

Diversity, Equity & Inclusion Lifelong Learning Model Elements

One Definition

Continuously pursues self-awareness, DEI-related knowledge and intercultural responsiveness; listens inclusively and seeks diverse feedback and engagement with others to understand differences; takes action to promote inclusive culture at UM; addresses and resolves conflict; and aligns with institutional DEI commitment.

Six Domains

Pursues
Self-
Awareness

Exhibits
Intercultural
Responsiveness

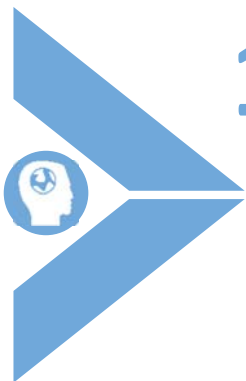
Listens
Inclusively &
Seeks Diverse
Feedback

Promotes
Inclusive
Relationships

Resolves
Conflict

Aligns to
Institutional
Commitment

Three Stages of Lifelong Learning



1

AWARENESS



2

PRACTICE



3

MODELING

Diversity, Equity & Inclusion Lifelong Learning Model Elements

How can I use this now?

Recruitment

Integrate diversity, equity & inclusion behavioral expectations into recruitment, hiring, and workforce planning efforts

Unit Events

Consider aligning event descriptions or objectives with corresponding domain(s) and behaviors



Staff Meetings

Select one or more domains to focus on at your next staff meeting

Aligned Verbiage

Review and update relevant unit documents (e.g. diversity committee charge, strategic plans, etc.) to ensure consistent language

Still to come...

- Awareness-level resources for all six domains
- Integrated assessment to help individuals and units develop and plan their lifelong learning in diversity, equity & inclusion

DOMAIN BEHAVIORS

Pursues Self-Awareness

- Demonstrates awareness of one's own cultural practices
- Demonstrates basic understanding of one's own identities

Exhibits Intercultural Responsiveness

- Accurately describes DEI concepts
- Demonstrates a willingness to continuously increase DEI knowledge and cross-cultural awareness
- Regularly participates in DEI-related professional development opportunities

Listens Inclusively & Seeks Diverse Feedback

- Accurately listens for multiple perspectives
- Welcomes feedback and admits mistakes
- Demonstrates kindness and empathy toward others

- Practices reflection and observation to increase self-awareness
- Seeks education about one's own identities, biases, and cultural practices

- Demonstrates continuous improvement in cross-cultural competencies
- Demonstrates acceptance of varying cultural norms
- Describes conceptual frameworks that explain differences in social identities

- Reflect on one's own behaviors and impact on others
- Actively seeks and values feedback from others with different perspectives
- Effectively provides respectful feedback about one's own experiences

- Demonstrates understanding of one's own privilege, biases and identities
- Demonstrates strategies for mitigating one's own biases and privilege
- Demonstrates restraint in making generalizations

- Effectively adapts own behaviors with sensitivity to differences in social identities and culture
- Articulates causes of societal conflicts and systemic oppression
- Seeks mentors to deepen DEI knowledge
- Demonstrates continuous learning of historical context related to social dynamics and change
- Articulates the dynamics between civil rights and civil liberties

- Synthesizes and effectively communicates feedback from multiple perspectives for reports and presentations
- Deliberately incorporates feedback into behaviors

Stages of Lifelong Learning

Awareness
Row One

Practice
Row Two

Modeling
Row Three

DOMAIN BEHAVIORS

Promotes Inclusive Relationships	Resolves Conflict	Aligns to Institutional Commitment
<ul style="list-style-type: none"> • Demonstrates inclusive and welcoming behaviors • Demonstrates restraint with regard to harmful behaviors and stereotyping • Seeks and equitably values diverse perspectives and contributions • Demonstrates openness to work relationships with individuals with different identities • Demonstrates respect for diverse social, cultural and religious holidays and practices 	<ul style="list-style-type: none"> • Demonstrates awareness of conflicts arising from differences in identity and viewpoints • Actively seeks to identify appropriate policies and resources designed to protect the university environment when bias-related or similar negative events occur 	<ul style="list-style-type: none"> • Demonstrates awareness of goals and initiatives of local (e.g., unit or department-level) and UM DEI plan and values
<ul style="list-style-type: none"> • Promotes inclusive and welcoming behaviors • Values cultural practices different from one's own • Demonstrates sensitivity with regard to individuals for whom English is a second language • Intentionally builds relationships with individuals with different identities 	<ul style="list-style-type: none"> • Demonstrates increased comfort with conflict inherent to DEI • Identifies and works to address cultural conflicts • Assists others to resolve conflicts and repair harm • Uses appropriate policies and resources designed to protect the university environment when bias-related or similar negative events occur 	<ul style="list-style-type: none"> • Actively supports and engages with local and UM DEI plan initiatives
<ul style="list-style-type: none"> • Skillfully challenges others' harmful and stereotyping behaviors (e.g., bystander intervention) 	<ul style="list-style-type: none"> • Confronts incivility and seeks to repair harm (e.g., oppression, microaggression, harassment) • Encourages and engages others in using appropriate policies and resources designed to protect the university environment when bias-related or similar negative events occur 	<ul style="list-style-type: none"> • Holds self and others accountable for improvement with regard to DEI metrics

Stages of Lifelong Learning

Awareness
Row One

Practice
Row Two

Modeling
Row Three