

School of Dentistry

Diversity Equity and Inclusion Five Year Strategic Plan

May 25, 2016



ADVANCING HEALTH THROUGH EDUCATION, SERVICE, RESEARCH AND DISCOVERY.

Vision: Building on the strengths of its university and state, a diverse University of Michigan School of Dentistry community will lead the science and practice of dentistry with preeminent research, contemporary and engaged learning, and exemplary patient care in a vital and sustainable manner.

The School of Dentistry's Core Values

Compassion:

We encourage a culture of collaboration, collegiality and helpfulness based on empathy and respect.

Leadership:

We shape the future leaders of dentistry.

Excellence:

We intend to be the best at all we do.

Responsibility:

We promote integrity, professionalism, and accountability to ensure ethical decision making.

Trust:

We commit to honest transparent communication to build relationships.

Creativity:

We challenge existing knowledge to foster problem-solving and new discovery.

Inclusion:

We embrace and celebrate our diverse community.



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

I. Diversity Equity and Inclusion Strategic Plan: Overview

Selected text from President's Schlissel's Charge to the U-M Community for a Strategic Planning Process on Diversity, Equity and Inclusion:

Plan Goals: Diversity, Equity and Inclusion

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

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

Inclusion: *We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and 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.*

Historical Overview

For over a century, the University of Michigan School of Dentistry (UMSD) has been a 'leader and best' in diversity, equity and inclusion (DEI) programs, including successful recruitment, matriculation and professional development activities. The School of Dentistry is proud to have graduated the first female African-American dentist in the United States of America, Dr. Ida Gray in 1890. We are still challenged to uphold the commitment of the dental school leadership, faculty, staff and students who in 1887 dared to be different by admitting, matriculating and graduating Dr. Gray. Understanding the significance of this accomplishment and to celebrate her, in 1997 we instituted an annual Dr. Ida Gray Award, to be given to a current or past dental student, staff and faculty member who exhibits a commitment to DEI.

We are both excited and motivated by President Schlissel's words as he reflected on the School of Dentistry's accomplishments at his first campus-wide DEI breakfast. He charged units "to create a five year strategic plan and propose programming that people will consider significant 100 years from now, like the graduation of Dr. Ida Gray." Diversity, equity and inclusion have been major goals for the School of Dentistry throughout its 140-year history. Through these efforts, it is

believed that the UMSD has graduated more African-American dentists (400+) than any other U.S. dental school with the exception of those at the historically black colleges and universities (HBCU), Howard and Meharry. The school has also graduated 140 Latino dentists and 25 Native American dentists, including the first American Indian female dentist, Dr. Jessica Rickert, DDS 1975 (Potawatomi). Her graduation placed Dr. Rickert in history as the third American Indian dentist in the nation to come from a federally recognized tribe.

The School of Dentistry's leadership has always been very forward-thinking. This was clearly demonstrated when, in 1973, Dean William Mann established the Office of Minority Affairs, dedicated to the recruitment of diverse students, staff and faculty. This office evolved into the Office of Multicultural Affairs in 1999, the Office of Multicultural Affairs and Recruitment Initiatives in 2008, and, since 2014, the Office of Diversity and Inclusion.

For more than 40 years our school has been dedicated to the support of diversity in the dental profession within our school, state and nation. The issues of diversity, equity and inclusion are compelling and a focus at the University of Michigan and in higher education as a whole as confirmed by the Supreme Court in June 2003. The University of Michigan has a long history of utilizing affirmative action to correct for historical injustices and to aid in achieving diversity, equity and inclusion on its campus. In recent years, however, we have had to modify our processes to reflect changes in state law. In the words of Dr. Martin Luther King, Jr. from his American Dream speech in 1964, "We must understand that ever since the Founding Fathers of our nation dreamed this dream, America has been something of a schizophrenic personality, tragically divided against itself. On the one hand we have proudly professed the great principles of democracy. On the other hand we have sadly practiced the very antithesis of those principles." In 2006, the constitution of Michigan was changed to ban admission practices that gave preference on the basis of race, ethnicity, sex, or national origin by public institutions of higher education. Nonetheless, the University of Michigan is committed to DEI initiatives as essential to achieving excellence in education. It continues to pursue diversity, equity and inclusion as a goal, but does so in a manner that complies with the laws of the State of Michigan. Inherent in the UMSD's Vision Statement is a commitment to diversity: "Building on the strengths of its university and state, a diverse University of Michigan School of Dentistry community will lead the science and practice of dentistry with preeminent research, contemporary and engaged learning and exemplary patient care in a vital and sustainable manner." In order to achieve this vision, the School of Dentistry must have a critical mass of diverse members at all academic levels including faculty, post-doctoral graduate students, pre-doctoral professional students, undergraduate students and staff. Our historically diverse student population has become our diverse alumni and they are leaders throughout the dental profession. We are committed to developing future leaders in our profession by recruiting and graduating a diverse student population.

Importantly, Diversity, Equity and Inclusion are key elements in the People domain of the School of Dentistry Strategic Plan. The Vision statement for the People domain is "To lead by becoming a dental home for our patients, an employer of choice, and a nurturing environment for current and future leaders in dentistry." Our strategic planning process and the 2014-2015 Climate Study independently produced a common recommendation to increase the number of underrepresented and other diverse students, faculty and staff at the school. The strategic plan defines clear action steps and metrics designed to ensure we achieve this highest priority goal – to increase the number of faculty, staff and students from diverse backgrounds every year over the next five years.

Dimensions of Diversity: Structure, Curriculum, Institutional Climate and ServiceA. Structure

The school has made many enhancements toward meeting our goals for diversity since 1994. In response to recommendations from assessments that emerged from the Multicultural Audits (1994-95 and 2006-07) and the Climate Study (2014-15), the School of Dentistry has continually evolved to create a climate in which students, staff, faculty and patients can interact, learn, work, and be treated in a supportive manner.

The School of Dentistry and the University have reassessed strategies to pursue our diversity goals in response to passage of the Michigan Civil Rights Initiative (MCRI or Proposal 2) in 2006. We continue to pursue our diversity goals in compliance with all applicable laws, especially in response to the population's need for workforce diversity to enhance access to oral health care.

The school makes a strong attempt to recruit a **diverse student** population. Our efforts have focused on (1) evaluating candidates for admission to our pre-doctoral program using holistic admissions review, including multiple cognitive and non-cognitive measures to increase the likelihood of enrolling a diverse population of students; and (2) securing external funding and allocating internal resources to re-establish and sustain a pipeline program for applicants to dental school, including for those from underrepresented minority (URM), low income (LI) and non-traditional backgrounds, and to enhance their competitiveness for admission into our dental education program and others.

The Profile for Success (PFS) program is a UMSD funded summer enrichment program that aims to provide support to students who are disadvantaged (educationally, socially, or economically) or who have shown a demonstrated commitment to improving the health of underserved or disadvantaged populations. Approximately, **56 percent** of PFS participants have become dentists, a strong testimony to the value of this program. Our Internationally Trained Dentist Program (ITDP) admits up to 20 international students annually, and adds to the diversity of the student body.

Hiring and retaining exceptional **diverse faculty** are two of the most critical tasks in maintaining a diversity of perspectives and a culture of excellence. In order to attract world-class scholars, educators and clinicians we are constantly recruiting talented colleagues, not just during formal searches, but at every opportunity – socially and professionally. Since 2002, the U-M Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee has assisted search committees to successfully recruit and retain women and other under-represented minorities (racial and ethnic minorities, sexual minorities, faculty with disabilities, etc.) on the faculty. STRIDE has written a handbook that summarizes strategies that have been identified nationally as effective, practical and fair in promoting a diverse workforce.

The UMSD uses strategies suggested by STRIDE in its faculty and staff searches. Some examples include: diverse faculty on the search committee, search committee members from outside the hiring department, and broad-based position descriptions. In job postings, we also use inclusive text such as “*Underrepresented minorities, people of color and individuals with disabilities are encouraged to apply*” and “*...a commitment to diversity in higher education...*”

In order to self-evaluate our diversity efforts and in compliance with federal law, we ask applicants to voluntarily supply gender, race or ethnicity, and disability information.

Through the Provost's Faculty Initiatives Program (PFIP) the Office of the Provost will occasionally provide supplemental resources to hire and retain faculty who contribute to the intellectual diversity of the school and university. These funds are limited to tenure track positions and the faculty member must have a proven record of intellectual excellence in order to be eligible. We have benefitted from this support for our tenure track faculty; yet, even as half of our faculty members are clinical track faculty with extensive visibility to our student populations, we are challenged to be competitive in the recruitment and retention of clinical track faculty from diverse backgrounds, and continue to explore ways to improve.

It is a core value of our distinguished university and school to assure an excellent, inclusive and welcoming environment, making the School of Dentistry a great place to work and learn. We are committed to ensuring diversity in recruiting, selecting and retaining a diverse and highly engaged workforce. The school's Human Resources Service Center partners with the university's Human Resources Diversity Recruitment Coordinator and Employment Process Coordinator to assist with diversity recruitment efforts, including sharing information on resources and strategies. For example, there are specific associations, publications and online media that target diversity-specific communities and groups. Coordinating diversity recruitment efforts to include such resources increases the likelihood of building diverse applicant pools for department vacancies. There are also specific websites dedicated to professionals in diverse minority groups. While not focused on recruiting, these sites offer valuable information on specific minority groups and associated events that may lead to diversifying the applicant pool by making information available to a broad variety of groups. Additionally, during the recruitment process, supervisors are encouraged to review and consider all qualified minority candidates for positions that have been identified by the university, under its federally mandated affirmative action plan, as underrepresented in terms of minorities and/or women.

The HR Director meets with each faculty search committee to provide university guidelines and legal information and resources from the Office of the Provost and other entities within the university committed to ensuring a consistent and equitable faculty search process. The university's Committee on Strategies and Tactics for Recruiting to Increase Diversity and Excellence (STRIDE) offers Faculty Recruitment Workshops for faculty members with roles in faculty recruitment, e.g. search committee chairs and members. These workshops provide background information and concrete advice relating to successful and inclusive search strategies. Similarly, the university's ADVANCE Program promotes institutional transformation with respect to female faculty members in science and engineering fields. The program has since expanded to promote other kinds of diversity among faculty in all fields. We have utilized resources from the ADVANCE Program to improve our environment in the four general areas that are within its focus:

- **Recruitment** – focuses on development and use of equitable recruiting practices
- **Retention** – focuses on preemptive strategies to prevent the loss of valued faculty
- **Climate** – focuses on improvement of departmental climates



- **Leadership** – focuses on support for development of leadership skills and opportunities as well as on support for development of skills among all academic leaders to encourage a supportive climate

B. Curriculum

Our dental school curriculum provides intentional educational programming to prepare our students to function successfully in a multicultural work environment. In the first semester of the D1 year, several orientation activities address diversity and inclusion, to prepare students for their new role as healthcare professionals with obligations to provide care for all people, and raise awareness of diversity issues:

- i. Orientation Workshop – Intercultural Awareness
- ii. “Creating Communities in Times of Diversity I” (small group discussion)
- iii. “Creating Communities in Times of Diversity II” (orientation field trip)

In the D1 Fall and Winter semesters, the DENT 518 Behavioral Sciences and DENT 534 Behavioral Science courses provide continued content on these themes, including poverty and literacy, oral health literacy, dental fear, patients with mental health conditions including anxiety and depression, different cultures, ethnicity and race, gender identity and sexual orientation, autism, aging and sensory and cognitive changes, and chronic pain. The D1 course on Oral Health Promotion, Healthcare System and Policy DENT 529 introduces students to concepts of access to care and oral health disparities.

Several other didactic and clinical courses reinforce these themes, and contribute to student competency in providing care for diverse patients, including those with disabilities. Examples include: DENT 615 Dental Management of the Medically Complex Patient; DENT 741 Hospital Dentistry; and DENT 704 Geriatric Dentistry. Within our Pathways Program, which accounts for 10 percent of the curriculum time, two of the three Pathways – Healthcare Delivery and Leadership – require that students complete a minimum number of supplemental learning opportunities. Our extracurricular brown bag CE courses offered by the Multicultural Affairs Committee (MAC) count towards this requirement and have encouraged attendance at these events.

One of the most important of our curricular dimensions of diversity and inclusion occurs in our Community Based Dental Education (CBDE) program. Over the past seven years, we have increased direct dental services provided to the underserved and vulnerable populations through enhancement of our Community Based Dental Education “outreach” program. The clinics in which our students provide patient care in CBDE are primarily serving patients at or below 200 percent of the poverty level. Outcomes of the CBDE program indicate that with increasing length of time spent in our community clinics, an increasing number of our graduates commit to practice in public health as their primary choice upon graduation. Further, the majority of our faculty preceptors in our CBDE program are UMSD alumni.

C. Institutional Climate

At UMSD, various groups endeavor to create a positive climate in the school that encourages diversity efforts. The Multicultural Affairs Committee (MAC) is a dynamic organization that brings together staff, faculty and students. The MAC was established in 1995-96 as a response to a recommendation from the inaugural dental school multicultural audit. The mission of the MAC is to create an atmosphere where students, staff, faculty and patients can interact and benefit in a supportive environment by promoting justice and by exploring and celebrating differences and similarities. The MAC is a voluntary committee and each year a call goes out to the dental school community for new members. Once interest is identified, new members are invited to join the committee by the dean. The MAC acts as an advisory committee to the dean and provides yearly reports for dissemination. The MAC meets once a month, on a day selected by the committee, from 5 p.m.-6:30 p.m. so all can attend. A light supper is provided. There has always been great interest and commitment to the committee, and members rotate in three-year cycles.

The MAC also plans and presents many different cultural events such as Dr. Martin Luther King, Jr. Day Program, LGBT Ally training, TasteFest, Women's Tea and Veteran's Day celebrations. In the 2014-15 Climate Study, students, faculty and staff cited these schoolwide events as valuable in creating an environment for diversity and inclusion. Results indicate that 63 percent of students, 85 percent of staff, and 73 percent of faculty felt that events and organizations were ways that staff, students and faculty are supported and included in the school community.

The MAC also offers a monthly Disability Subcommittee CE course, "Treating the Patient with..." and lunch-time brown bag presentations on dentistry in different cultures and communities, called the "Getting to Know You" series. For example, in 2013-14, nearly 1,200 people attended monthly "getting to know you" brown bags hosted by the MAC, on topics such as "Anti-Semitism at Emory Dental School," "The Muslim Faith," "The Ambassador of Botswana," and "University of Michigan Dental Students on the Road in Kenya." That same year, 847 students, faculty and staff attended the Disability Subcommittee CE courses on a topics including "Providing Care for Patients with Autism Spectrum Disorders," "Providing Care for Patients with Alcohol Dependence/Abuse Issues," and "Interdisciplinary Considerations in the Dental Office."

The Dean and the leadership of the school serve as leaders, advocates and role models for professional and ethical behavior. In their capacity to recruit and retain faculty and staff, they continuously consider the environment and culture that individuals in their unit create and sustain. Most of the members of the leadership team are members of the American College of Dentists (ACD) and uphold the standards of membership in that organization. The mission of the ACD is "to advance excellence, ethics, professionalism and leadership in dentistry." When dealing with challenging situations, the school leadership strives to maintain the respect and dignity of all with whom they interact. The Director of Diversity and Inclusion is a member of the following dental associations: National Dental Association (NDA), Hispanic Dental Association (HDA), Society of American Indian Dentists (SAID), and the American Dental Association (ADA). Further, he advises the U-M Student National Dental Association (SNDA) chapter.

For students, the groups that serve to resolve student issues include: Student Services, through the Assistant Dean for Student Services, and the Curriculum Committee and Clinic Issues Group that include peer-elected student representatives. Ad-hoc groups are formed as needed to address



specific issues. The Assistant Dean for Student Services is responsible for student advocacy and is available to students, by scheduled appointments, but also on a walk-in basis as needed. Multiple student issues are addressed and resolved in these meetings. Examples include resolution of academic, curricular and personal issues, as well as issues of student, faculty and/or staff conflict. Further, we have an informal model of an “Alternative Dispute and Conflict Resolution Plan” drafted by our MAC in 1999-2000. This plan was reviewed by OGC at that time and found to be acceptable. We plan to review this model and consider which sections of this plan would still be useful. The newly revised Alternative Dispute and Conflict Resolution Plan will be reviewed by the Office of the General Counsel prior to any formal implementation. The original plan is available in the Appendix.

The School of Dentistry’s Counseling Psychologist is primarily available for the support of students in distress, and to provide school-wide health and wellness programs, including stress management strategies and conflict management. As a regular member of the academic affairs staff meetings she has provided expert input into ways the school can provide a more supportive environment for all.

The Curriculum Committee is a standing committee of students, faculty and staff that meets every other week throughout the year to monitor and shape curriculum content and delivery. Student input is particularly important as the committee works to hone the educational experience and to consider the needs of the students at all levels. Feedback relating to course sequencing issues and student perceptions of the ways in which learning is unfolded are valued in the evolution of the academic program. Issues related to curricular sequencing and course content and quality are regularly addressed and resolved through the work of this committee.

The Clinic Issues Group includes clinical staff, faculty and elected representatives from the D2, D3, D4, DH3 and DH4 classes. This group provides feedback and recommendations on daily operational activities. The group meets monthly and provides a vehicle for student input into decisions affecting comprehensive patient care in our clinics. Issues of equipment maintenance, dental materials, scheduling, faculty coverage, support staffing and workflow are addressed and resolved.

To ensure other issues are addressed, ad-hoc groups and committees are formed. Examples include a Student Information Technology focus group to assess student IT needs and satisfaction as well as a student advisory group to revise the student Scrubs and Appearance Guidelines.

In summary, the Institutional Climate at the School of Dentistry is regularly assessed, and over time we have created multiple mechanisms to support a humanistic learning environment for students, faculty and staff, and one that supports our goals for diversity, equity and inclusion.

D. Service – Our Patient Care Mission

At the School of Dentistry, direct Patient Care is an important component of our mission, “Advancing health through education, service, research and discovery.” Patient Care is one of the five domains in our Strategic Plan. Patient care is provided by our students and faculty within the Dental School Clinics in Ann Arbor, and within our affiliated sites throughout the State of Michigan in our Community-Based Dental Education (CBDE) Program. Our efforts to support



diversity, equity and inclusion through service to our patients include the following:

Increase access to oral healthcare through Community Based Dental Education throughout the State of Michigan: Over the past seven years, we have increased direct dental services provided to diverse, underserved and vulnerable populations through enhancement of our Community Based Dental Education “outreach” program. The clinics in which our students provide patient care in CBDE are primarily serving patients at or below 200 percent of the poverty level. Outcomes of the CBDE program indicate that with increasing length of time spent in our community clinics, an increasing number of our graduates commit to practice in public health as their primary choice upon graduation. In 2016, we have expanded the time D4 students spend to at least nine weeks in their senior year; we have initiated interprofessional care activities in several of our sites where dental students work collaboratively with other health professional students to provide care for patients with complex needs; and we are exploring opportunities to provide expanded dental services by advanced dental specialty programs residents. Through donated dental care and other philanthropic activities, our students and faculty have increased access to oral health care to vulnerable patients including homeless veterans (Victors for Veterans), victims of human trafficking (Victors Open Arms Project), and migrant workers (Northwest Michigan Health Services, Inc. in Traverse City).

Improve the patient experience at the School of Dentistry. One of our top goals in the Patient Care domain of our Strategic Plan is “to improve the patient experience at the UM School of Dentistry.” We continually assess our outcomes related to this goal through patient satisfaction surveys and individual patient feedback to staff and students. This includes providing culturally competent care to all patients, in alignment with our goals for diversity, equity and inclusion. See below.

Recruit a more diverse patient population. In concert with our other diversity, equity and inclusion initiatives at the School of Dentistry we seek to bring more diverse patients into our clinics. We have targeted patients with low English (LES) speaking ability, installed 18 translation stations throughout the building and are currently planning improvements to the patient care section of the school’s website. We did not reach our LES patient targets the first year and we subsequently developed new training programs and are performing better. We have created web content in Spanish for patients and are planning to do the same for Arabic and Mandarin Chinese, two other dominant languages in our region.

Create an Interprofessional Special Needs Clinic. We have noticed an increase in patients with special needs coming to the School of Dentistry. Those with the most severe needs are referred to our Hospital Dentistry program. We determined that 2-4 percent of patients presenting to the school would benefit from a special needs clinic in the building. We developed a proposal with the three other health schools for an interdisciplinary clinic. We have funding for the clinic and an endowment for the director. The clinic will be built as part of a significant renovation of the Dental School building.

II. Planning Process Used

Planning Lead(s): Todd Ester; Tina Pryor

Planning Teams: Climate Study Steering Committee (CSSC); Climate Study Advisory Committee (CSAC); Multicultural Affairs Committee (MAC); Climate Study Implementation Committee (CIC); Strategic Planning Committee (People Domain)

Planning Process Summary

Historical data from surveys conducted in 1994-95 and 2006-07 were used as a foundation for the Climate Study conducted in 2014-15. As part of the 2014-15 Climate Study, data were gathered from multiple sources: Individual interviews with key informants; surveys (customized for faculty, staff or students); focus groups (organized by faculty, staff and students); and school-wide town halls. Data are both quantitative and qualitative reflecting a multi-step mixed-methods approach. Two committees (CSSC and CSAT) supported the design and execution of the climate study.

A Steering Committee, the CSSC, comprising the associate dean for academic affairs, assistant dean for student services, curriculum assessment specialist and director of diversity and inclusion, plus consultants from the Curtis Center Program Evaluation Group (CC-PEG) at the University of Michigan School of Social Work, met every other week and was influential in guiding the direction of the Climate Study project. This work included making decisions about the best use of the Steering Committee's limited time, carefully reviewing draft communications to be shared with the school community and determining the timeline for the study. This group was also key in framing the context of the Climate Study within the UMSD, which informed important decisions, such as when to launch the survey, how to communicate information with administrators, and strategies for increasing credibility and buy-in.

An Advisory Committee, the CSAC (comprising 15 faculty, staff and students from diverse backgrounds, plus the CSCC) met weekly from July 2014 until March 2015 with the facilitation of the CC-PEG evaluation team. In the first few months, the committee was involved in developing a logic model, critiquing data collection methods, identifying key informants and pilot participants for the survey, and contributing to and reviewing draft survey questions. After the data was collected, the committee interpreted survey and focus group data, planned for the survey launch and town hall meetings, and synthesized data to develop recommendations. Stakeholders (faculty, staff, students, administrators; n=19) collectively looked at the data as part of the CSAC and the CSCC aided by program evaluation experts from CC-PEG. The evaluation team took a collaborative, utilization-focused approach in order to gain buy-in from the stakeholders and to develop recommendations that would be the most useful to all members of the UMSD. **A utilization-focused evaluation approach emphasizes the usefulness of its findings by engaging stakeholders in making key decisions throughout the process.**

To begin the survey design process, the Climate Study committees recruited six individuals (1 student, 1 recent graduate, 2 faculty and 2 staff) for key informant interviews. The committees used the results of these interviews to develop the main sections of the schoolwide survey and a few specific questions.

The **schoolwide survey** was administered electronically to all UMSD staff, faculty and

students. A total of 685 respondents completed the survey, a 53 percent completion rate. The evaluation team conducted a preliminary analysis of the results. These results were presented to the Climate Study committees for interpretation.

The Climate Study committees used the results from the survey to inform the development of the four **focus group protocols**. The evaluation team conducted these focus groups: (1) students, (2) staff, (3) faculty members and (4) a group recruited by the Multicultural Affairs Committee, which intentionally comprised members from underrepresented groups.

Results from all three of these data collection efforts were synthesized and presented to the CSAC. The CSAC participated in a month-long process of developing and ranking their recommendations, which led to a final voting process to establish the Committee's final nine Climate Study recommendations.

The top 5 recommendations were presented to the UMSD community at **two town hall meetings**. During the town hall meetings, members of the CSAC shared their own experiences in the process, thoughts about the results from the study and their plans to develop a Climate Study Implementation Committee (CIC). The town hall forums also solicited additional feedback and questions from the dental school community and were held twice in the same week on different days to allow staff, students and faculty to attend. Approximately 238 community members attended the town halls. In order to allow a response and feedback from the community who could not attend the town hall session, the power point presentation, including the top recommendations from each domain, was placed on our internal MiTools site with a Google form for any additional feedback. In summary, input was solicited from the entire school community, students, staff, faculty and alumni, through multiple vehicles: key informant interviews, focus groups, the survey, the town hall, and through the MiTools site.

The only stakeholder group that was not included in the Climate Study were our patients, who are included using a different mechanism, described previously, under the Dimensions of Diversity, Section D-Service.

III. Data and Analysis: Key Findings

Summary of Data from the **2014-2015 Climate Study**:

Key Informant Interview Results

Responses to interview questions were categorized into four main themes: **hierarchy issues, diversity and inclusion, learning environment and lack of administrative support**. This helped the CSAC frame the questions for the surveys.

Surveys

Demographics: The survey was completed by a total of 685 respondents: fifty percent (50%) of students (n=319), forty-four percent (44%) of faculty (n=148), and sixty-eight percent (68%) of staff (n=218). Overall, fifty-three percent (53 %) of individuals at the UMSD responded to the survey.

1. Humanistic Environment:

- Almost all respondents agreed/strongly agreed that it is important that the UMSD community work towards creating a humanistic environment (faculty 96%; staff 95%; students 93%).
- Most respondents agreed or strongly agreed that individuals experience a humanistic environment at the UMSD (faculty 72%; staff 71%; students 61%).
- For the question: How is the school currently not meeting the definition of a humanistic environment? the major theme that emerged was **“unsupportive, individualistic environment”** (faculty 35%; staff 45%; students 37%).

2. Learning Environment:

- On average, the three groups listed interactions with others as “important” or “very important” to the learning environment over events or activities at the UMSD (interactions with faculty 69%; interactions with students 68%; interactions with staff 66%).
- Staff and faculty both rated opportunities for advancement (faculty 59%; staff 65%) and opportunities for mentoring as top areas of dissatisfaction (faculty 48%; staff 41%).
- For students the top areas of dissatisfaction were curriculum requirements (65%) and interactions with faculty (62%).
- For the question “In what ways could the learning environment at the School of Dentistry be improved to better support student learning?”, the major theme for students (35%) was interactions with faculty, the major theme for faculty (55%) and staff (86%) was improving professional development.

3. Diversity and Inclusion:

- While at least 71% of all three groups agreed or strongly agreed that UMSD administrators are concerned about diversity in the school, fewer agreed or strongly agreed that most persons are satisfied with the present state of

diversity (faculty 53%; staff 57%; students 61%).

- For the question: “In what ways are staff members, students and faculty members in the School of Dentistry currently supported and included in the school community?”, events and organizations emerged as the main theme for all groups (faculty 73%; staff 85%; students 63%).

4. **Microaggressions and Bullying**

- 40-50% of respondents had experienced a microaggression at the UMSD (faculty 43%; staff 40%; students 50%). (Defined as either witnessing or being the victim of the microaggression.)
- Twenty percent or more of respondents had experienced bullying at UMSD (faculty 28%; staff 36%; students 20%). (Defined as either witnessing or being the victim of the bullying.)

5. **Activities and Space:**

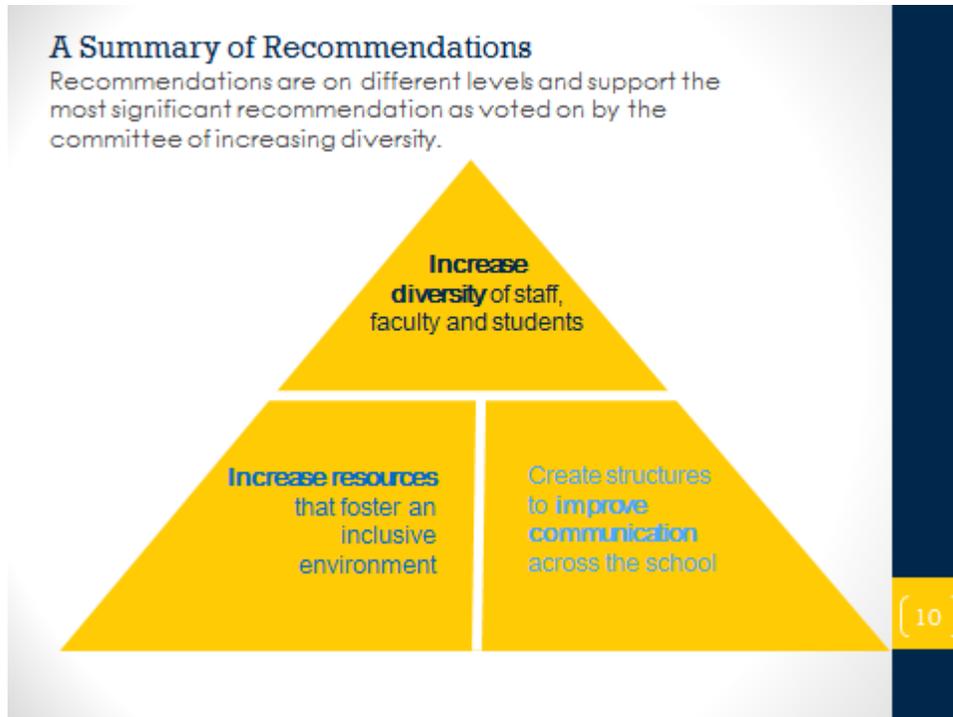
- For the question “What activities, if any, would you like to see offered at the School of Dentistry that are not currently offered”, the top activity for students was “student social events” (n=19); for faculty it was “events for faculty, staff and students (n=11); and for staff it was “staff social events” and “employee recognition” (n=10).
- For both staff and faculty, the main barrier to participating in activities at the school was “time constraints and schedule conflicts”.

Focus Groups

The focus groups were designed to gather data in addition to the surveys that would inform recommendations. Focus group suggestions were categorized into the following themes: Learning Environment; Diversity & Inclusion; Microaggressions & Bullying; and Communication.

Recommendations (Goals)

The evaluation team developed this schematic to conceptually represent the recommendations. The pyramid includes two foundational categories (resources to foster inclusion and structures to improve communication) and the top category to “increase diversity of staff, faculty and students.” The five recommendations are presented next by category.

**Increase Resources that Foster an Inclusive Environment (inclusion and equity)**

R1. Implement cultural sensitivity training.

R2. Provide internal cultural sensitivity training.

Create Structures to Improve Communication across the School (inclusion)

R3. Create think tanks made up of students, faculty and staff.

R4. Create a clear, safe place to report incidents of microaggressions.

Increase Diversity (diversity)

R5. Increase diversity of staff, faculty and students

The 2014-15 Climate Study showed that a majority of respondents agreed or strongly agreed that individuals experience a humanistic environment at the UMSD (staff 72%, faculty 71%, and students 61%). The study identified events and organizations that students, faculty and staff reported as contributing to our institutional climate for diversity and inclusion, and to a humanistic learning environment. To ensure that efforts to sustain a positive climate are ongoing, the Climate Study Implementation Committee (CIC), composed of faculty, staff, and students, is working with the Strategic Planning People domain subcommittee, and the MAC coordinated and led by the Director of Diversity and Inclusion, to implement the recommendations of the Climate Study Report.

The MAC/CIC is also charged with informing and editing the School of Dentistry's DEI Strategic Plan. Planning and organization for the School of Dentistry's five-year DEI Strategic Plan took place throughout the fall of 2015 with meetings of the co-chairs and leadership (including the Dean and Associate Dean for Academic Affairs). Dean Laurie McCauley shared an announcement with the school emphasizing the importance of the School of Dentistry

joining our efforts with President Schlissel's campus-wide DEI strategic planning effort and continuing our efforts to develop a School of Dentistry DEI strategic plan. Additionally, the School had robust participation in the Diversity Summit Week (November, 2015) "raising awareness event", #KRAZYSOCKS Day, on Nov. 13, 2015, designed to celebrate differences and make a stand against bias.

Critical organizational meetings were held, and discoveries surfaced, during Phase I of our planning. We learned that our MAC members wanted to be fully involved and engaged in the CIC work, as opposed to having the CIC report to the MAC. This desire to be fully engaged was understandable since, for 21 years, the MAC has been charged, under our Bylaws, with contributing to the School of Dentistry's process for achieving excellence through diversity by:

- "Providing directions for change and promoting progress based on current and previous findings of the Multicultural Initiatives Committee;
- Acting as an advisory committee to the School of Dentistry Dean and providing yearly progress reports to the Dean for dissemination;
- Supporting other groups and committees in promoting multiculturalism and diversity."

This information helped us transition the naming of the Climate Study Implementation Committee (CIC) to the MAC/Implementation Committee (MAC/IC). This name was affirmed by our MAC and gives greater significance to the MAC's role in this important endeavor. Additionally, in the fall, announcements were made at faculty and department meetings, and the School of Dentistry leadership began to receive regular monthly reports on the number of students, staff and faculty engaged in DEI efforts. Our MAC/IC held its inaugural meeting on Wednesday, February 3, 2016, which began with a charge from Dean Laurie McCauley. The group is currently developing action steps that address our top recommendations (goals) from the Climate Study and plan to edit and inform our five-year DEI strategic plan. On Feb. 24, 2016, the School of Dentistry hosted "Diversity, Equity and Inclusion Day" during which we updated our dental school community about phase II DEI planning, celebrated the 2016 Ida Gray Award recipients and unveiled a portrait of Dr. Ida Gray, painted by School of Dentistry alumnus, Dr. James Lee (DDS 1990).

In response to a call for images of diverse individuals and alumni to grace the walls of the UM Presidential Residence, a framed original print of the painting of Dr. Ida Gray was presented to President Schlissel by the artist Dr. James Lee, Dean Laurie McCauley, Dr. Todd Ester and Ms. Tina Pryor. We believe that Ida Gray may be one of a few dental school alumni who have been artistically represented on the walls of the UM presidential residence.

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

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

IV. A. Recruitment, Retention and Development

All Constituents

Five-Year Strategic Objective 1

Increase the representation and retention of diverse students, faculty and staff.

Measures of Success: (for Objective 1)

- Establish a DEI performance expectation scorecard for hiring units that is approved by the Dean and leadership.
- Include DEI in the core competencies for faculty/staff performance plans and review annually.
- Obtain feedback from faculty, staff, and students about DEI initiatives in the School via an annual Qualtrics survey.

FY17 Actions: Consider the following strategies:

- During recruitment or admissions interviews ask candidates about their life experiences and perspectives and how they show a commitment to diversity, equity, and inclusion.
- Increase scholarships for students who have shown a demonstrated commitment to diversity, equity, and inclusion.
- Develop a faculty, staff and student Ambassadors Program.
- Reach out (via recruiters) to under-represented demographic groups to diversify applicant pools.
- Host high school and community programs to inform, attract, and recruit applicants from more diverse backgrounds.
- Mentor potential candidates.
- Advertise the efforts that the school has made and achieved in the area of multicultural affairs.
- Host Lunch and Learn sessions to teach about different races and religions.
- Provide annual cultural sensitivity training opportunities.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

Faculty

Five-Year Strategic Objective 1:

Increase our recruitment and retention efforts to hire and retain faculty from diverse backgrounds within the instructional, clinical and research faculty ranks.

Measures of Success (for Objective 1):

- Greater numbers of applicants from diverse backgrounds are engaged in faculty searches.

FY17 Actions:

- Research recruitment and retention best practices and develop and pilot a retention toolkit.
- Ensure all search committee members have STRIDE training.
- Ensure all faculty receive cultural competency and sensitivity training.
- Provide search committees with an internal website where resources are available for best practices on recruiting and retaining faculty from diverse backgrounds.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

Students

Five-Year Strategic Objective 1:

Increase matriculation of DDS, DH and graduate students from diverse backgrounds yearly over the next five years.

Measures of Success (for Objective 1):

- An increase in the number of students from diverse backgrounds (e.g. URM, SES, first generation, disadvantaged high schools) entering the dental hygiene and DDS programs as well as those entering our graduate programs as reported in the UMSD five year trend data report.

FY17 Actions: Follow our recruitment plan.

- Increase school recruiting presence by visiting 25 more diverse Michigan high schools in FY17 than in FY16 to encourage all students to consider a career in dentistry and to apply to UMSD.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

Five-Year Strategic Objective 2:

Investigate options and strategies to broaden access to resources for counseling of prospective students.

Measures of Success (for Objective 1):

- Increase the number of pre-dental student contacts.

FY17 Actions:

- Expand outreach to prospective students from diverse backgrounds to ensure that they are aware of counseling resources available to all prospective students.
- Research best approaches for counseling prospective students (including underrepresented minorities, first generation and low SES students).

Primary DE&I Goal: Diversity

Other applicable domain: Recruitment, retention and development

Staff*Five-Year Strategic Objective 1:*

Increase our recruitment and retention efforts to hire and retain staff from diverse backgrounds within the various job families at the UMSD.

Measures of Success (for Objective 1):

- Increase the number of staff from diverse backgrounds recruited and retained as reflected in the five-year UMSD demographic trend data report.

FY17 Actions:

- Assess applicant demographics, interview pools and yields for all posted positions over a five-year period with regard to race/ethnicity, sex, gender, veteran status and disability status (as applicable). Ensure federally required affirmative action statements are documented and reviewed for validity where federal affirmative action goals were identified for positions, but candidates who would contribute to meeting those goals were not selected.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an inclusive and equitable community

IV. B. Education and Scholarship**Faculty***Five-Year Strategic Objective 1:*

Improve cultural sensitivity demonstrated by faculty in the classroom, clinic and in the workplace.

Measures of Success (for Objective 1):

- Student, staff and faculty peer feedback in periodic surveys demonstrates improvement in climate for diversity, equity and inclusion.

- FY17 Actions:*
- Develop a mandatory faculty CE course on cultural sensitivity and cultural competence.
 - Develop and administer pre and post-test assessment instruments.
 - Develop a comprehensive feedback mechanism to provide faculty with feedback from students, peers, and staff.

Primary DE&I Goal: Inclusion



Other applicable domain: Promoting an inclusive and equitable community

IV. C. Promoting an Equitable and Inclusive Community

All Constituents:

Five-Year Strategic Objective 1:

Continue and deepen engagement of faculty, staff and students throughout the school with regard to developing, evaluating and prioritizing actions and strategies to improve diversity, equity and inclusion.

Measures of Success (for Objective 1)

- A decrease in the number of complaints from faculty, staff, and students about “not feeling or being included” on our periodic surveys of the climate.

FY17 Actions:

- During the fall term, hold discussions with key School of Dentistry stakeholders regarding the proposed five-year plan objectives and FY actions.
- Seek input from faculty, staff, and students on plan updates and revisions for year two.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship

DDS and DH Students

Five-Year Strategic Objective 1:

Improve the first-year experience of first generation DDS and DH students.

Measures of Success (for Objective1):

- Key indicators established by first generation DDS students and DH students of first-year experience.

FY17 Actions:

- Conduct five focus groups of first-year, first-generation students in fall and winter terms to identify key indicators necessary for retention.
- Provide training on cultural sensitivity.

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, retention and development

Staff

Five-Year Strategic Objective 1:

Implement cultural sensitivity training through videos and “lunch and learns.”

Measures of Success (for Objective 1):

- A pre- and post- session assessment tool is implemented to evaluate learning and understanding.

FY17 Actions:

- Make training in DEI mandatory for all staff.
- Make course/s available in multiple formats.
- Measure DEI initiatives by department, and reward manager or department based on the percentage of staff participating in DEI activities, initiatives and post session assessment scores that evaluate learning and understanding.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship

IV. D. Service

All Constituents

Five-Year Strategic Objective 1:

Improve accessibility of online resources.

Measures of Success (for Objective 1):

- Positive satisfaction survey results regarding accessibility of online resources.

FY17 Actions:

- Conduct review of all websites and web resources to ensure compliance with Americans with Disabilities Act (ADA).

Primary DE&I Goal: Inclusion

Other applicable domains: Promoting an equitable and inclusive community

Patients

Five-Year Strategic Objective 1:

Create an Interprofessional Special Needs Clinic to provide oral healthcare to underserved patients with special needs.

Measures of Success (for Objective 1):

- Clinic is established.
- Number of patients with special needs who receive comprehensive oral health care through this clinic, increases from year to year.
- Number of students who gain experience providing care for special needs patients in this clinic increases from year to year.

FY17 Actions

- Recruit Director of Integrated Special Needs Clinic
- Renovation plan to create space for this clinic

Primary DE&I Goal: Equity

Other applicable domain: Education and scholarship

IV. Goal-related Metrics – School, College or Unit measures tracked over time

School, College or Unit Metrics

Table 1a. Ethnicity data for UMSD pre-doctoral students compared to national statistics, as reported in the ADEA Senior Survey, 2012, 2013, and 2014.						
ETHNICITY	Class of 2012		Class of 2013		Class of 2014	
	UMSD	Nation	UMSD	Nation	UMSD	Nation
American Indian/Alaskan native	0	12 (.3%)	0	19 (.4%)	0	15 (.3%)
Asian	18 (16%)	966 (25%)	18 (17%)	901 (21%)	15 (14%)	927 (21%)
Black/African American	6 (5%)	179 (5%)	3 (3%)	175 (4%)	4 (4%)	196 (4%)
Hispanic/Latino	3 (3%)	249 (6%)	3 (3%)	280 (7%)	6 (6%)	298 (7%)
Native Hawaiian/other Pacific Islander	0	10 (.3%)	0	20 (1%)	0	12 (.3%)
White	82 (73%)	2363 (61%)	75(69%)	2382 (56%)	73 (68%)	2418 (54%)
Two or more races	4 (4%)	105 (3%)	1 (.9)	86 (2%)	2 (2%)	100 (2%)
Unknown	NA	NA	3 (3%)	217 (5%)	5 (5%)	277 (6%)
Nonresident alien	NA	NA	5 (5%)	205 (5%)	2 (2%)	210 (5%)

Table 1b. Gender data comparing UMSD and national statistics (2012-2014), as reported in the ADEA Senior Survey						
GENDER	Class of 2012		Class of 2013		Class of 2014	
	UMSD	Nation	UMSD	Nation	UMSD	Nation
Female	53 (47%)	1840 (47%)	42 (39%)	1977 (48%)	46 (44%)	2041 (48%)
Male	60 (53%)	2040 (53%)	64 (60%)	2050 (50%)	57 (55%)	2117 (50%)
Other/Do not wish to report	0	4 (.1%)	1 (1%)	67 (2%)	1 (1%)	82 (2%)

Our staff demographics indicate that a majority (**81%**) of staff members are female. Approximately **40%** of staff members are non-Caucasian.



Table 1c. Ethnicity Data for Staff (2015)		
Race/Ethnicity	Headcount	Percent
Caucasian	264	72%
African American	42	12%
Hispanic	11	3%
Asian	32	9%
American Indian/Alaskan Native	1	0
Not Indicated	6	2%
Native Hawaiian/Pacific Islander	0	0
2 or More	8	2%
Total	364	100%
Gender		
Female	295	81%
Male	69	19%
Total	364	100

Our faculty demographics indicate that **42%** of faculty members are female. Approximately **28%** of staff members are non-Caucasian.

Table 1d. Ethnicity Data for Faculty (2015)		
Race/Ethnicity	Headcount	Percent
Caucasian	93	61%
African American	4	3%
Hispanic	20	13%
Asian	31	20%
American Indian/Alaskan Native	0	0
Not Indicated	3	2%
Native Hawaiian/Pacific Islander	0	0
Not disclosed	2	1%
Total	153	100%
Gender		
Female	63	42%
Male	88	58%
Not disclosed	2	1%
Total	153	100

Our faculty demographics data indicate that **39%** of full-time faculty members are female. Approximately **20%** of faculty members are non-Caucasian.

Table 1e. Ethnicity Data According to Rank for Faculty (2015)				
Race/Ethnicity	Full-Time Faculty >= 50%		Adjunct Faculty < 50%	
	Headcount	Percent	Headcount	Percent
Caucasian	74	61%	272	81%
Professor	19		3	
Associate Professor	8		0	
Assistant Professor	5		1	
Lecturer	0		0	
Clinical Professor	7		6	
Clinical Associate Professor	12		25	
Clinical Assistant Professor	16		90	
Clinical Lecturer	7		147	
African American	3	3%	10	3%
Professor	0		0	
Associate Professor	1		0	
Assistant Professor	1		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		1	
Clinical Assistant Professor	1		2	
Clinical Lecturer	0		7	
Hispanic	17	14%	14	4%
Professor	3		0	
Associate Professor	1		0	
Assistant Professor	2		0	
Lecturer	0		1	
Clinical Professor	2		0	
Clinical Associate Professor	5		1	
Clinical Assistant Professor	4		7	
Clinical Lecturer	0		5	
Asian	24	20%	31	9%
Professor	5		1	
Associate Professor	3		0	
Assistant Professor	4		1	
Lecturer	0		0	
Clinical Professor	2		0	
Clinical Associate Professor	0		2	
Clinical Assistant Professor	8		11	

Clinical Lecturer	2		16	
American Indian/Alaskan Native	0	0%	2	1%
Professor	0		0	
Associate Professor	0		0	
Assistant Professor	0		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		1	
Clinical Lecturer	0		1	
Not Indicated	4	3%	5	1%
Professor	1		0	
Associate Professor	0		0	
Assistant Professor	1		0	
Lecturer	0		0	
Clinical Professor	1		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		2	
Clinical Lecturer	1		3	
Two or More	0	0%	2	1%
Professor	0		0	
Associate Professor	0		0	
Assistant Professor	0		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		0	
Clinical Lecturer	0		2	
Total	122	100%	336	100%

Table 1f. Gender Data According to Rank for Faculty (2015)				
	Full-Time Faculty		Part-time Faculty	
	Headcount	Percent		
Females	48	39%	125	37%
Professor	8		0	
Associate Professor	2		0	
Assistant Professor	4		0	
Lecturer	0		0	
Clinical Professor	2		0	
Clinical Associate Professor	11		4	
Clinical Assistant Professor	13		40	
Clinical Lecturer	8		81	
Males	74	61%	211	63%
Professor	20		4	
Associate Professor	11		0	
Assistant Professor	9		2	
Lecturer	0		1	
Clinical Professor	10		6	
Clinical Associate Professor	6		25	
Clinical Assistant Professor	16		73	
Clinical Lecturer	2		100	
Not Indicated	0		0	
Professor	0		0	
Associate Professor	0		0	
Assistant Professor	0		0	
Lecturer	0		0	
Clinical Professor	0		0	
Clinical Associate Professor	0		0	
Clinical Assistant Professor	0		0	
Clinical Lecturer	0		0	
Total	122	100%	336	100%

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

Diversity	Five-year trend of faculty, staff and student demographics.
Equity	Decrease in incidence of microaggressions and bullying.
Inclusion	Three-year cycle of climate study survey to assess the climate.

VI. Action Planning Tables with Details and Accountabilities
VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Faculty	Construct and act upon a plan to increase the diversity of faculty	<ul style="list-style-type: none"> - Require STRIDE training for all - Posted positions should call for, among others, diverse candidates - Mentoring plan - Unconscious bias training for all search committee members workshop and videos - Cultural competency/sensitivity training for all faculty workshop and videos. Speaker to talk about innovative teaching 	HR Director; Associate Dean for Faculty Affairs; Director of Diversity and Inclusion - Dept. Chairs	MiTools website with training resources for faculty and search committee members, and hiring supervisors -Make training available on multiple platforms and in person -Increase staff support for DEI
Staff	Construct and act upon a plan to increase the diversity of staff	<ul style="list-style-type: none"> -Require unconscious bias training for all hiring supervisors and search committees -Require cultural competency/sensitivity training for all supervisors, workshop and videos. -Consult with U-M Diversity Coordinator to source all jobs widely, including by reaching out to minority community groups 	HR Director, Director of Diversity and Inclusion	MiTools website with training resources for faculty and search committee members, and hiring supervisors -Increase staff support for DEI -Make training accessible on multiple platforms and in person -list of minority organizations to disseminate postings
Students	Construct and act upon a plan to recruit a diverse student body	<ul style="list-style-type: none"> - Follow established recruiting plan - Create Ambassadors program in CBDE 	Director of Diversity and Inclusion; People Domain Strategic Planning Committee	- MiTools website with training awareness and resources on cultural sensitivity/competency. - Make cultural sensitivity awareness available on multiple platforms and in person



Students	Sustain and grow the Profile for Success Program (PFS), a pipeline program for encouraging disadvantaged students, who have shown a commitment to diversity, equity and inclusion, to pursue careers in dentistry	-Provide annual programming - Collect pre- and- post program data on participant success in acceptance into dental school; number of applications to our program, number of participants accepted into our program and other dental schools	Director of Diversity and Inclusion	-Increased funding for our PFS program to increase the number of participants over the next 3 years.
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IV. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
All Groups	Implement Cultural Sensitivity Training	-Number of students, faculty and staff who participate in these programs	-Identify speakers for October, 2016 program. CRLT Players and faculty speakers. Kick-off program October 2016. -Add a question on teaching evaluations. -Evaluation of programs.	Director of Diversity and Inclusion; MAC/Implementation Committee	-Funding to support these workshops. -Faculty, staff, students release time to attend. Context experts Community buy-in

IV. 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)
Faculty and Staff	Increase resources that foster an inclusive environment	-Post-survey on selected questions from climate study to measure change	-Allow release time to attend MAC events - Make MLK Day a holiday, but require attendance at related event - Give diversity credits on annual reviews for attendees who attended MAC events and training opportunities - Create DEI training certification	SOD Leadership Staff Supervisors	Release time
Students	Increase resources that foster an inclusive environment	-Post-survey on selected questions from climate study to measure change	-Allow release time to attend MAC events - Remind supervisors that staff should be able to attend MLK Day events - Staffing levels in the Office of Diversity and Inclusion will be reviewed in response to needs and success annually	SOD Leadership	Release time from classes/clinics or scheduled during flex time



Staff	Create structures to improve communication across the school	Post-survey on selected questions from climate study to measure change	-Communicate a clear and safe place to report problems, resource available -As part of SOD orientation, each person spends time with all depts. and/or committee of staff, students and faculty -Quarterly inter-dept meetings -Create “buddy system” – each person has a buddy in other areas of the school	Director of Diversity and Inclusion; Director of Human Resources; Compliance Officer	-Release time -Community buy-in and incentives
All groups	Create think tanks made up of students, faculty and staff.	A group and process is developed to bring students, faculty and staff together.	MAC/Implementation Committee subcommittee to explore best practices to create think tanks	MAC/Implementation Committee	-Release time -Community buy-in -Dedicated space for communication
All groups	Create a clear, safe place to report incidents of micro-aggressions.	Post-survey on selected questions from climate study to measure change	Identify a resources page on MiTools that directs people where to report microaggressions and how to get help Communication plan developed for SOD	Director of Diversity and Inclusion; MAC/Implementation Committee	IT support
All groups	Sustain MAC events/ activities that create an inclusive environment and raise cultural sensitivity	Number of attendees at MAC events and activities	-Multicultural Mirror -CE events --Getting to Know You -Brown bags -Taste Fest -Chilli-umpkin -MLK Day -LGBT Ally training - Annual Report to the School Leadership	MAC/Implementation Committee; Director of Diversity and Inclusion	-Release time -Community buy-in -Budget maintained -Incentives for participation
Staff and Faculty	Implement cultural sensitivity training	Number of students, faculty and staff who participate in these programs	- Faculty CE courses- CRLT players, Guest lecturers - Faculty retreat/team building sessions -Staff cultural sensitivity training with examples of dos and don'ts - Assess pre and post training to evaluate effectiveness - Faculty CE on creative and inclusive teaching- demonstrate in annual reviews that faculty teaching changed as a result	Director of Diversity and Inclusion Program Director MAC/Implementation Committee	-Funding to support these workshops -Faculty, staff, students release time to attend -Content experts -Community buy-in

IV. D. Service

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
All groups	Improve accessibility of on-line resources	Satisfaction survey results regarding accessibility of on-line resources.	Conduct ADA review of all websites and web resources	Director Human Resources	-IT support -Funding to support these efforts
DDS Students	Investigate options and strategies to broaden access to resources for counseling of prospective students and parents	Increased student/parent contacts	Expand outreach to prospective students from diverse backgrounds, who have shown a demonstrated commitment to diversity, equity, and inclusion	Office of Diversity and Inclusion	-Personnel in the office to support activity.
Patients	Create an Interprofessional Special Needs Clinic to provide oral healthcare to underserved patients with special needs	- Clinic is established. - Number of patients with special needs who receive comprehensive oral health care through this clinic, increases from year to year. - Number of students who gain experience providing care for special needs patients in this clinic increases from year to year.	- Recruit Director of Integrated Special Needs Clinic - Renovation plan to create space for this clinic	Director of Integrated Special Needs Clinic	- Clinic space - Staff support - Faculty support

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

- Regular meetings of strategic planning group (PEOPLE domain)
- Regular meetings of the Climate Implementation Committee
- Regular meetings of the Diversity, Equity, Implementation Committee
- Updates twice a year to the UMSD leadership team
- Monthly updates to Associate Dean Murdoch-Kinch and Dean McCauley
- Annual update to the UMSD Executive Committee
- Annual update to UMSD community (faculty, staff, students) via town hall

Appendices

1. Engagement Activities Flyers/ Information
2. Lead Story by School of Dentistry by Mr. Lynn Monson.
“Portrait of Dr. Ida Gray: Dentistry's century-long commitment to diversity...The remarkable journey of Ida Gray continues.”
3. Summary of Contacts made by Director of Diversity and Inclusion for Recruitment of Students, 2014-15
4. Communication and Conflict Resolution Program Strategies, 1999-2000 - An Alternative Informal Dispute and Conflict Resolution Model

ENGAGEMENT ACTIVITIES FLYERS/INFORMATION

**BE
THERE
BE
HEARD**

CAMPUSWIDE DIVERSITY SUMMIT
**COMMUNITY ASSEMBLY
WITH PRESIDENT MARK SCHLISSEL**

NOVEMBER 10 9:00–11:00 AM
RACKHAM GRADUATE SCHOOL AUDITORIUM

Join the conversation at: beheard.umich.edu

M
DIVERSITY,
EQUITY &
INCLUSION

**DIVERSITY
SUMMIT**

NOVEMBER 4–13, 2015

Dear Dental School Community,
Please join the Multicultural Affairs Committee (MAC) and the School of Dentistry in celebrating diversity through expression. By now you should have seen the monitors and signs announcing Friday, November 13, 2015 as #KRAZYSOCKS DAY! Next Friday as you done your mix match socks you will demonstrate your celebration of differences while taking a stand against bias.

On Friday, November 13, 2015, we are wearing *Krazy, mix matched Socks!*



Wear your *Krazy Socks* and join us, in all your mix matched glory, in the Student Forum for pictures at noon!

Please remember to join the conversation about diversity on our campus at beheard.umich.edu. Please see attached notice and participate in at least one Diversity Summit Event!

Go Blue and Have a Great Weekend!
Dr. Todd V. Ester
Director, Diversity and Inclusion
cc: Multicultural Affairs Committee



DIVERSITY, EQUITY & INCLUSION DAY

FEBRUARY 24, 2016



*Portrait of Dr. Ida Gray: Dentistry's century-long commitment to diversity
by Lynn Monson*

The remarkable journey of Ida Gray continues.

Long celebrated by the School of Dentistry, Gray and her story are gaining a wider audience thanks to the artistic talent of an alumnus and the commitment of University of Michigan President Mark Schlissel to further strengthen diversity and inclusion at U-M.

Gray's distinction as the first African-American woman in the country to earn a dental degree when she graduated from U-M in 1890 provides historical context for Schlissel's new campus-wide mandate – the Diversity, Equity and Inclusion Strategic Planning Initiative. In launching the five-year plan over the last year, Schlissel has cited Gray in speeches as an example of the university's significant and often pioneering commitment to diversity in its many forms.

Gray's higher campus profile didn't end there. A new portrait of her is now displayed prominently at the President's House on South University Avenue. Schlissel's guests from across campus and around the world will encounter the portrait on a wall near the main entrance, among the many diverse figures in university history displayed in the residence.

How the portrait made its way to the President's House is a serendipitous tale of an alumnus, Dr. James Lee (DDS 1990), who first thought of creating an artistic gift to honor Gray 25 years ago when he was in dental school. After many years of art instruction and portrait experience, Lee started a pastel portrait of Gray in 2011. He finished it a couple of years ago but didn't approach the school until September 2015, just as Schlissel's initiative was officially launched. School of Dentistry administrators were thrilled to accept the portrait and made plans for its official dedication in early 2016. Meanwhile, in January 2016, Dr. Todd V. Ester, Director of Diversity and Inclusion, was attending another in a series of planning meetings for Schlissel's diversity initiative when he heard the president lament that he and his wife, Monica, were hoping to improve the gender and racial diversity of artwork on display at the President's House. Ester immediately thought of the school's newest art acquisition and seized the moment. He made some queries around campus and soon a print of Lee's original artwork of Gray was on its way to Schlissel's office for use at the president's residence. The original remains on display near Dean Laurie McCauley's office.

Lee says the Gray story had always resonated with him because it is a story of opportunity: the dental school and its first dean, Jonathan Taft, gave an African-American woman the opportunity for professional training at a time when it was unheard of. Equally important, Lee says, is Gray's poise and determination to take advantage of the opportunity, earn her degree and go on to become the first African-American woman to practice dentistry in Chicago. Lee said he feels that same sense of opportunity – and gratitude – for what he received from U-M and his academic mentors during his undergraduate and dental years.

Because Lee graduated in 1990, exactly a century after Gray, he felt a special calling to do something to commemorate and advance her story. "It just kind of stuck in my mind as those four years (of dental school) went by and I graduated and I saw what an inspiration she was – her story and her legacy – it just kind of stayed with me," he said. Lee finished dental school, started his own practice in Ann Arbor, raised his family and studied art, particularly portraiture. About five years ago, he began to create a much larger, color version of the small black-and-white picture of Gray, facing right in profile, from the composite class photo for the Class of 1890. It is the only photograph of Gray known to have been made during her time at the dental school, and one of only two photos of Gray in the public domain.

In remarks delivered during the portrait's dedication at the School of Dentistry, Lee noted the many challenges of dental training in the late 1880s. "Not only was Dr. Gray facing the complex social issues of race and gender, but consider also the status of the profession as a whole at the time: the microbial basis of dental decay was just being determined; local anesthetic and dental x-rays had not yet been invented or discovered; brushing and flossing were not common practices; and there was an epidemic of dental decay due to the prevalence of refined sugars."

Lee wrote this description of his finished work of art: "Dr. Ida Gray is focused, and eagerly gazes with confidence and poise into the vastness of the profession, represented by the color lilac that envelopes her image; and she is supported and has been prepared by the university to deal with all these challenges, represented by the maize and blue (of her tunic)." In creating a larger, color image of Gray, Lee said he tried to "respect the historical and esthetic nature of the original photograph and at the same time to capture her essence and to give her image the feeling as if she were a student of today."

Ester says he's proud that the School of Dentistry played a significant role in the narrative for Schlissel's new initiative, which requires all campus units to write a diversity plan. Ester summarized Schlissel's charge to campus leaders this way: "As you design and think about your plans, I want you to develop a plan that will be so forward-thinking that a hundred years from now people will still look at it as significant, like the graduation of Dr. Ida Gray." Ester was thrilled not only that Schlissel mentioned Gray's story, but that he also "used it as a challenging point and a barometer, so to speak, of how people should be thinking of doing things that are out of the box, that are different."

Then there is the coincidence of Dr. Lee's portrait of Gray arriving shortly before Schlissel was searching for more diverse art for the President's House. "I'm still trying to process how this played out," Ester said. Even after the print was presented to Schlissel, there were no promises that it would ever be displayed, yet two weeks later Dean McCauley found it gracing a wall during a visit to the house. "When that happened in two weeks, we were like, wait a minute ... what?" Ester says. "You can just imagine what it may take to put something up on the wall of a historical building like that."

Lee is also still trying to absorb how his gift for the School of Dentistry became a gift to the university as well. When Ester approached Lee with the idea of giving a print to Schlissel, Lee said he thought it was merely a "a nice thought, a nice gesture" that wouldn't go further. "But to know that it's actually there is amazing to me, just one of the highest honors I could ever ask for," said Lee. It fits well with another honor he received in 2012 when the School of Dentistry gave him its Ida Gray Award, presented annually since 1997 to students, faculty, staff and alumni who advance diversity.

Schlissel has been clear that the diversity initiative is central to the university's mission as an educational institution. "Each time I speak about my goals for the future, I reiterate my commitment to making diversity, equity and an inclusive campus environment a major focus of my presidency," he said in a speech in September 2015. That day he also updated earlier references to Gray, noting that the School of Dentistry created the annual award in her name as a way to celebrate her distinction and U-M's commitment more than a century ago.

"Moving forward," Schlissel said, "let's celebrate our success in diversity and ask ourselves, 'What will we be saying we were first in a hundred years from now? Let's set goals and go for them. I say, yes, let's do this. Today we start pursuing that future in earnest. Let's give the future members of our community something big, something bold, something worthy to celebrate.'"

Like the journey of Dr. Ida Gray.

Appendix 2. Summary of Contacts made by Director of Diversity and Inclusion for Recruitment of Students

Institutions	Dates	Contacts	Dental	Applicant s	Interview s	Admits	Enroller
2015							
Florida Memorial Univ.	2015						
Florida International Univ.	2015						
Florida A&M Univ.	2015	12	13	1			
Albany State Univ.	2015						
Tuskegee Univ.	2015	3	1	1			
Alabama State Univ.	2015		1	1	1		
Alabama A & M Univ.	2015		-	-	-	-	
Oakwood Univ.	2015	3	2	1	1	1	
Morehouse College	2015	25	15	3	2	2	
Clark-Atlanta Univ.	2015	5					
Spelman College	2015	20	10	2			
ADEA (Boston)	2015	58					
PFS Applicant from any year	2015		2	1	1	1	
Georgia Tec.	2015						
Chicago State Univ.	2015						
USNDA-UM Chapter	2015		1	1	1		
NDA [Chicago, IL]	2015		1				
HDA [Washington, DC]	2015		1	1	1	1	
SAID [Washington, DC]	2015						
Referrals	2015		3				
Chi-town Social (NDA Chicago)	2015	25	25				
IDID (NDA Reception-Chicago)	2015	20	20				
UC-151 LS&A [Castilho]	2015						
UC-105 HSSP LS&A [Sutton]	2015						
IDID	2015						<1>
UI Champaign-Urbana	2015	3	1	1	1	1	<1>
UC-151 LS&A [Castilho]	2015						
UC-105 HSSP LS&A [Sutton]	2015	58					
Atlanta UMJoint School Recruit	2015	83	4				
ADEA Fall Meeting[Chicago, Ill]	2015	3					
Michigan State (Pre-Dent Club)	2015	58	58				
Frederick Douglas HS							
(mentoring)	2015	22	2				
San Diego State University	2015	221	221				
UC San Diego- Free Clinic	2015	31	31				
Undergraduate SNDA Chpt	2015	32	32				
NDA[New Orleans, LA]							
AlumniRec	2014	43	43				
Totals		725	487	13	8	6	

2014

Institutions	Dates	Contacts	Dental	Applicant s	Interview s	Admits	Enrolled
Florida Memorial Univ.	2014	19	4	-	-	-	-
Florida International Univ.	2014	20	20	-	-	-	-
Florida A&M Univ.	2014	9	9	-	-	-	-
Albany State Univ.	2014	37	3	-	-	-	-
Tuskegee Univ.	2014	5	3	-	-	-	-
Alabama State Univ.	2014	5	5	-	-	-	-
Alabama A & M Univ.	2014	3	1	-	-	-	-
Oakwood Univ.	2014	20	20	-	-	-	-
Morehouse Univ.	2014	37	14	1	1	1	1
Clark-Atlanta Univ.	2014	6	6	-	-	-	-
Spelman College	2014	18	18	-	-	-	-
Xavier Univ., LA	2014						
Dillard Univ.	2014						
Alcorn State Univ.	2014						
Jackson State Univ.	2014						
Grambling State Univ.	2014						
Univ. AR. Pine Bluff	2014						
Philander Smith College	2014						
ADEA [San Antonio, TX]	2014	12	12	-	-	-	-
PFS Applicant from any year	2014	8	8	8	8	8	3
Georgia Tec.	2014	4	4	-	-	-	-
Chicago State Univ.	2014	16	9	1	-	-	-
USNDA-UM Chapter	2014	15	15	2	2	2	<2>
NDA [New Orleans, LA]	2014	1	1	1	1		
HDA [Las Vegas, NV]	2014	2	2	2	2	2	<1>
SAID [Albuquerque, NM]	2014	-	-	-	-	-	-
Referrals/Transfers	2014	12	12	1	1		
IDID (IDID-AUC Trip 11-13-15)	2014	33	34				<1>
UI Champaign-Urbana	2014	1	1	1	1	1	<1>
UC-151 LS&A [Castilho]	2014	16					
UC-105 HSSP LS&A [Sutton]	2014	58					
Atlanta UMJoint School Recruit	2014	87	16				
ADEA Fall Meeting[Ft. Lauderdale]	2014	4	4				
Michigan State (Drew Scholars)	2014	54	12				
Frederick Douglas HS (mentoring)	2014	12	2				
San Diego State University	2014	44	44				
UC San Diego- Free Clinic	2014	18	18				
Undergraduate SNDA Chpt NDA[New Orleans, LA]	2014	29	29				
AlumniRec	2014	43	43				
TOTALS		648	369	17	16	14	4

Summary of Recruitment Activities

The goal of our recruitment activities is to establish, nurture and continue to identify the most talented, excellent and diverse pool of applicants for our summer programs, DDS program, specialty programs and combined DDS/PhD program. One way we work to achieve this is by building on existing relationships with Minority Serving Institutions (MSI's) and organizations. The school of dentistry has been actively recruiting a diverse pool of dental applicants for over 40 years. Our goal is to make contacts with over 300 potential URM/Diverse dental students annually. The previous tables capture the sites visited and number of contacts made during the years of 2014 and 2015, where 648 and 725 were made, respectively.

Appendix 4.



Communication and Conflict Resolution Program Strategies



(An Informal Alternative Dispute and Conflict Resolution Model)

University of Michigan School of Dentistry

Prepared by SOD's Multicultural Affairs Conflict Resolution Subcommittee:

Subcommittee Members

Dr. Marilyn Woolfolk, Assistant Dean Student Services, Associate Professor of Dentistry
Dr. Robert Fiegal, Associate Dean of Graduate Studies and Facilities, Samuel D. Harris Professor of Pediatric Dentistry and Professor of Orthodontics & Pediatric Dentistry;
Tina Pryor, Director Human Resource Services, Committee Chair



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COMMUNICATION and CONFLICT RESOLUTION PROGRAM STRATEGIES
(An Informal Alternative Dispute and Conflict Resolution Model)*I. Key Components of the Program***Policy Statement (Scope of Program)**

The School of Dentistry seeks to establish and maintain a learning and working environment that is all-inclusive, diverse and respects differences. How disputes and conflicts are handled within the School is of paramount importance. Therefore, acting upon the School's Multicultural Affairs Committee recommendation to establish a mechanism to provide information and assistance to faculty, staff, and students regarding handling of such issues, internally, an informal Alternative Dispute and Conflict Resolution (AD/CR) program has been developed.

The School of Dentistry seeks to resolve disputes and conflicts in a professional and informal manner. We want unresolved disputes and conflicts to be handled internally, always upholding confidentiality as a basic tenet; except in those cases where School or University policy or law is violated. All resolutions are non-binding and do not preclude parties from seeking other informal or formal grievance processes within the School or University. Everyone who participates in the School's Alternative Dispute/Conflict Resolution program does so voluntarily. Further, the School's leadership should be strong proponents of the model encouraging faculty, staff, and students to be proactive and utilize the School's informal AD/CR program whenever possible.

All staff, students, and faculty will have access to the program and the opportunity to select from a trained volunteer team of School AD/CR mediation facilitators to assist them with resolution. However, you should know that the School's AD/CR program does not handle concerns of a serious nature which involve harassment of any type, performance issues, disciplinary actions, voluntary terminations or discharge; however, referrals can be made to appropriate individuals within the School's administration for handling. The types of complaints handled through the program involve disputes or issues arising between faculty, staff, and students. The program is not designed to interfere with or duplicate internal informal handling of concerns. Issues presented arising between faculty members will be directed to the School's Ombudsperson.

Guiding Principles for Strategic Resolution

The School of Dentistry's informal Alternative Dispute & Conflict Resolution program aspires to be an interest/satisfaction based-oriented mediation model where disputing parties voluntarily agree to resolve issues. The program is proactive and preventive. It aims to resolve conflicts in an informal manner before they escalate. Conflicts and problems are discussed with the assistance of a trained third party (selected from a team of volunteer (AD/CR) mediation facilitators). The AD/CR team's responsibility is to facilitate resolution between parties through an informal, mutually agreed upon process.

The program strives to promote a positive climate to appropriately handle conflict, resolve disputes, enhance understanding, solve problems, build productive working relationships and tolerate different points of views. The aim of the program is to help parties with differences resolve their differences

Fairly, and satisfactorily by having them quickly work toward a resolution. Whenever possible, mediation will occur as soon after the triggering incident.

There are three key strategies for handling disputes through the School's informal program: Mediation, Advisory Review Panel, and Advocate/Ombuds. The School's Alternative Dispute and Conflict Resolution team members may act in any one of these roles depending on the nature of the incident and the request of the parties involved. However, only designated faculty members serving as the School's Ombuds person will act in the Advocate/Ombuds role. The strategy definitions and roles of the AD/CR team members are defined later in this document.

Confidentiality Clause

All AD/CR volunteer mediation facilitators will sign a confidentiality clause agreeing to maintain absolute confidentiality for all concerns they and their peers facilitate. The only exceptions will be for those concerns that violate School or University policy and the law. In such cases, only those who have a need to know will be informed. If a volunteer mediation facilitator breaks confidentiality, he/she will be dismissed from the program and a letter will be placed in his/her personnel file or student file at the School of Dentistry.

Program Benefits

The School's informal Alternative Dispute and Conflict Resolution program offers several benefits. First, it fulfills a recommendation from the School's Multicultural Affairs Committee's (MAC) *1995 Cultural Audit*. MAC recommended, as part of the School's ongoing education process regarding diversity issues and cross cultural communication breakdowns and conflicts, everyone should be informed about the opportunities and procedures for obtaining conflict resolution assistance. The informal conflict resolution program will also aid in fulfilling other major recommendations of the 1995 Cultural Audit by:

- exploring and developing strategies that would help reduce the probability of conflicts over diversity issues.
- having a person facilitate resolution of an issue an individual is comfortable with and can trust.
- formally training volunteers to handle mediation and conflict resolution.
- monitoring complaints on a regular basis. The AD/CR team will discuss commonality of "mutual concerns" to work towards resolution for the good of all involved where applicable and without breaching confidentiality.
- establishing the process for handling informal complaints and grievances of students, staff, and faculty within the School of Dentistry. We realize that faculty has an informal grievance process they can use. This program will not duplicate that process, but rather draw from it as matters arise needing faculty representation.
- informally facilitating the resolution of concerns and allowing the parties to maintain control over the process as well as the final outcome. Hopefully, the relationship between the parties is maintained and skills are learned by those involved to help them effectively deal with others and future concerns that may arise.

The program also offers the benefit of trying to foster better working relationships by resolving matters before they become critical.

Daniel Dana, psychologist and author of *Managing Differences*, cites the following that help support the rationale for establishing a conflict resolution program within the School of Dentistry:

1. Unresolved conflict distracts employees from otherwise productive use of their time.
2. Decisions made under conditions of conflict are often inferior to decisions made when there is cooperation.
3. Exit interviews reveal that oftentimes employees leave because of chronic unresolved conflict in the work environment.
4. The costs incurred when you consider turnover rate.
5. Restructuring how work is handled to reduce interaction between employees who have a conflict can be time consuming and costly as well.
6. Lowered job motivation is often the result of unresolved conflict in the workplace.
7. Stress related to unresolved conflict in the workplace leads to time off work and drives up benefit costs.

Implementation

The program could be implemented by the Winter of 2000 or the Spring of 2001. Volunteer mediation facilitators could be selected by December 31, 2000, with training taking place sometime between January and March. In any case, training should occur as close as possible to the implementation date (March/April). Mediation should occur as soon as possible whenever a situation is presented; however, at times less intrusive to the work schedule. For example: between 7:00-9:00 a.m. 11:00 a.m. to 1:00 p.m., and between 4:00 and 6:00 p.m. or on a weekend. Also, if resolution cannot be achieved within two hours, parties can choose to reschedule. In addition, facilitators and complainants may need approval to be released from work, if necessary, to participate in the informal conflict resolution process.

MEDIATION MODEL (Interest/Satisfaction based)

When two people come to mediation with a specific problem in mind, they want their problem to be resolved as quickly as possible. What they are seeking is called the “interest based/satisfaction model” of mediation. Mediators try to guide or coach parties toward resolutions of conflict that satisfy their interests and put a stop to the “unhealthy” conflict. Their objective is to determine the parties’ interests, then see if there is an opportunity for bargaining, and help the parties to explore options. While the mediation facilitator may offer suggestions, it must be done skillfully. Their role is to never make a decision for the parties, but rather lead them to a mutually agreeable solution to their differences. Optimally, their role is to facilitate the parties’ decision-making process.

The School’s AD/CR mediation facilitator team member(s) may meet with the disputing parties together or individually. If parties are angry with each other, it may be easier to problem-solve if they are not in the same room. More often than not, when there are disputing parties seeking the advice and skills of a neutral third party, they expect the mediator will help solve the problem and not transform them; thus *valuing differences of opinions and perspectives*.

MEDIATION FRAMEWORK DESIGN

The Mediation process would similarly model the following steps that are typical process steps for mediation:

The AD/CR team member initially contacted by a complainant will serve as the “Intaker.”. It will be their additional role to schedule the meeting with the disputing parties, track the number and types of concerns they handle through the program, and report this information to the MAC Chair. The intaker’s role will be to explain the program and the options available to faculty, students, and staff.

The “complainant” provides the intaker with general information such as name, work phone number, and a brief general statement about the problem. As the intaker, he/she determines if the School’s program is appropriate. If so, the intaker would obtain the name and work phone number of the opposing party and contact him/her to determine if they are willing to participate in the option the complainant has chosen. If not, the complainant is contacted by the intaker and referred elsewhere within the School or University system, if necessary.

If the opposing party agrees to participate in the process to achieve resolution, the intaker will inform the complainant. The intaker will function in the capacity either as a mediation facilitator, advocate/ombuds, or as an advisory review panel member. The advisory review panel should consist of at least 5 AD/CR mediation facilitators. Once there is agreement by both parties to engage in the process, the following format is typically followed: *(Also see Appendices B,C,D,E, and F)*

1. Establish Ground Rules

The mediation facilitator will describe for both parties the process of mediation and review the ground rules for mediation. Typically, ground rules include such matters as not interrupting, coverage of the confidentiality agreements, and work on respectful communications.

2. Providing Information to AD/CR team member(s)

Each of the involved parties has an opportunity to describe to the mediation facilitator or review panel the factual, procedural, and emotional basis for the underlying dispute. Both parties also have an opportunity to inform the review panel about where they disagree with the other side’s rendition of facts and history.

During the conference, information about the problem is gathered allowing the mediator to focus on the issues and build the framework for resolving the dispute. In the case where an Advisory Panel Review process has been selected, the complainant does not have input into the outcome of the decision. The mediation facilitators serving in the capacity as an advisory review panel will determine the outcome that could be for or against the complainant. In any case, the review panel’s decision is not binding, but rather a recommendation.

3. Creating Mutual Understanding

The mediation facilitator, advocate/ombudsperson, or advisory review panel members facilitate communication, using active listening techniques between the parties to ensure that all parties agree on the problem and understand why the other party has a position different from theirs. It is the

mediation facilitator's role to advise disputants of their options and encourage use of the School's informal process—except where concerns are of a serious nature and in direct violation of School or University policy and law.

4. Stating the Problem

The disputing parties draft a common definition of the problem that they wish to resolve.

5. Brainstorming, Evaluating, and Selecting Resolution

Parties brainstorm possible solutions to the problem and evaluate how those solutions meet or fail to meet their interests with the assistance of an AD/CR mediation facilitator. In the final phase, parties choose a solution, write it down as a mutual agreement of understanding, and a copy is given to each disputing party. All communication with respect to the mediation process is considered confidential, with the exception of mandatory reporting requirements where there has been direct violation of school or university policy and law. The intaker will follow-up with parties within 90 days to see if the agreement is being upheld.

INFORMAL/FORMAL (INTERNAL/EXTERNAL) PROCESSES

An individual can opt for either an informal or a formal process at anytime within the School or elsewhere within the University. The implementation of the School's Alternative Dispute and Conflict Resolution program does not prohibit an individual from utilizing other informal or formal processes available to him/her within the school or within the university. The program is designed to be used as a mechanism to short-circuit disputes and conflicts that arise before they become paramount or communication becomes an impediment to an agreeable solution. *(See Appendix A)*

Within the School of Dentistry, at any point an individual could approach the following people (with whomever they feel comfortable) with formal or informal concerns or grievances; however, they may be redirected to start the process with their immediate supervisor or closest to the point of concern, whenever it is appropriate:

- Faculty: the School's ombudsperson for faculty concerns is currently Sharon Brooks. Plans are underway to expand the number of school ombudspersons who will be available to handle (informal or formal) pre-grievance concerns. These individuals will also be called upon to serve as advisory review panel members as necessary.
- Students: Assistant Dean of Student Affairs Marilyn Woolfolk.
- Staff: department administrators, supervisors, managers and directors can be contacted regarding formal and informal concerns and grievances. The School's Dean, Assistant Deans, Associate Dean, Chairs, Directors, Senior Administrative Officer or Human Resources Manager can also be the initial point of contact for formal and informal concerns depending on the severity and nature of the complaint; however, in any case, complainants may be redirected to begin the process closest to the point of concern with their immediate supervisor, if appropriate.

(See Appendices F, G, and H)

II. DEFINITION OF KEY STRATEGIES AND ROLES

There are three strategies for handling disputes that the School's AD/CR program will utilize: mediation, advisory review panel, and advocate/ombuds. The School's AD/CR team members may act in any one of these roles depending on the nature of the incident and the request of the parties involved:

- *Intaking:* The AD/CR team member initially contacted by a complainant will serve as the intaker. It will be their additional role to schedule the meeting with the disputing parties, track the number and types of concerns they handle through the program, and report this information to the MAC Chair. The intaker's role will be to explain the program and the options available to faculty, students, and staff.
- *Mediation facilitator:* AD/CR team members facilitate meeting/discussion between parties. Their role is to set the stage so that open dialogue can occur so that both parties can be heard and come up with a mutually agreed upon resolution. They may advise both parties of other systems within the school or the university if mediation is unsuccessful. AD/CR team members functioning as mediation facilitators are neutral and do not make a decision for the parties, but rather facilitate and guide the process for resolution.
- *Advisory Review Panel:* An approved slate of AD/CR team representatives from the school would sit on a panel and have the right to make a decision on the matter as presented to the panel. The panel members may include up to a combination of no more than seven representatives of students, faculty and staff. In addition, the panel can decide for or against the complainant and the outcome is non-binding. *(Students typically use this approach.)*
- *Advocate/Ombuds:* The Advocate/Ombuds conducts an independent investigation while representing the party and reports to the Dean, Chair or Director or Administrator with a recommendation for resolution or appropriate plan of action. The advocate/ombuds would assist in the implementation of agreed upon solutions. This individual may offer to help in taking concerns forward to other systems. Confidentiality is always maintained and protected except where there is a violation of university or school policy or the law. Faculty seeking assistance through the program will be referred to the school's Ombudsperson for handling of their concerns. *(Faculty typically use this strategy)*
- *Arbitrator:* (Not a choice for faculty, staff and students) Bargained for staff utilizes this model.

III. SELECTING VOLUNTEER MEDIATION TEAM MEMBERS

There are three potential options for selecting the composition of the school's volunteer AD/CR team members who will function in a volunteer capacity as either mediation facilitators, advocates/ombuds, or as review panel members. The selection process will be coordinated through the school's Multicultural Affairs Committee (MAC) that will determine the number of volunteer team members needed. Soliciting nominations from the school's, students and staff who would be recognized by their peers as neutral, confidential, fair, willing and able to serve in the multiple roles. The representation of the school's mediation facilitators will be two staff (Office and P/A); two students (Sophomore and Senior); and two faculty (Clinical and non-Clinical).

All volunteers would be provided with intensive mediation training. The school's HR manager and MAC co-chair will train alternates (in-house) at a later date.

Faculty members who will serve as volunteer AD/CR mediation facilitators, will be those already identified as the school's Ombudspersons for the informal faculty grievance process. AD/CR team members will serve three-year terms to minimize training and quality concerns, except for students whose terms could be from one to three years.

SELECTION CRITERIA

The following is the criteria to be used in the selection of the programs volunteer AD/CR team members:

- Tenure, longevity, maturity, satisfactory performance or student status
- Objectivity
- Flexibility in schedule
- Advocate of diversity
- Excellent listening skills
- Good interpersonal skills
- Team player
- Student mediators should not be limited to academic achievement

IV. COLLECTING AND REPORTING DATA

Responsibility

Data collection of types of concerns handled through the program are guarded cautiously to protect anonymity and to maintain confidentiality. Therefore, each AD/CR team member will sign a confidentiality agreement. The first AD/CR team member contacted by a party, with a concern, will serve as the intake person for the individual. He or she will: 1) keep a log on the complaints handled; 2) note whether mediation was successful or not; 3) note if the concern was referred for handling elsewhere within the school or the university; 4) follow-up with the complainant to see if the agreement of understanding is being upheld; and 5) report types of concerns handled to the MAC co-chairs.

Types of Concern

This information is forwarded to the co-chairs of the Multicultural Affairs Committee where the data is collected and compiled for communication. The figures will be communicated at the School's annual Martin Luther King Day event and made available in the school's library. However, the data will not be published for distribution. The annual report will detail the type of concerns, the number and the percentage it represents for the total cases handled through the AD/CR program. The annual report may provide some annotation about the nature of the types of concerns so that commonality of problems can be identified with recommendations for correction or intervention.

V. Communication

Internal marketing communication material will be developed for the program to create awareness of the program within the school by utilizing the following:

- Handbook/Brochure
- The University Record announcing program implementation
- Website
- 3X5 promotional card listing tips to handle and diffuse disputes
- includes the school's guiding principles as a reminder
- Brown bags
- Establish a communication channel to address climate issues
- Computer conference network for dialogue, discussion, question and answer

VI. Training

- Training will be custom-designed covering the basics of third-party-neutral mediation, interest/satisfaction-based mediation, and peer/advisory mediation. (Training cost estimated between \$5,000 and \$10,000). A training budget is included. Every effort will be made to utilize additional training sources available within the university to help minimize cost.
- Faculty representatives will receive primary training through SACUA for the faculty grievance process. They will be provided condensed mediation training as part of the school's informal process. The school's HR manager and co-chairs of the MAC or other designee will be trained to train others as necessary.
- The Dental School's Human Resource Services lending library has audiotapes and books to loan on conflict resolution to help supplement training.
- The Dental School's HR manager can develop and implement brown bags and/or training modules for faculty, staff and students to enlighten them in various areas that often contribute to conflict in the workplace such as: interpersonal communication style, listening skills, attitude, anger, stress. Training is interactive and may include video/audio tapes/workbooks, group discussions, and guest speakers.
- Training is anticipated to take place soon after the selection of the AD/CR volunteer mediation facilitators. Training will be arranged to accommodate student volunteers' schedules as necessary and will include a minimum of 20 hours of training up to a maximum of 40 hours.

VII. TRAINING BUDGET PROPOSALS

****Referred by Sally Johnson****

1). Ann Arbor Dispute Resolution Center (AADRC), Nonprofit Organization,

Vicky St. Charles Executive Director. Program is endorsed by the State Courts and is 1 of 27 Centers operating in the State:

Training @\$125.00 an hour (25hr)	\$3,125.00	*Preferred Option (hours may be reduced to 20 @ \$2,500)
(optional) Consultation fee for approximately 2hrs	400.00	
Training Materials 10 copies (.10 x 77pgs.)	<u>77.00</u>	
	\$3,602.00	@ 25hrs.
Train the Trainer (2 people)	<u>700.00</u>	COMPLETED March 1999

*Tina Pryor & Cheryl Quiney
The training provides certification and authorization to train other mediators.*

