



Institute for Social Research

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

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

Goals: Diversity, Equity, and Inclusion

Diversity: We commit to increasing diversity as expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs and identity, age, disability 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 oppose discrimination 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 every individual feels a sense of belonging and inclusion. We recognize that by building a critical mass of diverse groups on our campus and creating a vibrant climate of inclusiveness, we can more effectively leverage our resources to advance our collective capabilities.

The Institute for Social Research (ISR) at the University of Michigan (U-M) seeks to develop, strengthen, and diversify its research faculty, students, and staff. ISR is comprised of five research centers and a shared institutional services unit. The ISR centers include: Center for Political Studies (CPS), Inter-university Consortium for Political and Social Research (ICPSR), Population Studies Center (PSC), Research Center for Group Dynamics (RCGD), Survey Research Center (SRC), and the shared services unit, Center for Institute Services (CIS). ISR and its constituent centers have a strong commitment to the diversity of our institution because we recognize that having a diverse organization improves the quality of our scientific research. Bringing together highly talented and motivated individuals from all walks of life and backgrounds has contributed fresh approaches to complex research problems and brought new expertise that has improved our scientific activities. Also, diverse perspectives strengthen our ability to study a diverse society. We work to value all participants in the research process, including faculty, students, staff, study participants, and data users. ISR is committed to maintaining a welcoming and inclusive organization so that we can learn from one another to sustain and continually revitalize our research and training activities.

The aim of strengthening and promoting diversity is integral to all aspects of ISR: hiring, training and instruction, and scientific research. We recognize that by promoting diversity we will advance ISR's mission. This five-year (2017-2022) strategic plan outlines a framework to address the following priority goals:

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- Create an inclusive, welcoming environment with collegial relationships and interactions at all levels
- Adopt best practices to encourage diversity in faculty, staff, and student hiring
- Recruit diverse faculty by creating a pipeline of young scholars who are prepared and interested in working in the intense research and entrepreneurial environment of ISR
- Strengthen faculty and staff through effective mentoring and leadership development
- Recruit diverse students into our training programs

A guiding principle of this strategic plan is that each hiring or admission process presents an opportunity to promote principles of diversity, equity, and inclusion (DE&I). As a “soft-money” organization, ISR employment patterns are responsive to the general external funding environment and the success of individual funding opportunities pursued by the primary research staff. The success of this plan depends on our taking full advantage of new funding opportunities. This does not mandate that any hire or admission has any particular characteristic; we are committed to implementing the objectives in this plan by integrating the principles of diversity, equity, and inclusion into all our operations. Diversity, equity, and inclusion are not separate functions to be achieved by designated individuals, but rather integrated ideals to be fostered by every member of the organization in all our activities.

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II. Planning Process Used

Planning Lead

Maggie Levenstein

Planning Team

Faculty Steering Committee

Maggie Levenstein, SRC – Chair
Arline Geronimus, PSC
Vince Hutchings, CPS
Jukka Savolainen, ICPSR
Robert Taylor, RCGD

Staff Committee

Chris Allan, CIS
Nichole Burnside, PSC
Natalie Dushane, RCGD
Lavelvet Harrison, SRC
Yioryos Nardis, CPS
Alison Stroud, ICPSR

Teaching and Training Committee

Sarah Burgard, PSC
Fred Conrad, SRC/SMP-JPSM
Maggie Hicken, SRC/SMP
Sunghee Lee, SRC/SMP
Jim Lepkowski, SRC/Summer Institute
Saundra Schneider, ICPSR/Summer Program

Human Resources Consultants

Julie Adlhoch, SRO/SRC
Rita Bantom, ICPSR
Derek Moss, CIS
Marlene Smith, SRC

Support

Kathy Taylor, SRC
Aneesa Buageila, SRC

Planning Process Summary

Quantitative data on faculty and staff employment were gathered from the U-M HR system and modified to reflect the large number of ISR faculty with joint appointments, faculty associate

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appointments, summer appointments, and periods of zero effort at ISR, as well as the large number of temporary and contingent staff engaged in different aspects of the research enterprise. Quantitative data from ISR climate surveys, conducted in 2012 and 2008, were also analyzed. Qualitative data were gathered in individual discussions, group discussions, faculty meetings, and the all-ISR town hall lunch on January 26, 2016.

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III. Data and Analysis: Key Findings

We have identified key challenges to diversity, equity, and inclusion at ISR in several ways. First, we have compared the demographic composition of ISR faculty and staff to that of the university as a whole. Second, we have held discussions on these issues with faculty and staff in a number of venues, including faculty and staff meetings and the January 26, 2016 all-ISR town hall lunch. The ISR town hall lunch included 160 participants in semi-structured discussions of their visions for a more diverse, inclusive, and equitable ISR, as well as the perceived obstacles to achievement. Attendees offered 440 specific suggestions for steps ISR can take toward furthering the collective vision.

While ISR has a long history of research on diversity and inclusion, training diverse students, and organizational efforts to increase its own diversity and inclusiveness, the discussions as part of the strategic planning process identified a number of ongoing challenges. These include:

- The representation of faculty of color, particularly African Americans and Hispanics/Latinos, is lower than at the university as a whole and shows no trend toward improvement (Appendix Tables 3, 5 and 6).
- Female faculty are under-represented at senior levels, in the research professor track overall, and in ISR faculty leadership. There are large and concerning gender differences in the composition of the different faculty tracks (Appendix Table 3).
- Staff demographic composition is less diverse at ISR than at the University overall, particularly with regard to African Americans, and the five-year trend shows no increase in diversity (Appendix Table 1, 5 and 6). African-American staff are disproportionately in contingent, temporary, and lower-level staff positions (Table 2). While this contributes to a sense of inequity in ISR, it also creates an opportunity for us to improve staff training and development, which may thereby diversify staff leadership.
- While the total number of staff has declined in each of the last three years, approximately 10 percent of the staff turns over each year.
- Many ISR faculty and staff feel isolated from others at ISR. This was the single most frequent challenge raised at the all ISR town hall.

Implementation of the plan will be led by a senior ISR faculty member and a committee with representation of faculty, staff, and students, with guidance from the Institute Administrative Committee (IAC) and the ISR Policy Committee and assistance from the ISR Director's Advisory Committee on Diversity (DACD). Any questions or concerns about implementation of the plan can be brought to the faculty lead, members of the IAC and ISR Policy Committee, or members of DACD. Concerns can be submitted anonymously at <http://home.isr.umich.edu/diversity/dei-feedback/>.

We have identified the following priorities for the ISR Diversity, Equity and Inclusion Strategic Plan. Each of these is developed in more detail in Section IV.

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ISR Diversity, Equity, and Inclusion Priorities

- Create an inclusive, welcoming environment with collegial relationships and interactions across all levels and centers.
 - a. Design and implement a new employee orientation program
 - b. Establish effective cross-center working groups
 - c. Include diverse images in ISR spaces
 - d. Hold regular all-ISR events that celebrate and educate across differences
- Adopt best practices to encourage diversity in faculty, staff, and student hiring
 - a. Create lists of websites, organizations, and networks that will expand the reach of job postings to under-represented groups and share these lists with search committees or appropriate individuals for each new position or grant that will require hiring
 - b. Create tools for search committees that facilitate and encourage diversity and share these tools with search committees or appropriate individuals for each new position or grant that will require hiring
 - c. Assign a member of each search committee the responsibility of “diversity champion”
 - d. Require diversity training of all members of faculty search committees
 - e. Require any “candidate in mind” faculty searches that do not increase the diversity of ISR to be expanded to explicitly and actively seek qualified candidates who would improve the diversity of the applicant pool
- Recruit diverse junior faculty by creating a pipe line of young scholars who are prepared and interested in working in the intense research and entrepreneurial environment of ISR
 - a. Encourage applications for NIH supplements in support of post-doctoral scholars and provide strong institutional support for mentoring these scholars
 - b. Engage in outreach to maintain and increase the diversity of applicants to the Population Studies Center (PSC) pre- and post-doctoral training programs; provide these scholars with strong institutional mentoring
 - c. Invite diverse scholars to present their research in faculty seminars across ISR, including scholars who have participated in ISR training programs (Program in Survey Methodology, ICPSR Summer Institute, PSC training programs)
- Develop a diverse faculty and staff through effective mentoring and leadership development
 - a. Design and implement a mentoring plan for all junior faculty across ISR
 - b. Design and implement a staff mentoring program
 - c. Assure timely and appropriate annual and third-year reviews for faculty, with explicit discussion of the criteria, timing, and choices associated with the scientist and research professor tracks
- Recruit diverse students into our training programs,
 - a. Work closely with Rackham faculty diversity ally, and programs that regularly have booths at academic conferences to develop outreach and recruitment strategies for

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colleges and universities, as well as academic organizations, especially affinity organizations that reach diverse populations

- b. Design recruiting materials with diversity in mind

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

Introduction: The ISR Diversity, Equity, and Inclusion Strategic Plan addresses faculty, staff, undergraduate students, graduate students, post-doctoral scholars, and our broader research constituencies. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into four domains determined by the university. Each strategic objective is accompanied by success measures that will be tracked over time, as well as descriptions of single- and multiple-year actions to accomplish the objective. For additional details on assignments, timelines, and accountabilities, see Section VI. All strategic objectives and related actions will be pursued in accordance with the law and university policy.

IV. A. Recruitment, Retention, and Development

In this section, we describe efforts to increase the recruitment, retention, and development of diverse ISR faculty, staff, and students, with particular attention to how we plan to integrate these efforts into the proposal writing and project implementation processes. Some of these efforts are specific to faculty or staff, while others apply to both groups. We have identified ISR-wide objectives. In some cases, the implementation actions are also institute-wide; in others, implementation will occur at the center level and accountability will rest jointly with each center and the Institute. One important theme of the strategic plan is to develop tools that facilitate rapid outreach by principal investigators and their program staff to diverse communities with specific skills when new projects are funded. The plan also aims to identify and develop these skills among current ISR staff interested in career development within the Institute. These activities will facilitate the increased incorporation of diversity, equity, and inclusion into the collaborative, entrepreneurial, soft-money environment of the Institute.

Faculty

Five-Year Strategic Objective 1

Increase the diversity of faculty across many dimensions, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs, and identity, age, disability status, and political perspective.

Measures of Success (for Objective 1):

1. Increased diversity of faculty across many dimensions (see Objective 1)
2. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse faculty



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FY17 Actions:

1. Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including:
 - Designate a member of each faculty search committee as its diversity champion who is empowered to and responsible for encouraging awareness of diversity, equity, and inclusion issues in the search process
 - Provide appropriate training for all members of faculty search committees
 - Provide the University of Michigan's *Handbook for Faculty Searches and Hiring* to all members of faculty search committees
 - Document efforts to reach diverse faculty as part of the search process
 - Include in each faculty posting the following or similar language: "The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse faculty as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning"
 - Generate and regularly update a list of professional associations, networks, and groups that include or reach under-represented researchers (e.g., participants in NIH F31 and other relevant training programs, Ford Foundation fellowship programs, NSF graduate research programs, Rackham Merit fellows, program officers associated with each of these programs, and professional associations of under-represented researchers), from which faculty search committees can select salient organizations for position postings and direct contact with potential candidates
2. Increase ISR participation in professional meetings of scientists from under-represented groups (e.g., booths with information about ICPSR, core survey programs, etc.)
3. Reach out to other U-M departments to indicate ISR's interest in partnering in the hiring of faculty associates and research professors
4. Reach out to current U-M faculty with a commitment to diversity and invite them to be (and sponsor them as) faculty associates or research professors
5. Increase the diversity of invitees to faculty seminars in each center
6. Work with U-M to expand the President's Postdoctoral Fellowship Program or similar efforts to recruit emerging scholars to the social sciences who have a demonstrated commitment to diversity
7. Facilitate and encourage applications for NIH Research Supplements to promote diversity in research.

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide, though in many cases implementation will be at the center level

Five-Year Strategic Objective 2

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Assure consistent support for career development of junior faculty.

Measures of Success (for Objective 2):

1. Successful promotion of junior faculty to associate level
2. Increased satisfaction levels of junior faculty as measured by the ISR climate survey (or other instruments)

FY17 Actions:

1. Design and support an early-career faculty mentoring program that will identify and appoint a senior faculty mentor for all junior faculty whose primary appointment is at ISR, to whom they can go for questions and guidance
2. Assure timely and constructive annual and third-year reviews, in accordance with U-M policies and procedures, for all junior faculty whose primary appointment is at ISR
3. Encourage and support participation of junior faculty in programs such as the Center for the Education of Women's Women of Color in the Academy Project
4. Include in the annual reviews of center directors and senior faculty an explicit evaluation of their efforts to develop junior faculty
5. Create institutional supports for post-doctoral fellows to integrate them more fully into the Institute

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an equitable and inclusive community

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 3

Assure the equitable use of research professor and research scientist tracks.

Measures of Success (for Objective 3):

1. Periodic audits of alignment of individual roles and job titles
2. Increased satisfaction levels as measured by the ISR climate survey (or other instruments)

FY17 Actions:

1. Appoint a committee to conduct a systematic evaluation of the *de jure* and *de facto* use of scientist and professor tracks and make recommendations for processes and criteria for future appointments
2. Communicate to junior faculty the criteria for promotion in each track and the mechanisms for moving between tracks

FY18+ Actions:

1. Create opportunities for individual faculty members to change tracks to appropriately reflect their contributions to the Institute

Primary DE&I Goal: Equity

Center or institute-wide: Institute-wide (primarily SRC and ICPSR)

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Five-Year Strategic Objective 4

Diversify the leadership of ISR, including center directors, program directors, and senior faculty.

Measures of Success (for Objective 4):

1. Increased diversity of senior faculty and faculty leadership of centers and programs

FY17 Actions:

1. Include in the annual reviews of center and program directors an explicit evaluation of their contributions demonstrating commitment to DE&I
2. Include in all faculty annual reviews a question regarding contributions demonstrating commitment to DE&I.
3. Designate a portion of merit review funds (or the portion of overhead returned) to be awarded on the basis of contributions demonstrating commitment to diversity

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Staff

Five-Year Strategic Objective 5

Increase the diversity of staff across many dimensions, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs, and identity, age, disability status, and political perspective.

Measures of Success (for Objective 5):

1. Increased diversity of staff across many dimensions (see Objective 5)
2. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse staff

FY17 Actions:

1. Identify specific efforts to increase diversity to be included in every staff search or new appointment, including:
 - Designate a member of each staff search committee as its diversity champion who is empowered to and responsible for encouraging outreach and awareness of diversity, equity, and inclusion issues in the search process
 - Provide appropriate diversity-related training for all members of staff search committees
 - Post all new staff positions for at least two weeks
 - Include in each staff posting the following or similar language: “The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to



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ground our research in varied disciplines, perspectives, and ways of knowing and learning”

- Advertise all new staff positions through outlets that reach diverse populations
- Develop job- and skill-specific resources to facilitate outreach by principal investigators and other program personnel to diverse populations
- Develop interview tools and sample questions intended to promote diversity in hiring
- Develop a process whereby a funding notice triggers a standardized procedure to fill positions identified in budget for grant, and follows principles of other searches for personnel

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 6

Assure consistent, equitable, and transparent support for staff development.

Measures of Success (for Objective 6):

1. Increased satisfaction among staff as measured by the ISR climate survey (or other instruments)
2. Increased diversity among staff promoted and retained within the Institute

FY17 Actions:

1. Implement a staff mentoring program for recently hired employees
2. Encourage participation of staff in U-M-sponsored career development programs; provide information about these opportunities through ISR communication outlets
3. Clarify and communicate center policies and priorities regarding staff training and career development to supervisors and staff
4. Post all new ISR staff positions on the ISR intranet
5. Produce annual reports on internal promotions and exits, with recommendations for policy changes, if necessary, to improve staff development and retention

Primary DE&I goal: Equity

Other applicable domain: Diversity

Center or institute-wide: Institute-wide

Faculty and Staff

Five-Year Strategic Objective 7

Promote sensitivity to and awareness of diversity, equity, and inclusion issues among faculty and staff supervisors

Measures of Success (for Objective 7):



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1. Participation of significant numbers of faculty and staff supervisors in training related to diversity, equity, and inclusion, as documented in an annual report to ISR leadership
2. Increased satisfaction among staff as measured by the ISR climate survey (or other instruments)

FY17 Actions:

1. Identify and make available to supervisors appropriate training programs offered at the university
2. Include in the annual reviews of faculty and staff supervisors a question on their participation in diversity training
3. Include in the annual reviews of all faculty and staff a question on their efforts to contribute to DE&I

FY18 Actions

1. Develop or adopt training program(s) for ISR that include:
 - Diversity, equity, and inclusion
 - Sexual harassment
 - Americans with disabilities
 - Mental health in the workplace
 - Supervisory skills
2. Require training in diversity, equity, and inclusion of all ISR faculty and staff supervisors

Primary DE&I Goal: Diversity, inclusion

Center or institute-wide: Institute-wide

Graduate Students

Five-Year Strategic Objective 8

Increase diversity among SRC's master's and PhD students participating in the Michigan Program in Survey Methodology (MPSM), as well as students in SRC's Summer Institute in Survey Research Techniques across many dimensions, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs and identity, age, disability status, and political perspective

Measures of Success (for Objective 8):

1. Increased diversity of students in each of these programs across many dimensions (see Objective 8)
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of the Summer Institute and the MPSM to the SRC directors and the Senior Staff Advisory Committee

FY17 Actions:



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1. Add optional questions on race, ethnicity, nationality, gender identity, and veteran status (comparable to university data on degree students) to registration form for Summer Institute applicants
2. Increase efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by MPSM faculty and the MPSM Rackham diversity ally to students from under-represented groups at U-M and other universities
3. Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to degree programs
4. Include in selection criteria (and feature in promotional materials)
 - Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S.
 - Experience of financial hardship as a result of family economic circumstances
 - Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college
5. Identify new sources of financial support for graduate students, including students from under-represented groups

Primary DE&I Goal: Diversity

Center or institute-wide: SRC

Five-Year Strategic Objective 9

Increase the diversity of participants, instructors, and staff involved in the ICPSR Summer Program in Quantitative Methods of Social Research across many dimensions, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs, and identity, age, disability status, and political perspective

Measures of Success (for Objective 9):

1. Increased diversity of ICPSR participants, instructors and staff across many dimensions (see Objective 9)
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of ICPSR

FY17 Actions:

1. Increase efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by ICPSR faculty and the Rackham diversity ally to students from under-represented groups at U-M and other universities, in an effort to diversify applicant pools
2. Engage in outreach to maintain and expand the diversity of applicants for instructional and support staff

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3. Expand the Summer Program's curriculum to offer additional workshops, lectures, and discussions on issues of diversity, equity, and inclusion

Primary DE&I Goal: Diversity

Center or institute-wide: ICPSR

Other applicable domains: ICPSR member organizations, ISR, U-M, and the broader social science community

Five-Year Strategic Objective 10

Maintain the diversity of participants in the Population Studies Center (PSC's) pre- and post-doctoral training programs across many dimensions, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs, and identity, age, disability status, and political perspective

Measures of Success (for Objective 10):

1. Increased diversity of PSC's pre- and post-doctoral training across many dimensions (see Objective 10)
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants, as reported in an annual assessment from the PSC pre- and post-doctoral training program leads to the PSC director and PSC faculty reporting on the gender and race/ethnicity distributions of applicants, offers, and awards, with comparisons to past cohorts, and on efforts to increase the diversity of applicants

FY17 Actions:

1. Continue efforts to increase applications from under-represented populations
2. Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to training programs
3. Include in selection criteria (and feature in promotional materials)
 - Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S.
 - Experience of financial hardship as a result of family economic circumstances
 - Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college
4. Facilitate and encourage applications from PSC trainees for NIH Research Supplements to promote diversity in research. Work with other post-doctoral sponsors in the Institute to create supports for post-doctoral fellows and integrate them fully into the Institute

Primary DE&I Goal: Diversity

Center or institute-wide: PSC

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Five-Year Strategic Objective 11

Increase the diversity of graduate student researchers in ISR across many dimensions, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious beliefs, and identity, age, disability status, and political perspective

Measures of Success (for Objective 11):

1. Increased diversity of graduate students across many dimensions (see Objective 11)
2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s)
3. Increase in the number of NIH Research Supplements to promote diversity in research applications and awards

FY17 Actions:

1. Increase efforts to publicize opportunities in media that reach under-represented populations in an effort to diversify applicant pools and recruit diverse students
2. Provide information and support for applications for NIH Research Supplements to promote diversity in research

FY18 Actions:

1. Prioritize the allocation of ISR tuition subsidies to students who have demonstrated a commitment to diversity or who will increase the diversity of perspectives brought to the ISR research enterprise

Primary DE&I Goal: diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 12

Assure inclusion of ISR graduate students in ISR activities

Measures of Success (for Objective 12):

1. Increase in students attending ISR events

FY17 Actions:

1. Hold lunch with program, center, and institute leadership and all graduate students in ISR (Survey Methodology students, PSC predoctoral trainees, and GSRAs) to discuss their goals and concerns

Primary DE&I Goal: Inclusion

Center or institute-wide: Institute-wide, but primarily SRC and PSC

Undergraduate Students

Five-Year Strategic Objective 13

Increase the diversity of undergraduate research assistants in ISR



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Measures of Success (for Objective 13):

1. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from Undergraduate Research Opportunity Program (UROP) and Summer Research Opportunity Program (SROP) on participation by ISR faculty
2. Improvement in the diversity of undergraduate student employees as reported in an annual assessment from UROP and SROP offices.

FY17 Actions:

1. Include information about UROP and SROP in ISR communication outlets
2. Prepare outreach strategies that faculty and staff can use to encourage applications from students from diverse backgrounds (e.g., groups for students of color in relevant majors) and disseminate that information
3. Identify opportunities for external funding for under-represented undergraduates to participate in ISR-sponsored research and share those opportunities (repeatedly) with faculty
4. Continue ICPSR summer internship program

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

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IV. B. Education and Scholarship

ISR has a long tradition of training students from diverse backgrounds, both from under-represented groups in the U.S. and developing countries around the world. ICPSR's Summer Program in Quantitative Methods of Social Research has, through its training, contributed to the success of generations of empirical social scientists from diverse backgrounds. ICPSR continues to maintain diversity through its teaching program. Almost 40 percent of its instructors are from under-represented groups; almost half of its 2016 cohort of students identified as a racial or ethnic minority, and 60 percent were female; and it offers a number of courses on topics relevant to diversity and inclusion.

SRC's Summer Institute in Survey Research Techniques has offered courses for credit and not-for-credit through ISR facilities for the past 68 years. It is an eight-week program of 25 or more graduate-level courses on survey research techniques offered by the Michigan Program in Survey Methodology and SRC. The Summer Institute has trained thousands of participants from around the world. Summer Institute faculty are drawn primarily from the University of Michigan faculty, complemented with survey experts recruited internationally. The Summer Institute includes a unique program on sampling techniques, the Sampling Program for Survey Statisticians, started in 1965 primarily to serve international participants. The Sampling Program – which has conducted 45 annual sessions with more than 1,000 participants from 115 countries – has played a critical role in developing survey capacity in governments and universities in developing countries.

RCGD's Program for Research on Black Americans (PRBA) has a 40-year history of training doctoral students, post-doctoral fellows, and junior faculty through mechanisms including a variety of fellowships and summer programs. Former PRBA trainees now populate the leading social science programs studying African Americans, including at U-M.

For 25 years, the Population Studies Center (PSC) has had training grants from the National Institute of Aging and the Eunice Kennedy Shriver National Institute of Child Health and Human Development that support the development of pre- and post-doctoral scholars from diverse backgrounds. Over the past five years PSC hosted 43 pre-doctoral trainees, of whom 26 percent were U.S. minorities and 20 percent had Rackham Merit Fellowships. In addition, over the past three years PSC hosted 17 post-doctoral fellows, of whom 18 percent were U.S. minorities and 17 percent were women. PSC training programs provide specialized demographic training to pre-doctoral and post-doctoral trainees. As is the case for ISR broadly, much of the research at PSC focuses on issues related to diversity and equity, including socioeconomic, racial/ethnic, and aging and health disparities, and the methodologies and data for conducting such research. PSC's 83 training faculty come from 25 disciplines, including economics, sociology, anthropology, and biostatistics.

ISR also has a long tradition of engaging in research on topics related to diversity and inclusion, including: the Program for Research on Black Americans, the Detroit Area Study, the Social Environment and Health program, and the Panel Study of Income Dynamics, which is arguably the first and best data to study income inequality and mobility. The ability to pursue such research in the ISR environment depends crucially on the priority that national funders, including

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the federal government and foundations, place on such research. ISR is committed to providing continued national leadership to highlight the importance of funding such research.

Five-Year Strategic Objective 14

Increase the coverage of topics related to diversity, equity, and inclusion in all ISR training programs

Measures of Success (for Objective 14):

1. Increased coverage of DE&I-related topics as demonstrated in annual reports from relevant units

FY17 Actions:

1. Create an annual interdisciplinary workshop on the quantification of racism
2. Develop an initiative in quantitative gender studies
3. Include topics related to diversity, inclusion, and racism in seminars
4. Expand curricular offerings in degree and non-degree programs on issues of diversity, equity, and inclusion

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 15

Increase the amount of research conducted on topics related to diversity, equity, and inclusion

Measures of Success (for Objective 15):

1. Increased number of research proposals submitted on DE&I-related topics

FY17 Actions:

1. Monitor and distribute public and foundation solicitations for research on DE&I-related topics
2. Promote results of ISR studies on DE&I-related topics through various media outlets
3. Where appropriate, modify ISR surveys to include standardized questions on sexual orientation and identity
4. Continue efforts to retain and recruit Minority Serving Institutions (MSIs) and under-resourced institutions as members of ICPSR
5. Enhance the diversity represented in ICPSR data holdings and expand efforts to increase data access for under-represented populations

Primary DE&I Goal: Diversity, inclusion

Center or institute-wide: Institute-wide

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IV. C. Promoting an Equitable and Inclusive Community

ISR is committed to creating a culture of inclusion and transparency between all members of the ISR community based on mutual respect.

Faculty, Staff, and Students

Five-Year Strategic Objective 16

Create an inclusive, welcoming environment with collegial relationships and interactions across all structural levels and centers

Measures of Success (for Objective 16):

1. Increased satisfaction as measured by the ISR climate survey (or other instruments)

FY17 Actions:

1. Design and implement an improved all-ISR orientation program for new faculty, staff, and students
2. Ensure that ISR's public and intranet sites provide ready access to information fostering orientation to and involvement in ISR, including all-community directories and organizational charts, upcoming ISR events, and ISR job postings and other professional development opportunities
3. Add faculty, staff, and student photos (with permission) to an internal ISR directory
4. Provide an ISR intranet-based portal where ISR community members may make anonymous suggestions and report concerns
 - Identify appropriate personnel to receive anonymous posts
 - Produce annual report aggregating suggestions/concerns for ISR leadership
5. Modify current ISR email list to include all of the ISR community, including contingent staff (as well as students in degree programs)
6. Establish cross-center staff working groups on common tasks
7. Provide signs and nameplates for better building navigation
8. Review staff recognition programs throughout U-M (e.g., UMHS employee recognition program) and design a similar all-ISR program

Primary DE&I Goal: Inclusion

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 17

Create a work environment that fosters barrier-free participation of staff, faculty, and students with disabilities—including, but not limited to, visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities—in their ISR job responsibilities, as well as job-related ISR activities and events

Measures of Success (for Objective 17):

1. Prompt addressing of accessibility issues as raised
2. Increased accessibility as measured by the ISR climate survey (or other instruments)



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FY17 Actions:

1. Evaluate ISR intranet and center intranets for compliance with WCAG 2.0 levels A and AA; make corrections to bring sites into compliance
2. Evaluate ISR timesheet software for compliance with Section 508 standards for Electronic and Information Technology for software; make corrections to bring timekeeping into compliance
3. Add link for accommodation requests to ISR intranet
4. Ensure all ISR community members are physically able to access areas of the building as well as online events, such as webinars, necessary for performing their job duties
5. Ensure that invitations to/announcements of large ISR events or meetings include a statement that “accommodations can be provided upon request,” and refer people to appropriate resources
6. Provide information (in announcements, on the intranet) on an accessibility “point person” (or persons) who can be contacted to arrange for accessibility assistance.
7. Establish an ISR-wide group on improving the accessibility of our research products

Primary DE&I Goal: Inclusion and Equity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 18

Increase awareness of diversity-related issues among ISR faculty, staff, and students

Measures of Success (for Objective 18):

1. Increased satisfaction on diversity initiatives and awareness as measured by ISR climate survey (or other instruments)
2. Increase in diversity-related activities and number of participants in same, as measured in annual ISR report.

FY17 Actions:

1. Continue to support and encourage greater participation in ISR Reads
2. Establish quarterly events, such as movies, on DE&I-related topics; rotate time and location (ISR-Perry and ISR-Thompson) to encourage broad participation; include stories on these activities in *ISR News Notes* and center surveys and websites
3. Expand the range of portraits and other artwork in lobbies, atria, and meeting rooms to better reflect the diverse participants in ISR’s research enterprise

Primary DE&I Goal: Diversity

Center or institute-wide: Institute-wide

Five-Year Strategic Objective 19

Assure equitable provision of staff salaries and opportunities for promotion

Measures of Success (for Objective 19):



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1. Demonstration of equitable treatment in annual report of recommendations for staff salaries and promotions

FY18+ Actions:

1. Conduct study of staff salaries and promotions, examining, to the extent possible, differences across centers, projects, job classifications, race/gender backgrounds, disability status, educational attainment, veteran status, age, and years of experience within ISR (or compared to the university as a whole)

Primary DE&I Goal: Equity

Center or institute-wide: Institute- or university-wide

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IV. D. Service

Continue to support ISR outreach to and participation in local-area activities intended to increase DE&I Local Community

Five-Year Strategic Objective 20

Contribute to the local community's capacity to serve and understand our diverse community

Measure of Success (for Objective 20):

1. Annual report from DACD on activities

FY17 Actions:

1. Continue participation in Data Dive and participate in similar initiatives such as Data DiscoTech and the Detroit Digital Justice Coalition
2. Continue participation in service activities such as ISR Feeds (collecting food and resources for the local food bank and homeless shelter), U-M's Native American Student Association's PowWow, and the Washtenaw Intermediate School District's Education Project for Homeless Youth, and expand participation in similar initiatives such as the Juneteenth Celebration organized by the Ann Arbor branch of the NAACP

Primary DE&I Goal: Diversity, Equity and Inclusion



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

Diversity

- Changes in the diversity of ISR faculty, staff, and students (both employed and enrolled)
- Changes in the diversity of ISR faculty and staff supervisors
- Changes in the diversity of ISR faculty leadership

Equity

- Changes in the equity of staff salaries and opportunities for promotion
- Changes in demographic composition of research professor and research scientist tracks and ISR leadership

Inclusion

- Changes in number of participants in skill and cultural training opportunities
 - Changes in satisfaction levels as reported in the ISR climate survey (or other instruments)
-
-

VI. Action Planning Tables with Details and Accountabilities

A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
ISR faculty Obj.1	Increase the diversity of faculty across many dimensions	<ol style="list-style-type: none"> 1. Increased diversity of faculty across many dimensions (see Objective 1) 2. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse faculty 	<ol style="list-style-type: none"> 1. Identify specific efforts to increase diversity to be included in every faculty search or new appointment, including: <ol style="list-style-type: none"> a. Designate a member of each faculty search committee as its diversity champion who is empowered to and responsible for encouraging awareness of diversity, equity, and inclusion issues in the search process b. Provide appropriate training for all members of faculty search committees c. Provide the University of Michigan’s <i>Handbook for Faculty Searches and Hiring</i> to all members of faculty search committees d. Document efforts to reach diverse faculty as part of the search process e. Include in each faculty posting the following or similar language: “The Institute for Social Research at the University of Michigan seeks to recruit and retain a diverse faculty as a reflection of our commitment to serve the diverse people of Michigan, to maintain the excellence of the university, and to ground our research in varied disciplines, perspectives, and ways of knowing and learning” 	<ol style="list-style-type: none"> 1. Center directors and administrators <ol style="list-style-type: none"> a. Center directors and administrators b. Center directors and administrators c. Center directors and administrators, Human Resources, DE&I Implementation Personnel d. Center administrators, Human Resources e. Human Resources f. Center administrators, Human Resources 	<p>Cost of time for faculty and staff to attend meetings, identify outreach strategies, write supplements , attend trainings, write reports</p> <p>Cost of recruitment and promotional materials – development , design, and printing. Distribution costs for those materials</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			<ul style="list-style-type: none"> f. Generate and regularly update a list of professional associations, networks, and groups that include or reach under-represented researchers (e.g., participants in NIH F31 and other relevant training programs, Ford Foundation fellowship programs, NSF graduate research programs, Rackham Merit fellows, program officers associated with each of these programs, and professional associations of under-represented researchers), from which faculty search committees can select salient organizations for position postings and direct contact with potential candidates 2. Increase ISR participation in professional meetings of scientists from under-represented groups (e.g., booths with information about ICPSR, core survey programs, etc.) 3. Reach out to other U-M departments to indicate ISR's interest in partnering in the hiring of faculty associates and research professors 4. Reach out to current U-M faculty with a commitment to diversity and invite them to be (and sponsor them as) faculty associates or research professors 5. Increase the diversity of invitees to faculty seminars in each center 6. Work with U-M to expand the President's Postdoctoral Fellowship Program or similar efforts to recruit emerging scholars to the social sciences who have a demonstrated commitment to diversity 	<ul style="list-style-type: none"> 2. Center administrators, Human Resources 3. Center directors and administrators 4. Center directors and administrators 5. Center directors and administrators, CIS (Event Personnel) 6. Center directors and administrators 7. Faculty principal investigators 	

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			7. Facilitate and encourage applications for NIH Research Supplements to promote diversity in research		
ISR faculty Obj. 2	Assure consistent support for career development of junior faculty	<ol style="list-style-type: none"> 1. Successful promotion of junior faculty to associate level 2. Increased satisfaction levels of junior faculty as measured by the ISR climate survey (or other instruments) 	<ol style="list-style-type: none"> 1. Design and support an early-career faculty mentoring program that will identify and appoint a senior faculty mentor for all junior faculty whose primary appointment is at ISR, to whom they can go for questions and guidance 2. Assure timely and constructive annual and third-year reviews, in accordance with U-M policies and procedures, for all junior faculty whose primary appointment is at ISR 3. Encourage and support participation of junior faculty in programs such as the Center for the Education of Women's Women of Color in the Academy Project 4. Include in the annual reviews of center directors and senior faculty an explicit evaluation of their efforts to develop junior faculty 5. Create institutional supports for post-doctoral fellows to integrate them more fully into the Institute 	<ol style="list-style-type: none"> 1. Center directors, ISR Policy Committee 2. Center directors and administrators 3. Center directors and administrators 4. Center directors and administrators 5. Center administrators, graduate program directors and staff 	<p>Faculty for mentor program, funding for lunch with mentors.</p> <p>Funding for mentoring program and communication materials</p>
ISR faculty Obj. 3	Assure the equitable use of research professor and research scientist tracks	<ol style="list-style-type: none"> 1. Periodic audits of alignment of individual roles and job titles 2. Increased satisfaction levels as measured by the ISR climate survey (or other instruments) 	<ol style="list-style-type: none"> 1. Appoint a committee to conduct a systematic evaluation of the <i>de jure</i> and <i>de facto</i> use of scientist and professor tracks and make recommendations for processes and criteria for future appointments 2. Communicate to junior faculty the criteria for promotion in each track and the mechanisms for moving between tracks 	<ol style="list-style-type: none"> 1. Center directors and administrators 2. Center directors and administrators, program directors 	<p>Cost of time to cover analysis of data</p> <p>Cost of related development and</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			3. Create opportunities for individual faculty members to change tracks to appropriately reflect their contributions to the Institute (FY18)	3. Center directors, center administrators, program directors	distribution of related communication materials
ISR faculty Obj. 4	Diversify the leadership of ISR, including center directors, program directors, and senior faculty.	1. Increased diversity across many dimensions of faculty in positions of leadership at centers and programs	<ol style="list-style-type: none"> 1. Include in the annual reviews of center and program directors an explicit evaluation of their contributions demonstrating commitment to DE&I 2. Include in all faculty annual reviews a question regarding contributions demonstrating commitment to DE&I. 3. Designate a portion of merit review funds (or the portion of overhead returned) to be awarded on the basis of contributions demonstrating commitment to diversity 	<ol style="list-style-type: none"> 1. ISR director, center directors, and administrators 2. Center directors and administrator 3. ISR Director, center directors and administrators 	Cost of time to monitor evaluations and merit increases
ISR staff Obj. 5	Increase the diversity of staff across many dimensions	1. Demonstration in all aspects of hiring the commitment of ISR and U-M to developing a diverse staff	<ol style="list-style-type: none"> 1. Designate a member of each staff search committee as its diversity champion <ol style="list-style-type: none"> a. Appropriate diversity-related training for all members of staff search committees b. Posting of all new staff positions for at least two weeks c. Include language in job postings to recruit a diverse workforce d. Advertising of all new staff positions through outlets that reach diverse populations e. Development of job and skill-specific resources to facilitate outreach by principal investigators and other program personnel to diverse populations 	<ol style="list-style-type: none"> 1. Center directors and administrators, DE&I implementation team <ol style="list-style-type: none"> a. Center directors and administrators b. Center administrators, human resources c. Center administrators, human resources d. Human resources, center administrators and supervisors e. Human resources, DE&I implementation team 	Cost of time to attend meetings, identify outreach strategies, write supplements, attend trainings, write reports Funding for advertising costs

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
			<ul style="list-style-type: none"> f. Development of interview tools and sample questions that may promote diversity in hiring g. Development of a mechanism to identify potential new hires associated with grant applications 	<ul style="list-style-type: none"> f. DE&I implementation team g. DE&I implementation team, human resources 	
ISR staff Obj. 6	Assure consistent, equitable, and transparent support for staff development	<ul style="list-style-type: none"> 1. Increased satisfaction among staff as measured by ISR climate survey (or other instruments) 2. Increase in diversity of staff promoted and retained within institute 	<ul style="list-style-type: none"> 1. Implement a staff mentoring program for recent employees 2. Encourage participation of staff in U-M sponsored career development programs; provide information about these opportunities through ISR communication outlets 3. Clarify and communicate center policies and priorities regarding staff training and career development to supervisors and staff 4. Post all new ISR staff positions on a page on the ISR intranet 5. Produce annual reports on internal promotions and exits, with recommendations for policy changes if necessary, to improve staff development and retention 	<ul style="list-style-type: none"> 1. Center administrators, human resources, Directors Advisory Committee on Diversity (DACD) 2. Center administrators, supervisors 3. Center administrators, supervisors 4. Web maintenance team 5. Human Resources, DE&I implementation team 	<p>Staff time to design and manage program, time for mentors and mentees to participate, lunch for mentors and mentees.</p> <p>Funding to redesign intranet</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
ISR faculty and staff Obj 7	Promote sensitivity and awareness of faculty and staff supervisors to issues of diversity, equity and inclusion	<ol style="list-style-type: none"> 1. Participation of significant numbers of faculty and staff supervisors in training related to diversity, equity, and inclusion, as documented in an annual report to ISR leadership 2. Increased satisfaction among staff as measured by the ISR climate survey (or other instruments) 	<ol style="list-style-type: none"> 1. Identify and make available to supervisors appropriate training programs offered at the university 2. Include in the annual reviews of faculty and staff supervisors a question on their participation in diversity training 3. Include in the annual reviews of all faculty and staff a question on their efforts to contribute to DE&I 4. Develop or adopt training program(s) (FY18) 5. Require training in diversity, equity, and inclusion of all ISR faculty and staff supervisors (FY 18) 	<ol style="list-style-type: none"> 1. Center directors and administrators 2. Center directors and administrators, supervisors 3. Center directors and administrators 4. DE&I implementation team, human resources, center administrators 5. Center directors and administrators, DE&I implementation team 	<p>Time for IT and HR staff to do quarterly reports, time of faculty or consultant to do promotion study</p> <p>Funding for training program development</p>
Participants in Michigan Program in Survey Methodology (faculty, staff, and students) Obj. 8	Increase diversity in SRC's masters and PhD students in the Michigan Program in Survey Methodology (MPSM), and Summer Institute in Survey Research Techniques	<ol style="list-style-type: none"> 1. Increased diversity of students in each of these programs across many dimensions (see Objective 8) 2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of the Summer Institute and the MPSM to the SRC directors and the 	<ol style="list-style-type: none"> 1. Add optional questions on race, ethnicity, nationality, gender identity, and veteran status (comparable to university data on degree students) to registration form for Summer Institute applicants 2. Increase efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by MPSM faculty and the MPSM Rackham diversity ally to students from under-represented groups at U-M and other universities 3. Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to degree programs 4. Include in selection criteria (and feature in promotional materials) <ol style="list-style-type: none"> a. Demonstrated commitment to diversity in 	<ol style="list-style-type: none"> 1. SRC center director and administrator, MPSM director and staff 2. MPSM director and staff 3. MPSM director and staff 4. MPSM director, faculty and staff 	<p>Time for faculty and staff to do outreach</p> <p>Funding for development and distribution of promotional and marketing materials</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
		Senior Staff Advisory Committee	<p>the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S.</p> <p>b. Experience of financial hardship as a result of family economic circumstances</p> <p>c. Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college</p> <p>5. Identify new sources of financial support for graduate students, including students from under-represented groups</p>	5. MPSM director and staff	
ICPSR Summer Program in Quantitative Methods of Social Research Obj. 9	1. Increase the diversity of participants, instructors, and staff involved in the ICPSR Summer Program in Quantitative Methods of Social Research across	<p>1. Increased diversity of participants, instructors and staff across many dimensions (see Objective 9)</p> <p>2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) of</p>	<p>1. Increase efforts to publicize programs in media that reach under-represented populations, and increase direct outreach by ICPSR faculty and the Rackham diversity ally to students from under-represented groups at U-M and other universities, in an effort to diversify applicant pools</p> <p>2. Engage in outreach to maintain and expand the diversity of applicants for instructional and support staff</p> <p>3. Expand the Summer Program’s curriculum to offer additional workshops, lectures, and discussions on issues of diversity, equity, and inclusion</p>	<p>1. ICPSR Summer Program director and staff</p> <p>2. ICPSR Summer Program director and staff</p> <p>3. ICPSR Summer Program director and staff</p>	<p>Time for ICPSR faculty and staff to do outreach and develop new programs</p> <p>Funding for recruitment and marketing materials</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
	many dimensions	ICPSR			
Population Studies Center students and post-doctoral Obj. 10	Maintain the diversity of participants in the Population Studies Center (PSC's) pre- and post-doctoral training programs across many dimensions	<ol style="list-style-type: none"> 1. Increased diversity of pre- and post-doctoral training across many dimensions (see Objective 10) 2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants, as reported in an annual assessment from the PSC pre- and post-doctoral training program leads to the PSC director and PSC faculty reporting on the gender and race/ethnicity distributions of applicants, offers, and awards, with comparisons to past cohorts, and on efforts to increase the diversity of applicants 	<ol style="list-style-type: none"> 1. Continue efforts to increase applications from under-represented populations 2. Engage faculty with expertise in diversity, equity, and inclusion to assist in reviewing applications to training programs 3. Include in selection criteria (and feature in promotional materials) <ol style="list-style-type: none"> a. Demonstrated commitment to diversity in the academic, professional, or civic realm through academic and work experience, volunteer engagement, or leadership; for example, efforts to reduce social, educational, or economic disparities based on race, nationality, citizenship, ethnicity, gender, sexuality, disability, or gender identity, or to improve race relations in the U.S. b. Experience of financial hardship as a result of family economic circumstances c. Experience as a first-generation U.S. citizen or as the first generation in their family to graduate from a four-year college 4. Facilitate and encourage applications from PSC trainees for NIH Research Supplements to promote diversity in research. Work with other post-doctoral sponsors in the Institute to create supports for post-doctoral fellows and integrate them fully into the Institute 	<ol style="list-style-type: none"> 1. PSC training program director and program staff 2. PSC training program director, faculty and staff 3. PSC training program director and staff 4. PSC training program faculty and director 	Time for PSC faculty and staff to do outreach. Funding to update registration materials and for marketing materials

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
Graduate students Obj. 11	Increase the diversity of graduate student researchers in ISR across many dimensions	<ol style="list-style-type: none"> 1. Increased diversity of graduate students across many dimensions (see Objective 11) 2. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from the director(s) 3. Increase in the number of NIH Research Supplements to promote diversity in research applications and awards 	<ol style="list-style-type: none"> 1. Increase efforts to publicize opportunities in media that reach under-represented populations in an effort to diversify applicant pools and recruit diverse students 2. Provide information and support for applications for NIH Research Supplements to promote diversity in research 3. Prioritize the allocation of ISR tuition subsidies to students who have demonstrated a commitment to diversity or who will increase the diversity of perspectives brought to the ISR research enterprise (FY18) 	<ol style="list-style-type: none"> 1. Individual faculty, research support staff 2. Research support staff, DE&I implementation team 3. ISR directors office and ISR Policy Committee 	Faculty and staff time
Graduate students Obj. 12	Assure inclusion of ISR graduate students in ISR activities	<ol style="list-style-type: none"> 1. Increase in students attending ISR events 	<ol style="list-style-type: none"> 1. Hold lunch with program, center, and institute leadership and all graduate students in ISR (Survey Methodology students, PSC pre-doctoral trainees, and GSRA's) to discuss their goals and concerns 	<ol style="list-style-type: none"> 1. ISR educational program directors, program staff and event planners 	Faculty time and staff time

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/person accountable	Resources needed
Under-graduate Students Obj. 13	Increase the diversity of undergraduate research assistants in ISR	<ol style="list-style-type: none"> 1. Improvement in the diversity of admitted and enrolled students and in efforts to increase the diversity of program applicants as reported in an annual assessment from Undergraduate Research Opportunity Program (UROP) and Summer Research Opportunity Program (SROP) on participation by ISR faculty 2. Improvement in the diversity of undergraduate student employees as reported in an annual assessment from UROP and SROP offices. 	<ol style="list-style-type: none"> 1. Include information about UROP and SROP in ISR communication outlets 2. Prepare outreach strategies that faculty and staff can use to encourage applications from students from diverse backgrounds (e.g., groups for students of color in relevant majors) and disseminate that information 3. Identify opportunities for external funding for under-represented undergraduates to participate in ISR-sponsored research and share those opportunities (repeatedly) with faculty 4. Continue ICPSR summer internship program 	<ol style="list-style-type: none"> 1. Center administrators, supervisors 2. DE&I implementation lead 3. DE&I implementation lead 4. ICPSR summer program director and staff 	Staff time

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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
ISR all Obj. 14	Increase the coverage of topics related to diversity, equity, and inclusion in all ISR training programs	1. Increased coverage of DE&I-related topics as demonstrated in annual reports from relevant units	<ol style="list-style-type: none"> 1. Create an annual interdisciplinary workshop on the quantification of racism 2. Develop an initiative in quantitative gender studies 3. Include topics related to diversity, inclusion, and racism in seminars 4. Expand curricular offerings in degree and non-degree programs on issues of diversity, equity, and inclusion 	<ol style="list-style-type: none"> 1. Individual faculty and MPSM 2. CPS faculty 3. Center directors and seminar planning committees 4. ICPSR Summer Program, MPSM, Summer Institute in Survey Research Techniques 	Cost of faculty time to develop and teach workshop and classes
ISR all Obj. 15	Increase the amount of research conducted on topics related to diversity, equity, and inclusion	1. Increased number of research proposals submitted on DE&I-related topics	<ol style="list-style-type: none"> 1. Monitor and distribute public and foundation solicitations for research on DE&I-related topics 2. Promote results of ISR studies on DE&I-related topics through various media outlets 3. Where appropriate, modify ISR surveys to include standardized questions on sexual orientation and identity 4. Continue efforts to retain and recruit Minority Serving Institutions (MSIs) and under-resourced institutions as members of ICPSR 5. Enhance the diversity represented in ICPSR data holdings and expand efforts to increase data access for under-represented populations 	<ol style="list-style-type: none"> 1. ISR leadership, center directors, research administration 2. ISR communication teams 3. Project principal investigator 4. ICPSR membership and RCMD staff 5. ICPSR membership and RCMD staff 	<p>Cost of staff time to create the reports.</p> <p>Funding for marketing reports.</p> <p>Funding to develop web and print materials related to reports</p>

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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
ISR all Obj. 16	Create an inclusive, welcoming environment with collegial relationships and interactions at all levels.	1. Increased satisfaction as measured by ISR climate survey (or other instruments)	<ol style="list-style-type: none"> 1. Design and implement an improved all-ISR orientation program for new faculty, staff, and students 2. Ensure that ISR’s public and intranet sites provide ready access to information fostering orientation to and involvement in ISR, including all-community directories and organizational charts, upcoming ISR events, and ISR job postings and other professional development opportunities 3. Add faculty, staff, and student photos (with permission) to an internal ISR directory 4. Provide an ISR intranet-based portal where ISR community members may make anonymous suggestions and report concerns <ul style="list-style-type: none"> • Identify appropriate personnel to receive anonymous posts • Produce annual report aggregating suggestions/concerns for ISR leadership 5. Modify current ISR email list to include all of the ISR community, including contingent staff (as well as students in degree programs) 6. Establish cross-center staff working groups on common tasks 	<ol style="list-style-type: none"> 1. DACD, center administrators, human resources, DE&I implementation team 2. Communication leads, DE&I implementation team 3. Center directors and administrator, ISR communication leads 4. ISR website maintenance and communication 5. ISR Director, Center, directors and administrator 6. ISR Facilities Center Directors and administrators, DACD, DE&I implementation team. 	<p>Time for staff to develop and conduct orientations</p> <p>Funding for events and print/web materials.</p> <p>Funding for intranet and internet redesign and ISR webmaster for maintenance and cohesion across ISR sites.</p> <p>Funding for annual report and email design/distribution program.</p> <p>Funding for signs and for enhancing recognition</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
			<ul style="list-style-type: none"> 7. Provide signs and nameplates for better building navigation 8. Review staff recognition programs throughout U-M (e.g., UMHS employee recognition program) and design a similar all-ISR program 	<ul style="list-style-type: none"> 7. ISR Facilities Center Directors and administrators, DACD, DE&I implementation team. 8. DACD, DE&I implementation team. 	programs.
ISR all Obj. 17	Create a work environment that fosters barrier-free participation of staff, faculty, and students with disabilities—including, but not limited to, visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities—in their ISR job responsibilities, as well as job-related ISR activities and events	<ul style="list-style-type: none"> 1. Prompt addressing of accessibility issues as raised 2. Increased accessibility as measured by the ISR climate survey (or other instruments) 	<ul style="list-style-type: none"> 1. Evaluate ISR intranet and center intranets for compliance with WCAG 2.0 levels A and AA; make corrections to bring sites into compliance 2. Evaluate ISR timesheet software for compliance with Section 508 standards for Electronic and Information Technology for software; make corrections to bring timekeeping into compliance 3. Add link for accommodation requests to ISR intranet 4. Ensure all ISR community members are physically able to access areas of the building as well as online events, such as webinars, necessary for performing their job duties 5. Ensure that invitations to/announcements of large ISR events or meetings include a statement that “accommodations can be provided upon request,” and refer people to appropriate resources 6. Provide information (in 	<ul style="list-style-type: none"> 1. 1.ISR IT Staff, Center IT staff, center directors and administrators 2. ISR IT Staff, Center for Institute Services 3. ISR and All center event planners 4. ISR all event planners, center administrators, 5. Center for Institute Services, center administrators 6. Center for Institute 	<p>Time for IT staff to make changes, meeting time for DACD and center staff to develop work groups, time for program staff to meet</p> <p>Funding to update the intranet and webmaster. Funding for software updates and accessibility training.</p>

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Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
			<p>announcements, on the intranet) on an accessibility “point person” (or persons) who can be contacted to arrange for accessibility assistance.</p> <p>7. Establish an ISR-wide group on improving the accessibility of our research products</p>	<p>Services, center Administrators</p> <p>7. DACD</p>	
ISR all Obj. 18	Increase awareness of diversity-related issues across ISR faculty, staff, and students	<ol style="list-style-type: none"> 1. Increased satisfaction on diversity initiatives and awareness as measured by ISR climate survey (or other instruments) 2. Increase in diversity-related activities and number of participants in same, as measured in annual ISR report. 	<ol style="list-style-type: none"> 1. Continue to support and encourage greater participation in ISR Reads 2. Establish quarterly events, such as movies, on DE&I-related topics; rotate time and location (ISR-Perry and ISR-Thompson) to encourage broad participation; include stories on these activities in <i>ISR News Notes</i> and center surveys and websites 3. Expand the range of portraits and other artwork in lobbies, atria, and meeting rooms to better reflect the diverse participants in ISR’s research enterprise 	<ol style="list-style-type: none"> 1. Center administrators and supervisors 2. DACD, PACAC, center administrators, DE&I implementation team; ISR communications; CIS events 3. DACD, ISR facilities 	<p>Time to cover staff planning and participation in these events</p> <p>Funding for events and promotion. Funding for updating artwork</p>
ISR staff Obj. 19	Assure equitable treatment in salary and opportunity for promotion	<ol style="list-style-type: none"> 1. Report with analysis and recommendations regarding salaries for staff at ISR 	<ol style="list-style-type: none"> 1. Conduct study of staff salaries and promotions, examining, to the extent possible differences across centers (or the university as a whole), projects, job classifications, race/gender backgrounds, disability status, educational attainment, veteran status, age, and years of experience. (FY18) 	<ol style="list-style-type: none"> 1. Center administrators, DE&I Implementation team, DACD, PACAC 	<p>Time to cover staff planning</p>

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IV. D. Service

Key Constituency	Strategic Objective	Measures of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed (if applicable)
Local community Obj. 20	Contribute to the local community's capacity to serve and understand our diverse community	1. Annual report from DACD on activities	<ol style="list-style-type: none"> 1. Continue participation in Data Dive and participate in similar initiatives such as Data DiscoTech and the Detroit Digital Justice Coalition 2. Continue participation in service activities such as ISR Feeds (collecting food and resources for the local food bank and homeless shelter), U-M's Native American Student Association's PowWow, and the Washtenaw Intermediate School District's Education Project for Homeless Youth, and expand participation in similar initiatives such as the Juneteenth Celebration organized by the Ann Arbor branch of the NAACP 	<ol style="list-style-type: none"> 1. DACD 2. DACD 	Resources to support programs and staff time

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

The current strategic plan reflects input from all facets of ISR. Implementation of the plan will be led by a designated faculty member with guidance and assistance from ISR's implementation committee, ISR's Institute Administrative Committee and its Policy Committee. If conflict arises during the implementation of the strategic plan, the ISR Policy Committee will review conflicts and report to center leadership. The plan will be reviewed annually. ISR Leadership, in collaboration with the ISR Director's Advisory Committee on Diversity, will host an annual town hall meeting to solicit feedback from all ISR community members on progress and challenges in implementing the plan. The ISR community (faculty, staff and students) will review the strategic plan and propose changes to address as yet unmet objectives. Increasing the dialogue across ISR structural levels, centers, and groups in these endeavors will, in itself, improve the overall climate of ISR and help sustain and nurture faculty, staff, and students. All changes to the strategic plan will be updated on the ISR website and provided to the U-M Office of the Provost.

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Appendix

Table 1: ISR regular staff demographics by job family, 2016

Job Family/Group	Total	Female	Male	Native American/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Not Indicated	Two or More Races	White, Not of Hispanic Origin
<i>Academic & Student Services</i>	6	83.3%	16.7%							100.0%
<i>Administration</i>	60	88.3%	11.7%		3.3%	10.0%				86.7%
<i>Communications & Marketing</i>	10	80.0%	20.0%		20.0%	10.0%				70.0%
<i>Finance</i>	22	54.5%	45.5%		13.6%	13.6%		4.5%		68.2%
<i>Human Resources</i>	10	80.0%	20.0%			30.0%				70.0%
<i>Information Technology</i>	85	36.5%	63.5%	1.2%	17.6%	3.5%	3.5%		3.5%	70.6%
<i>Libraries & Museums</i>	5	100.0%			20.0%	20.0%				60.0%
<i>Research</i>	247	68.0%	32.0%	0.4%	7.7%	6.5%	3.6%	0.8%	1.6%	79.4%
Execs & Administrative Staff	27	88.9%	11.1%						3.7%	96.3%
Professional Support Staff	14	92.9%	7.1%			14.3%	7.1%			78.6%
Research Professor- Exempt	169	64.5%	35.5%	0.6%	7.7%	6.5%	3.6%	0.6%	1.2%	79.9%
Research Professor - Non-exempt	37	59.5%	40.5%		16.2%	8.1%	5.4%	2.7%	2.7%	64.9%
<i>Other</i>	9	66.7%	33.3%			11.1				88.9%

Table 2: ISR temporary staff demographics by title, 2016

Title	Total	Female	Male	Native American/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Not Indicated	Two or More Races	White, Not of Hispanic Origin
<i>Temporary</i>	244	63.5%	36.5%	0.4%	18.4%	6.6%	4.1%	11.5%	2.5%	56.6%
<i>SRO Field/Lab Temp</i>	664	79.5%	19.3%	0.5%	1.4%	18.7%	12.0%	16.6%	2.4%	48.5%

Table 3: ISR faculty demographics by title, 2016

Track/Title	Total	Female	Male	Native American/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Oth Pac Island	Not Indicated	Two or More Races	White, Not of Hispanic Origin
Professor Track	90	33.3%	66.7%		7.8%	2.2%	2.2%			1.1%	86.7%
Research Professor	62	22.6%	77.4%		6.5%	3.2%	1.6%				88.7%
Research Associate Professor	16	62.5%	37.5%		12.5%						87.5%
Research Assistant Professor	12	50.0%	50.0%		8.3%		8.3%			8.3%	75.0%
Scientist Track	36	66.7%	33.3%		13.9%	5.6%		2.8%			77.8%
Research Scientist	6	50.0%	50.0%								100.0%
Associate Research Scientist	7	57.1%	42.9%		14.3%						85.7%
Assistant Research Scientist	18	77.8%	22.2%		22.2%			5.6%			72.2%
Other	5	60%	40%			40%					60%
Faculty Associate	103	35.9%	64.1%	1.0%	11.7%	11.7%	4.9%		1.9%	2.9%	66.0%
Other	72	40.3	59.7		13.9%	4.2%		4.2%			77.8%

Table 4: Post-doctoral scholar demographics, 2016

Job Family/Group	Total	Female	Male	Native American/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Not Indicated	Two or More Races	White, Not of Hispanic Origin
Graduate Student Instructor	7	14.3%	85.7%		14.3%		14.3%	14.3%		57.1%
Graduate Student Research Asst	39	48.7%	51.3%		15.4%	2.6%	5.1%	15.4%	2.6%	59.0%
Research Fellows	13	76.9%	23.1%		15.4%		15.4%			69.2%

Source: Tables 1-4: U-M data warehouse February 22, 2016. They include any faculty with a title at ISR.

Table 5: Race/ethnicity of ISR faculty and staff, 2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Regular											
Faculty											
Asian	6.8%	4.9%	3.7%	5.5%	6.4%	8.5%	8.4%	10.6%	10.7%	10.5%	9.2%
Black/African American	2.9%	2.9%	3.7%	4.5%	1.8%	2.5%	3.4%	2.4%	4.1%	3.5%	2.8%
Hispanic/Latino	1.9%	2.9%	2.8%	1.8%	3.6%	4.2%	4.2%	4.1%	4.1%	2.6%	2.8%
White, Not of Hispanic Origin	86.4%	87.3%	87.9%	86.4%	85.5%	82.2%	81.5%	81.3%	79.5%	80.7%	82.6%
Staff											
Asian	7.2%	6.3%	6.5%	7.6%	9.2%	8.7%	9.9%	11.6%	11.4%	10.7%	10.3%
Black/African American	6.7%	7.7%	6.9%	6.9%	6.8%	6.8%	6.4%	6.4%	6.4%	6.7%	6.9%
Hispanic/Latino	3.3%	3.0%	3.0%	2.5%	3.0%	3.0%	2.7%	2.4%	2.7%	2.7%	3.0%
Two or More Races	2.1%	2.3%	2.1%	1.9%	1.7%	1.6%	1.6%	1.7%	1.8%	2.1%	1.8%
White, Not of Hispanic Origin	80.2%	80.0%	80.6%	80.3%	78.0%	78.7%	77.9%	76.6%	76.0%	76.2%	76.2%
Temporary											
Staff											
Asian	12.7%	11.3%	11.1%	15.2%	15.6%	18.0%	16.9%	15.3%	13.3%	14.7%	15.8%
Black/African American	15.8%	15.8%	14.6%	10.5%	6.8%	7.5%	7.0%	8.6%	9.0%	7.1%	6.2%
Hispanic/Latino	4.4%	5.5%	5.2%	4.0%	5.2%	4.6%	4.8%	7.1%	4.8%	4.9%	5.4%
Not Indicated	2.5%	1.6%	2.0%	5.3%	5.2%	5.6%	4.8%	8.6%	8.1%	13.8%	9.7%
Two or More Races	1.9%	2.9%	1.7%	2.8%	2.9%	2.9%	2.6%	3.0%	1.9%	3.1%	3.5%
White, Not of Hispanic Origin	62.7%	62.9%	65.3%	62.2%	64.2%	61.1%	63.6%	57.5%	62.9%	56.3%	59.1%
Contingent Temp											
Staff											
Asian	0.8%	0.8%	0.9%	0.7%	1.2%	1.5%	1.9%	1.9%	1.7%	1.4%	1.0%
Black/African American	12.3%	9.2%	9.8%	9.7%	10.3%	11.6%	12.9%	14.1%	13.3%	14.4%	15.5%
Hispanic/Latino	5.4%	5.6%	4.2%	4.5%	4.2%	5.3%	7.6%	7.5%	6.5%	8.1%	8.6%
Not Indicated	40.2%	39.8%	41.5%	46.4%	41.4%	32.8%	28.2%	25.2%	25.5%	22.6%	22.6%
White, Not of Hispanic Origin	40.8%	44.1%	42.9%	38.0%	41.6%	47.1%	48.2%	49.0%	49.6%	50.3%	49.5%

Table 6: Race/ethnicity of University of Michigan faculty and staff, 2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Regular											
Faculty											
American Indian/Alaskan Native	0.3%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%
Asian	12.0%	12.6%	13.1%	13.1%	13.6%	13.7%	13.9%	14.3%	14.4%	14.9%	15.2%
Black/African American	4.1%	4.1%	4.1%	3.9%	3.9%	4.0%	4.1%	4.2%	4.2%	4.2%	4.3%
Hispanic/Latino	3.2%	3.0%	3.0%	3.2%	3.4%	3.4%	3.4%	3.5%	3.5%	3.4%	3.6%
Native Hawaiian/Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%
Not Indicated	0.6%	0.6%	0.7%	0.8%	1.0%	1.0%	1.2%	1.2%	1.4%	1.4%	1.5%
Two or More Races	0.6%	0.7%	0.7%	0.8%	0.9%	1.0%	1.0%	1.0%	1.0%	1.1%	1.1%
White, Not of Hispanic Origin	79.3%	78.6%	78.0%	77.8%	76.9%	76.5%	76.1%	75.4%	75.1%	74.6%	74.0%
Staff											
American Indian/Alaskan Native	0.3%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%
Asian	11.1%	11.0%	11.1%	11.0%	11.3%	11.5%	11.4%	11.0%	10.2%	9.4%	9.0%
Black/African American	9.8%	9.6%	9.4%	9.4%	9.2%	8.9%	8.7%	8.8%	8.7%	8.9%	9.1%
Hispanic/Latino	2.8%	2.8%	2.9%	2.9%	3.0%	3.0%	3.0%	3.0%	3.0%	3.1%	3.3%
Two or More Races	1.1%	1.2%	1.3%	1.4%	1.4%	1.5%	1.5%	1.6%	1.6%	1.7%	1.8%
White, Not of Hispanic Origin	74.3%	74.0%	74.0%	73.7%	73.6%	73.5%	73.4%	73.1%	72.5%	72.3%	71.7%
Temporary											
Staff											
American Indian/Alaskan Native	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	12.4%	13.6%	12.8%	12.9%	13.1%	13.1%	12.5%	11.7%	12.4%	13.4%	13.7%
Black/African American	11.1%	10.2%	10.0%	10.3%	9.5%	9.7%	9.3%	9.4%	9.5%	9.8%	9.6%
Hispanic/Latino	4.6%	4.4%	4.6%	4.5%	4.4%	4.2%	4.4%	4.3%	4.5%	4.9%	4.9%
Not Indicated	7.4%	6.4%	7.7%	7.4%	7.5%	7.1%	7.4%	8.8%	9.6%	9.3%	9.0%
Two or More Races	2.0%	2.2%	2.3%	2.5%	2.8%	2.8%	2.9%	2.9%	3.1%	3.1%	3.3%
White, Not of Hispanic Origin	62.2%	62.9%	62.4%	62.2%	62.4%	62.9%	63.1%	62.6%	60.7%	59.2%	59.3%

Table 7: ISR educational program participant demographics

Program	Female	International	Under-represented Minority
<i>Program in Survey Methodology - Master's</i>	61%	50%	13%
<i>Program in Survey Methodology - PhD</i>	40%	70%	0%
<i>Summer Institute in Survey Research Techniques (average for last 5 years)</i>	61%	24%	Unavailable
<i>PSC Training Program - Pre-Doctoral Students</i>	82%	9%	26%
<i>PSC Training Program - Post-Doctoral Scholars</i>	76%	12%	18%
<i>ICPSR Summer Institute</i>	56%		48%

Note: Currently the educational programs do not capture all demographic data as shown in faculty, staff, and temporary tables.