Implementation Leads attended all monthly University-wide DEI meetings with other campus Implementation Leads. **Ankney and Sampson** also met with Katrina Wade-Golden to report on progress, have questions answered, and request assistance as needed.

The DEI plan was posted on the UMMA website, as well as the U-M website. DEI was added as an item on staff meeting agendas as needed in Year 4. UMMA continued to discuss DEI plans regularly in Management Team meetings in Year 4 and reinforced collaboration through the development of a unit-wide DEI committee, representing all departments and volunteer committees.

**UMMA’s DEI committee is a collaborative and proactive working group that is empowered to develop and deploy resources and tools in support of diversity, equity, and inclusion initiatives at the Museum. The committee is comprised of a representative from every Museum department (see below) and works to integrate DEI best practices into all aspects of the Museum, encouraging a culture that respects diversity, champions equity, and promotes accessibility and inclusion. In addition, the committee will serve as the primary author of the Museum’s DEI plans, liaise with department members to facilitate progress on plan objectives, report on plans, and share findings.**

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

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#### *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 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 *Pan-African Pulp; Copies and Invention in East Asia; Cullen Washington, Jr: The Public Square; Reflections: An Ordinary Day; Mari Katayama; and Collection Ensemble.*

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 240,000 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 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 FY14-19**

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.
- 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 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  
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, Paguante 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.
- 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 students, 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.
- 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 the 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 accommodating visitors with unique and individual needs. 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."

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 learners of all kinds including those with unique and individual needs 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

**Data: Demographic Sample of School Districts Served by UMMA FY15**

**Ann Arbor Public Schools:**

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

**Ypsilanti Community Schools:**

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

**Detroit Public Schools:**

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

**Saline Public Schools:**

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

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 resolutions 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.

**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 to 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.

### ***Key Findings from Year One Implementation:***

UMMA continues to present exhibitions and programs that represent the full diversity of the world in which all visitors live, are relevant to today's audiences, and have a demonstrated capacity to attract and serve the diverse campus and regional audiences. Many programs are developed in collaboration with external partners to ensure that diverse perspectives are present. Year One implementation and engagement activities at UMMA provided opportunities for staff and Implementation Leads to recognize the substantial contributions UMMA has been making to DEI efforts on campus through education, outreach, exhibition planning and programming. This process allowed the Museum to build upon an existing foundation and increase the awareness and education of staff so UMMA can continue to plan and program through the lens of DEI. Through training and education, UMMA staff was able to engage with DEI materials individually and in a group setting. By observing the staff and gauging the enthusiasm it was clearly evident that UMMA staff were interested in the topics discussed, engaged by the materials, eager to learn more on the topics and about each other, and aware of the importance of the DEI initiative at UMMA and on U-M's campus.

The opportunity for feedback after trainings and during staff meetings confirmed these observations and further demonstrated individual investment as staff suggested other resources for colleagues to use, requested additional services such as a book/club reading list, additional training, and opportunities to meet other staff from around campus and hear diverse perspectives. Continued work with the Student Engagement Council (SEC) and the opportunity to attract diverse applicants from the undergraduate and graduate pools for research assistant positions for the IMLS and Third Century grant-funded research projects provided additional data and findings. UMMA was able to think differently about recruitment regarding this group of temporary research assistants as hiring requirements did not include prior museum experience. This resulted in many of the hired research assistants working in a museum for the first time and greater diversity among these individuals. Feedback from the research assistants found the experience at UMMA to significantly impact their future career considerations and this and other internships last year helped launch at least two under-represented people into professional positions within the museum field.

Moving forward for plans in Year Two, these strategies for recruitment and hiring can be used in connection with current openings and future fellowship and research assistant selection ultimately contributing substantially to the quality of the U-M campus and UMMA's community

impact. By employing these strategies, the Museum was able to build cohorts of more diverse people who want to enter the museum field. The opportunity gave these staff substantial responsibilities and delivered real world outcomes. This will impact Years Two through Five as UMMA continues to develop opportunities to add to these cohorts and impact the candidate pool for future museum positions.

Faculty and students continue to utilize UMMA as a resource for DEI teaching, leveraging the collection and its ability to be an agent to spark conversation about race, gender, class, sexual identity, history, etc. With class visits to study rooms at near capacity, UMMA will look for opportunities to increase utilization of our special exhibitions and collections galleries and UMMA teaching staff will continue training in inclusive teaching practices to ensure the quality of class visits and interactions.

There is also the need for UMMA to be a site where students, faculty, staff and the community can come to learn about how contemporary cultures are interacting, engaging, and responding to the ever-globalizing world around them. This experience can be essential for those who need a space to contemplate these issues in a visual, emotional, and intellectual way. UMMA is in a position to fulfill this need and has many wonderful works to support this, but there is a need to increase the variety of issues and perspectives represented.

Through an audit of UMMA collections by curators and education staff, the Museum was able to develop priorities for new acquisitions to support DEI teaching for University and K-12 audiences and to enhance the diversity of our permanent galleries and rotating exhibitions. Through this audit of current impact and needs, UMMA has acquired more information and will develop a concrete plan and direction for the essential additions to the collection in Year Two. UMMA's current extensive and diverse collection does contain many works that are useful for DEI-related classes and it will continue to utilize all available resources to be a positive space on campus for students and faculty to address issues related to DEI.

UMMA continues to find working in partnership with a broad array of student organizations, campus and faculty partners, and community organizations to be an effective and high-impact way of ensuring diverse participation, relevant public and student programming, and creating an environment that is diverse, welcoming and inclusive.

Service to K-12 Schools, Teachers, and U-M partners who serve them continues to be outstanding. Docent training for inclusivity and recruitment of a diverse corps are important areas of activity in FY18.

In Year One the Museum was challenged by a lack of funding to conduct a full baseline visitor survey. Data received from a visitor survey such as this would provide essential understanding of our visitors. UMMA will continue to plan for the possibility of a future evaluation of the visitor experience, using available resources, to include exhibitions and programs. UMMA plans to use existing tools to better record and define data tracking for DEI engagement to provide more efficient means of reporting on these occasions in Years Two through Five.

### ***Key Findings from Year Two Implementation:***

The University of Michigan's continued commitment to the Diversity, Equity, and Inclusion (DEI) initiative allowed UMMA to continue progress on DEI goals in Year 2. Strong interim leadership support was crucial as the Museum prepared for incoming Director, Dr. Christina Olsen, to begin her tenure and implement her vision for the future of UMMA's DEI initiative. This interim support provided new leadership with an existing plan and actions, already underway. Once she arrived, Dr. Olsen learned more about UMMA and U-M and how her new priorities could be integrated into the Museum's working plan.

The importance of diversity, equity and inclusion to UMMA's new leadership was expressed early on as she began directing efforts at UMMA. This was demonstrated almost immediately through various changes and programs she put in place. For the first time, all staff, regular and temporary, and students working or volunteering at UMMA were able to attend All Staff meetings. The inclusion of students in these meetings proved significant. Students have always contributed in UMMA's DEI related activities as both creators and participants. The Student Engagement Council (SEC) actively created or co-sponsored programs with a DEI-focus such as *ArtsX UMMA: Undefined* and *World AIDS Day: Alternate Endings, Radical Beginnings*. When students also began attending All-Staff meetings and were given agency to provide feedback on their experience at UMMA, a new opportunity was created. We were able to find creative solutions to problems and initiate more innovation, which ultimately informed plans for Year 3 goals and actions. These experiences illustrated the importance of inclusivity and the involvement of U-M students in the Museum's DEI efforts.

Identifying existing assets for DEI outreach was essential in Year 2 and a key takeaway as we planned for Year 3. Using available internship opportunities to reach a broader group of students and identifying an existing student group, the Student Engagement Council (SEC) at UMMA, as an ideal audience for departmental job presentations created the opportunities to communicate more knowledge of the diverse career options within museums.

Another concrete example of a new practice that grew out of this new collaborative thinking and advanced UMMA's DEI goals was the creation of cross-departmental, inclusive search committees for open positions at the Museum. By involving staff from different departments and University faculty from a variety of appropriate disciplines, the Museum was able to reach a broader candidate pool, give candidates a greater depth of review and provide unique opinions and perspectives to the ultimate recommendation for hire.

Through interactions with staff and evaluation of the climate survey a key finding for this constituency is the need for continued DEI training opportunities and deeper integration into their everyday work plans. Plans for this are outlined in UMMA's Year 3 plan and include the creation of a museum-wide implementation team.

Dr. Olsen expressed her commitment to inclusivity and the importance of transparency and equity to a successful work environment in many ways in Year 2. She signaled these values to the community by instituting open Office Hours at the Museum. During this series she held 12 separate sessions where students, staff, faculty, and members of the community were able to join

her in conversation - expressing the importance of inclusion and diversity of opinions and thought to a cultural institution like UMMA.

Feedback from office hours and staff conversations identified areas where small, cross-departmental project team work was needed. These efforts allowed staff to work together in a different way, continued to break down silos within the Museum and create problem-solving solutions. The goal of this went deeper - it was a chance to demonstrate the importance of diverse opinions and ideas to achieving successful outcomes. By experiencing this firsthand it has led to continued collaborative work at the Museum and new ways of thinking and partnering on campus.

UMMA has solidified partnerships with academic units that are crucial to the university's efforts to educate students about DEI. These partnerships have integrated museum visits into the regular curriculum for important and large introductory classes such as *AAS 111 - Africa and Its Diaspora* and *HISTORY 202 - Doing History*. UMMA's outreach and reputation has helped lead to partnerships with new instructors who are creating new courses. This outreach and effort by Museum staff has allowed us to support the research and scholarly interests of the campus, while providing a tool to integrate DEI into everyday experiences of the faculty and students. Partnerships with faculty and students are an increasingly important source for critical analysis of UMMA's collections and curatorial and educational practices. A key finding from these experiences in Year 2 is the importance of a more critical evaluation of exhibition and program planning, as well as gallery design and collection building.

Such considerations have been integrated into UMMA's acquisition plans and are an expressed priority for all staff as they plan solicitations, exhibitions, and programming and work to make UMMA more welcoming and accessible for all visitors. By enhancing the diversity of the collection, and in turn, exhibitions, we are able to offer more diverse programming, be a more welcoming institution for all, and bring in larger audiences, which is essential to spreading the message of DEI and increasing its impact on campus. By increasing the diversity of our docents and enhancing inclusive teaching skills we will continue to make a positive impact on visitors.

The Museum received funding from the University to acquire works that will fill gaps in our collection and increase the diversity, equity and inclusion of artists represented. UMMA shared the news about these funds and its demonstration of the University's commitment to this process, thus encouraging other gifts to support initiatives around new, diverse additions to the collections. In grant proposals and reports, DEI priorities and progress on those priorities has been a key focal point. And, as we talk to our on-campus partners, the Museum's ability to quantify DEI engagement with students has really moved the needle in positioning UMMA as a unit especially worthy of financial support.

### ***Key Findings from Year Three Implementation:***

The University of Michigan's continued commitment to the Diversity, Equity, and Inclusion (DEI) initiative allowed UMMA to continue progress on DEI goals in Year 3. We built upon our findings in Year 2 and the experiences that illustrated the importance of inclusivity and involvement of U-M students in the Museum's DEI efforts. In Year 3 we began a process to rethink our Student Engagement Council (SEC). UMMA invited a diverse group of students to

participate on a SEC Working Group to help guide our thinking, develop recruitment strategies to reach students of diverse backgrounds, and work with us on programming efforts with a specific goal of making student programming more inclusive. Students spent time reimagining the mission and goals and their findings will be considered in Year 4 under the new leadership of an incoming Deputy Director for Public Experience and Learning.

As we planned for Year 4 it became clear how important a renewed sense of ownership over our plan was for the UMMA staff. While we continued to make efforts in staff buy in, a mid-point provided challenges of diversity fatigue. Along with heavier workloads due to more ambitious museum planning it became clear that it was necessary to make a commitment to providing time and space for UMMA staff to engage with each other and DEI. This takeaway was essential in our planning for Year 4 and identifying the need to set aside 90-minute meetings each month dedicated to collaborative team work on our DEI actions. By creating this time for staff the ultimate goal will be deeper connections to the actions of our plan, broader ownership over the success of the actions, and closer, more collaborative working relationships with colleagues in other departments. A combination of key staff transitions, a new ambitious program, and limited funding and resources highlighted how important the capacity of our staff is to the success of our DEI efforts. This will continue to be considered as we work through Year 4 and beyond. This will ultimately contribute to culture change at UMMA and on campus. Staff communicated their desire to work more closely with each other in new and creative ways and these new plans will fulfill that need.

In Year 3 we also implemented a new UMMA Staff Climate Survey. This was a result of the original survey implemented by the University not including some of UMMA's key staff. That, along with new leadership, provided a need for a new baseline of UMMA's climate. The results are pending, but once they are received we will work toward any actions necessary from the data to improve the work environment and climate.

We continued the implementation of our cross-departmental, inclusive search committees for open positions at the Museum. By involving staff from different departments and University faculty from a variety of appropriate disciplines, the Museum was able to reach a broader candidate pool, give candidates a greater depth of review and provide unique opinions and perspectives to the ultimate recommendation for hire. This practice increased internal transparency of processes and decision-making around hiring. By opening up this process it also welcomed feedback from staff on resources to post new positions, ways to reword job descriptions to be more inclusive and serious attention paid to the posting requirements in order to attract a qualified, diverse group of candidates for open positions.

Through re-evaluating UMMA's marketing and communications collateral materials a key finding was the need to not just include pieces of DEI efforts at UMMA in these, but to create them through the lens of DEI. Using DEI as a guiding structure for creating all of our content will support the University's mission of culture change on campus and also spread this message to all UMMA members and visitors.

Through interactions with key faculty at U-M, we found there was a need for more opportunities for faculty and students to be more involved in the Museum's program. Actions are being taken in Year 4 to create new opportunities for this engagement in our galleries in new ways. This is

one step we are taking to create deeper, more collaborative working relationships and partnerships with our community. We found in our Year 3 work how important these connections are to truly being an inclusive space and we will continue to adopt new strategies to achieve this in Year 4. These connections will eventually provide new opportunities for the Museum to be more responsive to current events by having existing relationships with key contacts to support us. This will have to be supplemented by a rethinking of processes in our exhibition and programming planning to allow for this nimbleness in our work, which is outlined in our Year 4 plan.

In Year 3 the Museum reinstalled one of its iconic galleries spaces and installed a new, curated exhibition entitled *Collection Ensemble*. By having the DEI initiative at the forefront of our thinking we could respond in a deeply thoughtful way about how our own collection could demonstrate how to infuse diversity and inclusion into our spaces. By doing this we signaled to the public that there is something for everyone and this is a welcome space for all. It also allowed the museum to emphasize its reflective practice, progressive stance on social issues, and advocacy for access and inclusion in a public way. The installation exchanges Alumni Memorial Hall's previous focus on European and American painting for a broad mix of American, European, African, and Asian art from across media sampling the Museum's remarkable, disparate holdings. *Collection Ensemble* reimagines the collection not as a fixed entity with one set of meanings to be unearthed, but instead as an active, creative, sometimes startling source of material and ideas, open for debate and interpretation. The feedback and response from this dramatic change was incredibly positive and a key takeaway for how impactful this rethinking can be. We will take this experience into the future of our DEI work as we plan for reinstallations of other major galleries spaces at UMMA.

***Key Findings from Year Four Implementation:***

**DEI issues and topics were incorporated into every UMMA all-staff meeting in FY20, reaching Museum staff; U-M students, including Student Engagement Council members and interns; and community volunteer docents. This included: a presentation by U-M Organizational Learning on topics and courses offered, including DEI courses; presentations by curatorial and Public Experience and Learning staff on exhibitions and programs featuring BIPOC artists and themes and subjects that engaged issues related to DEI; information and updates on mandatory sexual misconduct training; and information on anti-racism resources and tools. Several UMMA staff also participated in staff-led reading and conversation meetings focused on *The 1619 Project*, an ongoing project published by *The New York Times*.**

**UMMA included DEI topics and BIPOC artists, among others, in printed and email communications with broad public audiences throughout Year Four. In the wake of the unjust killings of George Floyd, Breonna Taylor, and Ahmaud Arbery, the Museum pledged or organizational support for the Black Lives Matter movement and committed to moving the organization forward with anti-racism as its guiding principal. The UMMA social media channels and website were updated to provide resources and learning/unlearning tools for online audiences and UMMA's social media channels, which reach more than 30,000 people focused on works by BIPOC artists in particular.**

In Year Four, UMMA deployed intercept surveys to onsite visitors. One of the survey questions was as follows: *UMMA's mission includes a commitment to diversity, equity, and inclusion. In your opinion, how successful is UMMA in achieving this aspect of its mission?* The responses were offered on a scale of 1 to 5, with 1 being *Not at all successful* and 5 being *Very successful*. Visitors' responses to how successful they felt UMMA was with respect to its commitment to issues of Diversity, Equity, and Inclusion had the most distinctions among all metrics in the visitor sentiment category. Over the course of the survey period (CY2019), 88.9% of respondents indicated that UMMA was either Very or Somewhat Successful with respect to its commitment to DEI. Notably, the percent of visitors who indicated UMMA was Very Successful steadily increased from 57.4% in Winter 2019 to 70% Fall 2019.

One of UMMA's most diverse constituencies continues to be K-12 schoolchildren and teachers, who participate in engaging and educational tours of the Museum, led by volunteer docents. The Museum's K-12 touring program is fueled by UMMA's foundational obligation to meet the needs of the southeast Michigan communities and its deep commitment to building equitable and inclusive education experiences. One example of this engagement is the Museum's partnership with Ypsilanti Community Schools, a diverse district in Washtenaw County, and 826Michigan, an Ann Arbor-based literacy and tutoring organization. This partnership continued in Year Four and engaged all third grade Ypsilanti Community Schools students and teachers in a project that utilizes an art integrated approach to develop both written and visual literacy skills. The project's focus on third graders responds to Michigan's 2016 "Ready by Grade Three" law, which mandates the retention of third grade students who are one or more grade levels behind in reading. This work is especially crucial in Ypsilanti Community Schools, where all elementary schools receive Title I support.

UMMA has continued to build on-campus partnerships and gallery-based teaching and learning that engage students, faculty, and staff in DEI-focused exhibitions and programs. UMMA has continued partnerships with the African Studies Center, the Nam Center for Korean Studies, the Center for Japanese Studies, the Lieberthal-Rogel Center for Chinese Studies as well as the Departments of American Culture, Afroamerican and African Studies, History, English, Communications, Women's Studies, and Film, Television, and Media to connect with a diverse range of courses and research interests to further the University's and the Museum's commitment to DEI.

In FY20, in conjunction with the UMMA exhibition *Reflections: An Ordinary Day*, featuring works by Inuit artists, the Museum hosted the *UMMA Book Club: Stories from the North*. Monthly gatherings offered a starting point to discover narratives pertaining to the cultures of North American Indigenous people featuring the works of Inuit and indigenous authors, inspired by the prints, drawings, and sculptures featured in the exhibition. The Book Club was facilitated by Elizabeth James, a Detroit-based storyteller, who offered the opportunity to enjoy traditional storytelling as well as discussions on books written by contemporary Inuit and Native American authors.

In Year Four nearly every exhibition project featured BIPOC artists or DEI-related themes and issues. *Copies and Invention in East Asia* (August 17, 2019 – January 5, 2020)

examined art and artists of China, Korea, and Japan, who consider copying a valuable artistic and creative practice. *Cullen Washington, Jr.: The Public Square* (January 25 – March 15, 2020 [early close date due to campus closure]) is an expansive and in-depth exploration of the work of Cullen Washington, Jr., a contemporary African-American artist whose work is characterized as “a meditation on the practice of painting and a resistance to historical and contemporary readings of the black body.” *Abstraction, Color and Politics* (ongoing) features works by women and artists of color that grapple with the political and cultural upheavals of the 1960s and '70s. *Mari Katayama* (October 12, 2019 – January 26, 2020), a eponymous exhibition by a contemporary Japanese artist featured a provocative series of works combining photography, sculpture and textiles. The exhibition of the 2019-2020 Witt Artist in Residence: Courtney McClellan in spring 2020, the artist created a “Witness Lab” – a courtroom installation in UMMA’s Irving Stenn, Jr. Gallery that was used as a venue for mock trials, staged readings, and other performances, documented via drawing, text, photography and video by U-M students. *Reflections: An Ordinary Day* (November 16, 2019 – ongoing) featured works from the Power Family Program for Inuit art at UMMA and explores the serene expressions of day-to-day activities found in mid-century to contemporary Inuit prints and sculptures. *Take Your Pick: Collecting Found Photographs* (September 21, 2019 – February 23, 2020) invited the Museum’s visitors to select photographs for our permanent collection, asking key questions including: What belongs in a permanent collection, and why? Who and what should be represented and how should we decide? *Pan-African Pulp: A Commission by Meleko Mokgosi* (August 26, 2019 – ongoing) is a commission in the Museum’s Vertical gallery by Botswana-born artist Meleko Mokgosi that explores the history of Pan-Africanism, the global movement to unite ethnic groups of sub-Saharan African descent.

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

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

##### IV. A. Recruitment, Retention and Development

###### Constituency: U-M Students

*Five-year Strategic Objective:* Create and foster the development of a group of diverse, skilled, and knowledgeable students to increase the number of diverse, qualified applicants to arts, culture, and humanities jobs.

*Measures of Success:* Diversity of qualified applicants to internship program, diversity of participants, including academic interest/focus, assessment of climate after pilot year program. Diversity is defined at U-M as including but not limited to race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective. Results from a formal written exit interview of participants of internship program and SEC, which will include questions on climate and inclusivity. **Successful inclusion of SEC members in acquisition review and curatorial committee meetings. Successful deployment of student social media guest curator program.**

***FY21 Actions:***

- 1) **Continue development of inclusive, paid student internship program (including formalizing exit surveys/interviews).**
- 2) **Continue to develop the mentoring capacity of staff who supervise student interns**
- 3) **Develop and enact plan to compensate Student Engagement Council (SEC) members with an honorarium of \$500 per student, per year.**
- 4) **Identify donors, grants, and other resources to support compensation of SEC members.**
- 5) **Include SEC members in UMMA acquisition review and curatorial committee meetings.**
- 6) **Complete planning and pilot of paid, student social media guest curator program.**

*Primary DEI 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:* Create an equitable and inclusive working environment at the Museum that has a staff rich in diverse experiences, knowledge, and skills.

*Measures of Success:* Diversity of staff, measured against available labor pool, recruitment rates of qualified, diverse applicants to open positions, retention rates for existing and new staff, **overall staff satisfaction measured anecdotally, effective response to staff retreat action items.** Diversity is defined at U-M as including but not limited to race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

***FY21 Actions:***

- 1) Continue to assess, evaluate, and adopt new practices and resources to achieve broader recruitment for a more diverse and inclusive staff.
- 2) **Institute quarterly learning hours for staff to engage in DEI and anti-racism training, education, and professional development. This will include self-led learning as well as mandatory anti-racism training sessions.**
- 3) **Continue unit-wide DEI committee.**
- 4) **Continue response to UMMA Staff Climate Survey and UMMA Staff Retreat.**

*Primary DEI Goal:* Diversity

*Other applicable domains:* Equitable and Inclusive Community

#### **IV. B. Education and Scholarship**

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

*Five-Year Strategic Objective:* Increase UMMA's impact on scholarship to promote awareness of under-represented artists, scholars, and curators.

*Measures of Success:* Number and diversity of DEI scholarly products (publications, collaborations, courses) produced from engagement with UMMA collections and exhibitions;

**improved discoverability in the Exchange; increased usage of the collections and the Exchange by courses related to DEI themes.**

***FY21 Actions:***

- 1) Develop exhibitions and programs in partnership with BIPOC artists and communities and support academic research into themes/issues related to diversity, equity, inclusion, accessibility, and/or social justice.**
- 2) Continue to improve the discoverability of artworks in The Exchange to increase accessibility and use of objects for DEI-focused courses.**

*Primary DEI Goal:* Education and Scholarship

*Other applicable domains:* Equitable and Inclusive Community, Service

#### **IV. B. Education and Scholarship**

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

*Five-Year Strategic Objective:* Strategically diversify the Museum's collections to promote awareness of under-represented artists, scholars, and curators.

*Measures of Success:* Increase in monetary support for acquisitions from donors, successful purchase of work(s), amount of/positive quality of press coverage, visibility of purchased works of art in the galleries and/or usage in classrooms.

***FY21 Actions:***

- 1) Develop a plan for a comprehensive collections inventory to determine representation of artists and art across the Museum's collections.**
- 2) Establish a target percentage for representation of BIPOC-related themes of works on display and new Museum acquisitions, especially including those of historically underrepresented ethnicities, gender identities, and sexualities.**
- 3) Increase the percentage for new Museum acquisitions of BIPOC themes and artists to achieve more diverse representation in the collections as a whole.**
- 4) Secure monetary and in-kind contributions to facilitate the acquisition of artworks that strategically diversify the Museum's collections.**
- 5) Work with diverse units across campus to identify student interns to review the Museum's online collections catalogue and identify and remove problematic tags while adding more inclusive tagging.**

*Primary DEI Goal:* Education and Scholarship

*Other applicable domains:* Service, Equitable and Inclusive Community

## V. B. Education and Scholarship

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

*Five-Year Strategic Objective:* Achieve broad ownership of Museum's exhibitions, programs, collections, and initiatives by our constituencies.

*Measures of Success:* Successful engagement with new collaborators.

#### ***FY21 Actions:***

- 1) **Build deeper relationships with collaborators/audiences by diversifying the Museum's advisory boards and councils.**
- 2) **Feature diverse guest editors/curators or staff from other organizations in online communications.**
- 3) **Pilot the Inuit Art Futures project.**
- 4) **Develop partnerships with regional Indigenous communities on the development of a museum-wide land and water acknowledgement before the launch of the fall 2021 *Watershed* exhibition.**
- 5) **Commit to building UMMA Shop inventory that better reflects the diversity of Michigan—by seeking out new inventory from, among others, BIPOC artists, writers, makers, suppliers, and manufacturers or that feature diverse themes or experiences.**

*Primary DEI Goal:* Education and Scholarship

*Other applicable domains:* Service, Equitable and Inclusive Community

## IV. C. Promoting an Equitable and Inclusive Community

### **Constituency: Public, Students, U-M Campus**

*Five-Year Strategic Objective:* Create and strengthen the welcoming environment of the Museum for the public, students, and campus.

*Measures of Success:* **Launch and deployment of new materials and signage; Positive anecdotal feedback from Museum visitors; high levels of participation in new visitor experience training.**

#### ***FY21 Actions:***

- 1) **Develop a more in-depth, inclusive, and friendly FAQ or guide for what to expect when visitors come to the museum.**
- 2) **Investigate and potentially modify the uniform worn by DPSS while in the building.**
- 3) **Update language, intent, and location of Museum donation boxes to be more philanthropic and inclusive and less transactional.**
- 4) **Make a plan to translate maps and other materials to first languages of regional communities.**
- 5) **Improve and update signage and wayfinding with a focus on accessibility and inclusiveness.**
- 6) **Deploy more integrated visitor experience training for all staff, docents, student**

**interns, UMMA Navigators, UMMA Shop staff, and DPSS staff assigned to UMMA.**

*Primary DEI Goal:* Inclusive Community

*Other applicable domains:* Service

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

**Constituency: UMMA Staff**

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

***Measures of Success:*** Full participation in training by all UMMA staff

***FY21 Actions:***

- 1) Support central efforts to educate faculty, staff, and students on the **forthcoming** University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").
- 2) Develop and socialize unit-specific value statements that align and reinforce the **forthcoming** university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.

*Primary DEI Goal:* ***Equitable and Inclusive Community***

#### **IV. D. Service (as applicable)**

**Constituency: UMMA advisory committees, Docents**

***Five-Year Strategic Objective:*** Increase diversity, including re: **BIPOC individuals, of UMMA's advisory and volunteer groups.**

***Measures of Success:*** Recruitment of diverse advisory board members, documentation of completed training.

***FY21 Actions:***

- 1) **Build deeper relationships with collaborators/audiences by diversifying the Museum's advisory boards and councils.**
- 2) **Develop and deploy anti-racism training for UMMA's Docent Corps, SEC members, Museum Navigators, and UMMA Shop staff.**

*Primary DEI Goal:* Service

*Other applicable domains:* Equitable and Inclusive Community

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

**Diversity:** Visitors, student programming participants, teaching and learning participants in U-M and K-12 teaching, docent, advisory board member diversity; Demographic composition of staff (headcount, race/ethnicity, sex, age (generation cohort))

**Equity:** Teaching resources open to all via the UMMA Exchange teaching and learning platform; Climate survey indicators (below), years 1 and 5:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

**Inclusion:** Results of visitor experience with the Museum, exhibitions, classes, programs, visits (via visitor experience info in FY18-FY21)

## 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 Students	Create and foster the development of a group of diverse, skilled, and knowledgeable students to increase the number of diverse, qualified applicants to arts, culture, and humanities jobs.	Diversity of qualified applicants to internship program, diversity of participants, including academic interest/focus, assessment of climate after pilot year program. Diversity is defined at U-M as including but not limited to race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective. Results from a formal written exit interview of participants of internship program and SEC, which will include questions on climate and inclusivity. <b>Successful inclusion of SEC members in acquisition review and curatorial committee meetings.</b> <b>Successful deployment of student social</b>	<b>1) Continue development of inclusive, paid student internship program (including formalizing exit surveys/interviews).</b> <b>2) Continue to develop the mentoring capacity of staff who supervise student interns</b> <b>3) Develop and enact plan to compensate Student Engagement Council (SEC) members with an honorarium of \$500 per student, per year.</b> <b>4) Identify donors, grants, and other resources to support compensation of SEC members</b> <b>5) Include SEC members in UMMA acquisition review and curatorial committee meetings</b> <b>6) Complete planning and pilot of paid, student social media guest curator program.</b>	Deputy Director (DD) of Public Experience and Learning; Manager of Public Programs; Curator for Teaching and Learning; Education Program Coordinator, Public Programs & Student Engagement; Chief Development Officer; Administrative Manager; Interim Chief Curator, Director of Marketing and Public Relations	

		<b>media guest curator program.</b>			
<b>IV. A. UMMA staff</b>	Create an equitable and inclusive working environment at the Museum that has a staff rich in diverse experiences, knowledge, and skills.	Diversity of staff, measured against available labor pool, recruitment rates of qualified, diverse applicants to open positions, retention rates for existing and new staff, <b>overall staff satisfaction measured anecdotally, effective response to staff retreat action items.</b> Diversity is defined at U-M as including but not limited to race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.	1) Continue to assess, evaluate, and adopt new practices and resources to achieve broader recruitment for a more diverse and inclusive staff. <b>2) Institute quarterly learning hours for staff to engage in DEI and anti-racism training, education, and professional development. This will include self-led learning as well as mandatory anti-racism training sessions</b> <b>3) Continue unit-wide DEI committee</b> <b>4) Continue response to UMMA Staff Climate Survey and UMMA Staff Retreat</b>	UMMA Management Team	Funds needed for professional development and training

## VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
<b>IV. B. Students, Faculty, Staff, K-12, public</b>	Increase UMMA's impact on scholarship related to diversity, equity, and inclusion and promote awareness of under-represented artists, scholars, and curators.	Number and diversity of DEI scholarly products (publications, collaborations, courses) produced from engagement with UMMA collections and exhibitions; <b>improved discoverability in the Exchange;</b>	<b>1) Develop exhibitions and programs in partnership with BIPOC artists and communities and support academic research into themes/issues related to diversity, equity, inclusion, accessibility, and/or social justice.</b> <b>2) Continue to improve the discoverability of artworks in The</b>	Deputy Director of Public Experience and Learning; Interim Chief Curator; Curatorial Team; PEL Team; Technology Team	

		<b>increased usage of the collections and the Exchange by courses related to DEI themes.</b>	<b>Exchange to increase accessibility and use of objects for DEI-focused courses.</b>		
<b>IV. B. Students, Faculty, Staff, K-12, public</b>	Strategically diversify the Museum’s collections to promote awareness of under-represented artists, scholars, and curators.	Increase in monetary support for acquisitions from donors, successful purchase of work(s), amount of/positive quality of press coverage, visibility of purchased works of art in the galleries and/or usage in classrooms.	<b>1) Develop a plan for a comprehensive collections inventory to determine representation of artists and art across the Museum’s collections.</b> <b>2) Establish a target percentage for representation of BIPOC-related themes of works on display and new Museum acquisitions, especially including those of historically underrepresented ethnicities, gender identities, and sexualities.</b> <b>3) Increase the percentage for new Museum acquisitions of BIPOC themes and artists to achieve more diverse representation in the collections as a whole.</b> 4) Secure monetary and in-kind contributions to facilitate the acquisition of artworks that strategically diversify the Museum’s collections. <b>5) Work with diverse units across campus to identify student interns to review the Museum’s online collections catalogue and identify and remove problematic tags while adding more inclusive tagging.</b>	Interim Chief Curator; Curatorial Team; Chief Registrar; Chief Development Officer; Senior Manager of Museum Technology	

<p><b>IV. B.</b> Students, Faculty, Staff, K-12, public</p>	<p>Achieve broad ownership of Museum’s exhibitions, programs, collections and initiatives by our constituencies.</p>	<p>Successful engagement with new collaborators.</p>	<p><b>1) Build deeper relationships with collaborators/audiences by diversifying the Museum’s advisory boards and councils</b>  <b>2) Feature diverse guest editors/curators or staff from other organizations in online communications</b>  <b>3) Pilot the Inuit Art Futures Project</b>  <b>4) Develop partnerships with regional Indigenous communities on the development of a museum-wide land and water acknowledgement before the launch of the fall 2021 <i>Watershed</i> exhibition</b>  <b>5) Commit to building UMMA Shop inventory that better reflects the diversity of Michigan— by seeking out new inventory from, among others, BIPOC artists, writers, makers, suppliers, and manufacturers or that feature diverse themes or experiences.</b></p>	<p>UMMA Management Team; Andrew W. Mellon Manager of Academic Outreach &amp; Teaching; Director of Marketing and Public Relations; UMMA Shop Manager</p>	
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**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)
<p><b>IV. C.</b> Students, Faculty, Staff, Public</p>	<p>Create and strengthen the welcoming environment of the Museum for public, students, and campus.</p>	<p><b>Launch and deployment of new materials and signage;</b>  <b>Positive anecdotal feedback from Museum visitors;</b>  <b>high levels of participation in new visitor</b></p>	<p><b>1) Develop a more in-depth, inclusive, and friendly FAQ guide for what to expect when visitors come to the museum</b>  <b>2) Investigate and potentially modify the uniform worn by DPSS while in the building</b></p>	<p>Director of Marketing and Public Relations; Museum Store Manager; DD of Public Experience and Learning; Facilities Manager;</p>	

		experience training.	<p>3) Update language, intent, and location of Museum donation boxes to be more philanthropic, inclusive, and less transactional</p> <p>4) Make a plan to translate maps and other materials to first languages of regional communities</p> <p>5) Improve and update signage and wayfinding with a focus on accessibility and inclusiveness</p> <p>6) Deploy more integrated visitor experience training for all staff, docents, student interns, UMMA navigators, UMMA Shop staff, and DPSS staff assigned to UMMA</p>		
IV. C. UMMA Staff	Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.	<b>Full participation in training by all UMMA staff</b>	<p>1) Support central efforts to educate faculty, staff, and students on the <b>forthcoming</b> University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").</p> <p>2) Develop and socialize unit-specific value statements that align and reinforce the <b>forthcoming</b> university level values that promote culture and climate change consistent with both the Diversity, Equity &amp; Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.</p>	All UMMA Staff	

#### VI. D. Service

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
IV. D. UMMA advisory committees, Docents	<b>Increase diversity, including re: BIPOC individuals, of UMMA's advisory and volunteer groups.</b>	<b>Recruitment of diverse advisory board members, documentation of completed training,</b> documentation of completed training.	<p>1) <b>Build deeper relationships with collaborators/audiences by diversifying the Museum's advisory boards and councils</b></p> <p>2) <b>Develop and deploy anti-racism training for UMMA's Docent Corps,</b></p>	Director; Assistant to the Director; Director of Partnerships and Chief of Staff; (DD) of Public Experience and Learning; Manager of	

			<b>SEC members, Museum Navigators, and UMMA Shop staff</b>	Public Programs; Interim Curator for Teaching and Learning; DD for Advancement and Chief Strategy Officer	
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## VII. Plans for Supporting, Tracking and Updating the DEI Strategic Plan

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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.

### *Year Two Plans*

The Interim Director, Kathryn A. Huss, will continue to meet regularly to review with the UMMA Management Team and Implementation Lead, Natalie Vasher, will update all staff through October 30, 2017.

Incoming Director, Dr. Christina Olsen will determine a future schedule for review and monitoring with Vice Provost Michael Solomon after her October 30 appointment begins. She will also continue the work of Interim Director Kathryn A. Huss with the UMMA Management Team and partner with Implementation Lead Natalie Vasher to keep all staff informed of progress and next steps to achieve success. Natalie Vasher will serve as the key contact for plan stewardship in FY18.

### *Year Three Plans*

The Director, Christina Olsen, will continue to meet regularly to review with the UMMA Management Team, including Implementation Lead, Natalie Vasher. Detailed departmental work plans, including timelines and budgets will be created for more frequent tracking and reporting on progress. Museum-wide implementation team will be created, with leads from each department, and regular reporting at All Staff meetings will occur.

Christina Olsen will determine a future schedule for review and monitoring with Vice Provost Michael Solomon. Natalie Vasher will serve as the key contact for plan stewardship in FY19.

### *Year Four Plans*

The Director, Christina Olsen, will continue to meet regularly to review with the UMMA Management Team, including Implementation Leads, Natalie Vasher and Anna Sampson.

UMMA will also institute monthly all staff meeting dedicated to DEI work. This time will be set aside monthly for groups of staff to work together on assigned strategic objectives and related action items. This time will also be used for staff training opportunities and for collaborative work on reporting and planning for Year 5.

Christina Olsen will determine a future schedule for review and monitoring with Vice Provost Michael Solomon. Natalie Vasher and Anna Sampson will serve as the key contacts for plan stewardship in FY20.

### *Year Five Plans*

**The Director, Christina Olsen, will continue to meet regularly to review with the UMMA Management Team, including Implementation Leads, Christopher Ankney and Anna Sampson. UMMA's DEI committee will continue to meet monthly, as needed. UMMA will address DEI plans at monthly all-staff meetings and regular departmental meetings. Time will be set aside every quarter for staff development and training.**

**Christina Olsen will determine a future schedule for review and monitoring with Vice Provost Michael Solomon. Christopher Ankney and Anna Sampson will serve as the key contacts for plan stewardship in FY21.**