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 U-M; 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

[Diagram showing the three stages: Awareness, Modeling, Practice]
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

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

**ALIGNED VERBAGE**
Review and update relevant unit documents (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

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Practice</th>
<th>Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates awareness of one’s own cultural practices</td>
<td>• Practices reflection and observation to increase self-awareness</td>
<td>• Demonstrates understanding of one’s own privilege, biases and identities</td>
</tr>
<tr>
<td>• Demonstrates basic understanding of one’s own identities</td>
<td>• Seeks education about one’s own identities, biases, and cultural practices</td>
<td>• Demonstrates strategies for mitigating one’s own biases and privilege</td>
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### Exhibits Intercultural Responsiveness

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<td>• Accurately describes DEI concepts</td>
<td>• Demonstrates continuous improvement in cross-cultural competencies</td>
<td>• Effectively adapts own behaviors with sensitivity to differences in social identities and culture</td>
</tr>
<tr>
<td>• Demonstrates a willingness to continuously increase DEI knowledge and cross-cultural awareness</td>
<td>• Demonstrates acceptance of varying cultural norms</td>
<td>• Articulates causes of societal conflicts and systemic oppression</td>
</tr>
<tr>
<td>• Regularly participates in DEI-related professional development opportunities</td>
<td>• Describes conceptual frameworks that explain differences in social identities</td>
<td>• Seeks mentors to deepen DEI knowledge</td>
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### Listens Inclusively & Seeks Diverse Feedback

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<td>• Accurately listens for multiple perspectives</td>
<td>• Reflect on one’s own behaviors and impact on others</td>
<td>• Synthesizes and effectively communicates feedback from multiple perspectives for reports and presentations</td>
</tr>
<tr>
<td>• Welcomes feedback and admits mistakes</td>
<td>• Actively seeks and values feedback from others with different perspectives</td>
<td>• Deliberately incorporates feedback into behaviors</td>
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<tr>
<td>• Demonstrates kindness and empathy toward others</td>
<td>• Effectively provides respectful feedback about one’s own experiences</td>
<td>• Articulates the dynamics between civil rights and civil liberties</td>
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# DOMAIN BEHAVIORS

## PROMOTES INCLUSIVE RELATIONSHIPS

**Awareness**
- 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

**Practice**
- 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

**Modeling**
- Skillfully challenges others’ harmful and stereotyping behaviors (e.g., bystander intervention)

## RESOLVES CONFLICT

**Awareness**
- 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

**Practice**
- 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

**Modeling**
- 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

## ALIGNS TO INSTITUTIONAL COMMITMENT

**Awareness**
- Demonstrates awareness of goals and initiatives of local (e.g., unit or department-level) and UM DEI plan and values

**Practice**
- Actively supports and engages with local and UM DEI plan initiatives

**Modeling**
- Holds self and others accountable for improvement with regard to DEI metrics