

Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY19 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

The U-M President's Diversity Charge

The School of Education (SOE) DEI implementation and planning team, along with our other community members, are particularly inspired by President Mark Schlissel's charge to increase and affirm diversity at U-M in order to ensure the offering of an excellent and equitable education to all. As the President stated:

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge. (President Schlissel's U-M Community DEI Charge Statement, Nov. 10. 2015)

U-M Diversity, Equity and Inclusion (DEI) Goals

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

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

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

School of Education's DEI/*dije* Mission, Vision, Values, and Principles

Justice: SOE has expanded upon the University's DEI charge to also incorporate attention to "justice" in our DEI mission. We, therefore, have termed our DEI work "*dije*" (using the Spanish pronunciation of "dee-hay") to stand for "diversity, inclusion, justice, and equity."

Adding "justice" to our DEI mission signals our vision and our value of educators helping to create just societies. Justice, for SOE, means the provision of equal respect, institutional access,

and inclusive learning and work environments for students, faculty, and staff. We are striving to ensure these environments are equitable, humanizing, and void of day-to-day expressions of discrimination and other structural barriers that limit individual, professional and institutional growth. The inclusion of attention to justice signals that we may have to take extraordinary measures or distribute resources differently than in the past as we seek to redress unjust practices that result from structural barriers and institutional practices. Thus, the word justice signals explicit and strategic attention to changing our practice. We are striving to promote justice through our research, public scholarship, community building, and our preparation of education practitioners and policymakers.

Our rationale for incorporating explicit attention to justice, and for tending to our strategic objectives described in later sections, stems from the guiding principles articulated in our original DEI Statement and Strategic Plan.

SOE DEI/dije Principles

- ❖ The diversity of our faculty, students, and staff should reflect the character and contours of our demographically diverse society and should be leveraged to challenge entrenched educational and social inequalities;
- ❖ Diversity of identity, culture, perspective, language, and mode of expression should be protected and actively cultivated in our research, curricular, pedagogical, and work activities;
- ❖ Our practices and policies must ensure the full inclusion and empowerment of persons who identify as members of historically disenfranchised groups, and must also cultivate among all community members shared competencies, sensitivities, and equity-oriented habits of mind;
- ❖ Each member of our community should be recognized both as an individual with distinct talents, perspectives, and insights, and as a member of social groups who have benefited from or been disadvantaged by historical and contemporary power inequalities;
- ❖ Informal and professional interactions within the school or in relation to school business should enable courageous, respectful, and civil discourse across differences in opinion, perspective, identity, and power status;
- ❖ Our institutional responsibility to enact these principles of diversity, inclusion, justice, and equity requires that all of our community members contribute to an environment that supports the effective, socially just education that we seek.

II. Planning Process Used

Planning Lead(s)

SOE Dean Elizabeth Birr Moje
SOE DEI/*dije* Implementation Lead Dr. Camille M. Wilson

Planning Team

- SOE's Education Diversity Advisory Council (EDAC) Co-chairs, Dr. Matt Diemer and Dr. Henry Meares
- Associate Dean & Faculty Instructional Liaison, Dr. Shari Saunders
- SOE *dije* Assessment & Reporting Coordinator, Dr. Carla Shalaby
- Center for the Student of Higher and Postsecondary Education (CSHPE) *dije* Coordinator, Dr. Phillip Bowman
- SOE Graduate Student Staff Assistant, Ms. Eloise Reid
- SOE Educational Justice Intern, Mr. Dexter Moore, Jr.

Planning Process Summary

- Sources of data

The major sources of SOE *dije* data include:

- undergraduate and graduate enrollment data (school-wide & program-wide);
- demographic student, staff, and faculty data;
- staff climate survey data;
- *dije* student survey data;
- *dije* evaluation data from students, faculty, & staff;
- qualitative discussion data (captured by notes) at all-school meetings, community conversations, program forums with students, Dean Moje's fireside chats, EDAC meetings, and the Dean's Executive Council meetings; and
- feedback directly emailed to SOE leadership or anonymously sent through our SOE diversity page: <http://soe.umich.edu/diversity/> and the SOE anonymous website link: http://www.soe.umich.edu/contact_dean_anonymously/

- Process used to collect data

Our data collection processes include:

- aggregation and disaggregation of data regarding student enrollment and student, faculty,

- and staff demographics;
 - *dije* student survey administered at the end of the academic year;
 - Meetings and colloquia by Dean Moje, Implementation Lead Wilson, and other planning team members; and
 - the availability of online links for identified or anonymous feedback.
- Data analysis & action idea generation activities

Dean Moje and Implementation Lead Wilson had monthly *dije* implementation planning meetings during the 2017-18 academic year to analyze and discuss SOE *dije*-related feedback gathered from *dije* events, discussions, email messages, and online postings. Moje and Wilson also used this time to discuss upcoming *dije* programming, organizational issues, and community member needs.

Implementation Lead Wilson held weekly meetings during the academic year with the *dije* GSSA and educational intern to plan *dije*-related programming and projects (e.g. newsletter, curriculum guide), and also review SOE community feedback. The *dije* GSSA was charged with logging and thematically analyzing the SOE community feedback that was specifically emailed to Wilson.

In addition, Wilson served as an ex-officio member on the EDAC, and was an elected representative on the Dean's Executive Committee, which respectively met monthly and bi-weekly.

Ideas for *dije* action items were generated in all the meetings mentioned above. Wilson was particularly involved in multiple, *dije* leadership spaces where important discussions, planning sessions, data analysis, and decision-making transpired. She regularly corresponded with Assessment & Reporting Coordinator Shalaby and CSHPE *dije* coordinator Bowman too. Wilson met with them as needed.

Dean Moje also met biweekly with Associate Dean/Faculty Instructional Liaison Saunders, and with program chairs in order to advance strategic objectives by incorporating *dije* into faculty members' responsibilities in teaching and research.

- Summary of engagement activities

SOE *dije* engagement events include: all-school meetings, community conversations, program forums with students, fireside chats, faculty and all-school book clubs, academic colloquia, and our *dije* newsletter "*Expansions*."

SOE/*dije* implementation leadership, along with faculty, staff, and students are involved in

initiating and/or planning our activities.

III. Data and Analysis: Key Findings

Summary of Data

A) Recruitment, Retention & Development Data

This domain pertains to the recruitment, enrollment, retention, and professional/career development of SOE undergraduate and graduate students, as well as faculty and staff members.

- We have 283 incoming students for the 2018-19 academic year. 67 of these students (24%) come from underrepresented minority groups—an increase from last year (21%).
- In the 2017-18 academic year, we awarded \$2.8 million in scholarship funds raised from the *Victors of Michigan Campaign*. This is a significant increase over the previous year (\$1.3 million).
- This past year the Education Diversity Advisory Committee (EDAC) reviewed staff data and offered recommendations to our human resources team for new *dije*-infused staff hiring protocols.
- Our new *Education for Empowerment* minor, launching in Fall 2018, is drawing significant interest from undergraduates across campus. More than 100 students have already expressed interest in the minor via a landing page on our SOE website, and nearly 85 of these 100 undergraduates are not current SOE students. Based on this high level of interest, we expect our new minor to be a significant source of new undergrad recruits to our SOE courses.

B) Education and Scholarship Data

This domain encompasses SOE teaching, instructional, and research matters for undergraduate and graduate students, as well as faculty members.

- In our own end-of-year survey of students, we found that 50% of respondents disagreed or strongly disagreed with the statement, “A rich diversity of identities and perspectives are represented in the majority of my course syllabi.” Students largely agreed and strongly agreed with statements about their instructors’ strong capacity for *dije*-related

pedagogy but results from the item about representation in our *curriculum* were markedly lower.

- In that same end-of-year survey, students were asked to respond to the prompt: “The following aspects of identity are NOT well-represented and discussed in the curriculum, overall (check all that apply).” Four of the identity categories were identified by 60% or more of our students as lacking representation in our curriculum: gender identity, sexual orientation, religious identity, and (dis)ability.
- Some data relevant to our Year 3 goals from the *All Student Campus Climate Survey* specific to the SOE student findings include the following:
 - nearly 30% of SOE undergraduate respondents (n = 21 of 118 possible) indicated that they do not feel listened to by their GSI/TAs (compared to 20% of non-SOE students).
 - 23.8% of SOE undergraduate respondents (n = 21/118) strongly disagreed that they are treated fairly in their classrooms (compared to 4.4% at U-M overall).

It is important to note that the low response rate of 18.6% makes these statistics difficult to interpret.

C) Promoting an Equitable and Inclusive Environment Data

This domain encompasses factors that relate to ensuring that SOE offers inclusive and equitable learning and workplace environments for undergraduate and graduate students, as well as for faculty and staff members.

- Some relevant highlights from the *All Student Campus Climate Survey* specific to the SOE student findings include the following:
 - 76.2% of our undergraduate respondents (n=21/118) feel satisfied or very satisfied with the climate at the School of Education.
 - While 77% of our white graduate student respondents reported feeling “very satisfied” with the climate at the SOE. However Latinx graduate student respondents were evenly divided in their feelings of satisfaction. Of 20 student respondents, one third reported that they are very satisfied, one third were neutral, and one third were dissatisfied with our climate. (Graduate student respondents overall = 173/430, or 40% response rate.)
 - There are other important gaps in the data between white student respondents and students of color who responded; for example, while 9.2% of white student graduate student respondents reported feeling that their opinions are not valued in their departments, nearly double that number of graduate students of color who responded (19%) feel their

opinions are not valued. Similarly, replying to the statement, “My department is a place where I am able to perform up to my full potential,” 72.4% of white graduate student respondents agreed, versus 57.7% of graduate student of color respondents.

- 19% of graduate students of color who responded reported that they have considered leaving our programs because they felt isolated or unwelcomed.
- Informal qualitative data collected at fireside chats and other *dije* events suggest that “imposter syndrome” is a common experience for many graduate students, specifically women of color.
- Our most recent *All Staff Campus Climate Survey* results show that more than 89% of staff respondents (n = 65/98 agreed with the statement, “my unit has a strong commitment to diversity, equity, and inclusion.” This result was over 20 points higher than the number of staff who agreed with the statement at U-M, overall.

Still, climate survey data convey a need for continued improvement in staff equity and inclusion initiatives. We initiated several efforts to address these results in FY18 (please see our SOE Year 2 report), but we need to continue and expand these efforts in FY19 with a focus on the following key survey results:

From Table 18 (re: workload distribution and perceptions by sex/gender; response rate = 68.4%)

- “My ideas are seriously considered in my unit.”
(female: 50% / male: 69.2%)
- “I have a voice in the decision-making that affects my work in my unit.”
(female: 48% / male: 69.2%)
- “The workload is fairly and equitably distributed in my unit.”
(female: 38% / male: 46.2%)

From Table 20 (re: workload compensation, support, & recognition; response rate = 68.4%)

25% to 46% of calculated SOE staff members agreed that:

- “There are fair and equitable processes for determining compensation in my unit.”
- “Support is provided fairly and equitably in my unit.”
- “Rewards for work performance are fairly and equitably distributed in my unit.”

D) Service Data

This domain relates to SOE's work to contribute to K-12 school communities and educational improvement efforts in local and regional communities. It also pertains to our work to strengthen the *dije* organizational infrastructure and increase SOE community members' ability to share feedback, suggestions, and concerns with the *dije* leadership and planning team members.

- With the support of international partners, SOE professor Bob Bain developed an online *Big History* course that departs from a traditional linear approach to social studies and instead favors an interconnected presentation of natural and human history. More than 1000 teachers, including those local to our university in Ann Arbor, Holland, and Northville, are accessing and using this course. Similarly, our renowned literacy faculty developed free Literacy Essentials Modules that provide coaching and best practices to classroom teachers throughout Michigan. In addition, our SOE Teaching Works team is supporting skillful math teaching in the classroom teachers of the Grand Rapids Public Schools, Kent Intermediate School District, and the Godfrey-Lee Public Schools, through ongoing professional development supported by and in partnership with the Jandernoa Foundation.
- We are advancing our development of an urban teaching school residency partnership with Detroit Public Schools Community District (DPSCD) that will be formally established by an MOU. Our collaborators to date include the Kresge and Skillman Foundations, the Detroit Children's Fund, and Detroit community organizations. Several U-M units have already committed to partner on educational, health, and other initiatives, and we continue to seek additional collaborators across campus.
- We collected important data from students via a school-specific *dije* survey administered at the year's end. We intend to strengthen and continue that survey in the coming year, and consider expanding our efforts to survey our staff, as well.

Key Findings, Themes and Recommendations Based on Year Two

In line with our Strategic Plan, the SOE made significant progress in advancing *dije* during Year Two. Key factors that contributed to our progress, included:

- A more robust administrative *dije* staff infrastructure and distributed leadership model for *dije* initiatives, in addition to the continued activity and organizing efforts of our diverse, equity-oriented student groups, proved very valuable.
- The increased number of (and visibility of) *dije*/DEI initiatives, programming, and dialogue among faculty, students, and staff, versus just from administrative leadership. This reflected the willingness of faculty, students, and staff to be proactive in initiating or suggesting additional *dije* activities.

- Our intentional focus on leveraging new partnerships to support recruitment efforts, *dije* programming, and new service possibilities and opportunities.
- The drafting and approval of our new *Education for Empowerment* minor, which has a clear and explicit *dije* focus in its design, new *dije* courses to support it, and exciting new possibilities for building recruitment pipelines into our graduate programs.
- Efforts to be more data-driven in identifying our goals and objectives.
- The "branding" of our diversity, inclusion, justice, and equity efforts as "*dije*" continues to cultivate common SOE language, boost our organizational culture, and increase our community's sense of ownership for SOE-customized, DEI efforts.
- Continued attention to questions of how the cultural values, sometimes referred to by community members as "white values," shape our ability to create a truly inclusive community, especially as we continue to diversify.

Our SOE leadership, faculty, staff, and students helped the school make significant progress in the areas noted below. Examples of such progress are listed, as well.

Undergraduate Program and Curriculum Development

The SOE Associate Dean for Undergraduate and Teacher Education coordinated efforts to draft and seek approval for our exciting new minor, *Education for Empowerment*. The minor invites undergraduate students to "examine the critical role of education in building both individual and collective capacity to advance justice and democracy in civil society."

Our proposal and all of our marketing materials highlight the questions students will be exploring through our SOE courses, a field-based internship that puts our students at work in local communities on educational justice, and a culminating capstone project:

- * What is the relationship, historically and today, between education and power?
- * How do individuals, communities, organizations, and societies leverage teaching and learning as tools for social change and social movement?
- * Beyond schools and classrooms, what are the sites of educational and youth work that offer opportunities to advance justice, in the United States and around the world?
- * How might we develop our imagination for humanizing educational spaces—both within and beyond schools—that recognize everyday people's power in the ongoing struggle for justice?

Students may choose from three curricular pathways that relate to: youth culture and community contexts; educational policy; and global/international education. The following minor courses have been approved to count towards LSA's Race and Ethnicity (R&E) requirements:

- EDUC 118 Introduction to Education: Schooling and Multicultural Society;
- EDUC 218 Homelessness in Schools and Society: Engaged Practice in School; and
- EDUC 490 Topics in Professional Education: Multicultural/Bilingual Education Theory into Praxis.

We will also be applying for additional courses in the minor to satisfy the R&E requirement. The minor is currently approved for students in LSA, STAMPS, the Ford School of Public Policy, and the Ross School of Business, and will formally launch in Fall 2018. We will be considering the possibility of an accelerated pathway from our undergraduate minor to our graduate programs.

Our teacher education programs are also beginning work to strengthen and extend their *dije* curriculum and pedagogy work. This past year, we organized several events both in and outside of coursework related to supporting students with disabilities and other special needs, addressing race in and through teaching, and the secondary teacher education program purchased copies of a social justice lesson planning book for their students to support them in integrating *dije* into their own everyday work with K-12 students.

Graduate Curriculum Development

We have and will continue to expand our offerings focused on critical and cultural studies.

Our graduate program faculty is beginning to examine all graduate curricula for attention to diversity of representation in terms of authors, issues, methods, and perspectives.

The graduate faculty is also engaging in study groups focused on understanding how our curriculum embodies and perpetuates white values to the exclusion of the values of other racial and ethnic groups.

We are in the process of developing a certificate program (available to both undergraduates and graduates) focused on supporting teachers in learning pedagogical practices to support students' social, cultural, and emotional well-being.

***dije*-related Staff Development**

SOE staff members were invited to all school-wide *dije* events, and attended these events in higher numbers than we have seen in years past. A workshop specific to staff, facilitated by SOE alumna Fanshen Cox DiGiovanni, engaged our staff in exploring the specific role they play in advancing justice at the SOE. Importantly, 90% of our non-white student respondents report feeling valued by our staff in our most recent *All Student Campus Climate Survey*. This was our highest positive rating of all the items in the survey. This suggests that, in fact, we should more intentionally leverage the expertise of our staff in supporting other *dije* areas of work.

***dije*-related Faculty Development**

We intentionally and explicitly provided professional development support for our faculty in the areas of anti-racism and decentering whiteness. Dean Moje spent three full faculty meetings

facilitating dialogue and activities on decentering whiteness. A workshop for faculty on White Fragility was presented by U-M Social Work alumnus, Andy Horning. Several white faculty members initiated the formation of the "Summer Faculty Discussion Group on Whiteness, White Privilege, and White Fragility." Eight to ten faculty members have arranged to meet over the summer to read, share, and support each other in addressing critical topics to advance their growth and to help move the SOE forward in our efforts to decenter whiteness. We are especially appreciative that these faculty professional development opportunities proved fruitful and inspired this organic effort among white faculty in our community.

SOE-wide *dije* programming and offerings

DEI/*dije* Implementation Lead Wilson spearheaded the development of many programs and offerings, including colloquia, community conversations, student roundtables on issues affecting disenfranchised groups, *dije* book clubs, and much more. She also continued the work to publish our *dije* newsletter, "*Expansions*." Individual departments and units also offered *dije* programming, including special speakers, presentations, workshops, and dialogues specific to their units and/or open to the entire SOE or U-M community. In addition, students organized several events designed to foster community and the sense of belonging, including our most popular annual event, *Outspoken*, which features spoken word and other performances by students, staff, and faculty.

Partnership Development

SOE leadership, faculty, and staff established and worked in formal partnerships with Washtenaw International High School and Middle Academy to recruit students of diverse backgrounds and to provide professional development for the staff at these schools. Likewise, conversations commenced with leaders of historically Black colleges and universities like Spelman College, Clark Atlanta University, and Tennessee State University to aid in recruiting teacher education students from diverse populations. We continued our relationship with Washtenaw Community College, and we expanded our community college transfer initiative to Schoolcraft Community College to recruit students into our teacher education programs. We successfully recruited nine incoming students from this community college partnership. Finally, we secured collaboration from several foundations and community organizations to begin developing an urban teaching residency program partnership with the Detroit Public Schools Community District.

Other *dije* gains were made in the areas of:

Review of Staff Hiring Protocols

Our EDAC committee provided recommendations to our human resources team for revamped hiring protocols. We made adjustments to where our job postings are listed, and there is a new requirement for applicants to address their commitment to *dije* in cover letters. In addition, human resources is working with the staff hiring manager to create a diverse and inclusive

interview committee, and to create mandatory interview questions related to *dije* for all job candidates.

***dije* Support, Recognition and Incentives**

Scholarship Assistance

Last year we created four named scholarships with DEI related criteria. This year we offered these tuition scholarships to incoming students with financial need to eliminate and/or reduce their need for work study awards.

dije Mini-Grants

We identified funding for and launched a *dije* mini-grants fund to teacher education students attending or pursuing *dije*-related professional development programming, events, conferences, or workshops outside of the SOE. These grants support travel and registration costs.

dije Staff, Student, and Faculty Awards

We awarded our second annual *dije* awards recognizing the equity and justice work of an especially committed staff member, student, and faculty member.

Key Limitations

Our key challenge continues to be the lack of financial resources to address all of our key priorities.

Additional staff support has increased our ability to meet the goals of our Year 2 plan. Although we dedicated resources from our budget to add a part-time staff member to focus on *dije* in Year 3, the lack of a full-time staff member limits the reach of this individual as well as the professional qualifications of an individual we are likely to recruit for a half-salary position without benefits. The reporting demands of this work are numerous, and we don't know how long we can feasibly sustain such a position.

We would also benefit from opportunities for students to engage more fully in faculty community engaged research via additional GSRA positions.

Finally a major challenge to advancing *dije* work proved to be the nation's divisive political climate and various political leadership and policy shifts. These shifts brought about many, rapid political and policy changes affecting both the education of our SOE students and the sociopolitical and schooling climates of the K-12 and postsecondary students we serve, research, and collaborate with in other educational settings. The possibility of Richard Spencer speaking on our campus caused significant strife in our community and required an all-school dialogue to begin healing. The work is simultaneously critical and exhausting as a result of this sociopolitical environment.

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

The SOE plan for advancing diversity, inclusion, justice, and equity (*dije*) efforts includes pursuing the strategic objectives listed below for Year Three/FY 2019. These objectives align with the overarching goals detailed in our Five-year DEI Statement and Strategic Plan: i) diversifying who we are, ii) cultivating inclusive curricular and pedagogical practices, iii) facilitating an equitable and inclusive environment, iv) securing and sustaining the requisite leadership, v) and implementing and assessing the outcomes.

SOE's Year Three plans address the needs of undergraduate and graduate students, faculty members, and staff members. They also pertain to our commitment to extending our partnerships with local and regional K-12 school communities, community colleges, and minority-serving postsecondary institutions. Our strategic objectives collectively further the university-wide goals of diversity, equity and inclusion, and they have been aggregated into the four domains determined by the University (i.e. Recruitment, Retention, & Development; Education and Scholarship; Equitable and Inclusive Environment; and Service).

Year Three/FY 2019 Strategic Objectives**A. Recruitment, Retention and Development**

1. Continue and enhance *dije*-based partnership development for diverse student recruitment.
2. Along with our staff hiring manager, our HR office will create a diverse and inclusive interview committee for all staff job openings.
3. Plan and host a 3-part seminar series on the theme of *Education for Empowerment*, open to the entire university and taught by faculty in our new minor. This will serve both as a service to our university committee interested in advancing education as a tool for justice, and as a strategy for recruiting undergraduates to our minor.
4. Develop baseline ways of tracking the impact of our new minor on diverse student recruitment.

B. Education and Scholarship

1. Continue and expand faculty and GSI/TA professional development efforts related to anti-racism and decentering whiteness.
2. Expand our efforts to decenter whiteness throughout SOE curricula and to better represent and include issues of gender identity and sexual orientation, religious diversity, and/or disability.

C. Promoting an Equitable and Inclusive Community

1. Collaborate with various marginalized student groups to identify needs and implement initiatives to affirm and better serve these groups (e.g. students with disabilities, Latinx students, Black male students).
2. Infuse the arts to increase the creativity and inclusivity of our *dije* programming.
3. Continue and enhance staff equity and inclusion initiatives.

D. Service

1. Continue and enhance our already existing partnerships with local K-12 schools and the dissemination of online materials to support the professional development of practicing and preservice teachers.
2. Continue to develop the design and MOU for a new urban teaching residency with the Detroit Public Schools Community District.
3. Leverage the field-based internship component of our new education minor to place U-M undergraduates in organizations and other sites serving the needs of disenfranchised K-12 students and families, advancing educational justice through their field work.

Each strategic objective is accompanied by success measures that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish our objectives. For additional details about our implementation plans, 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

This domain pertains to the recruitment, enrollment, retention, and professional/career development of SOE undergraduate and graduate students, as well as faculty and staff members.

A1. Continue and enhance *dije*-based partnership development for diverse student recruitment.

Undergraduate and Master's Students

We will continue our partnerships with community colleges in the region to offer increased educational access to diverse students who are prospective U-M transfer students and prospective SOE teacher education students. This strategy has already yielded positive results (15 students recruited in 2017-18, and 9 students in 2018-19), so it makes sense to continue and strengthen this effort. Currently, we have vibrant partnerships with Washtenaw Community College and Schoolcraft Community College. We also continue to strengthen our partnership with local schools, including developing a pipeline of students from Washtenaw International High School and Middle Academy, and historically Black colleges and universities (HBCUs), to aid in recruiting teacher education students from underrepresented groups.

Measures of Success (for Objective 1):

- Number of students successfully recruited to our programs from these partnership sites, and the demographic composition of these students.
- Over time, increased numbers of students from currently underrepresented groups in our SOE courses, our teacher education programs, and our graduate programs.

FY19 Actions:

1. Continue, strengthen and seek out new partnerships with local high schools, community colleges, and HBCUs, including developing our emerging urban teaching residency program in Detroit.
2. Develop means of tracking the demographic impact of our new education minor.

Primary DEI Goal: Diversity

Other applicable domain: n/a

A2. Along with our staff hiring manager, our HR office will create a diverse and inclusive interview committee for all staff job openings.

Staff

Our Education Diversity Advisory Committee (EDAC) analyzed staff data and current staff hiring processes and met with our human resources team to offer a set of recommendations to strengthen staff hiring protocols. The EDAC committee undertook this effort quite successfully with faculty recruitment in the past and is leveraging lessons learned to inform a similar strategy for hiring diverse staff. Our human resources staff is adapting their protocols in light of these recommendations. They now post job openings in a wider variety of places that reach more diverse audiences, and they require candidates to speak to their *dije* commitments in cover letters. In addition, they are working to create a diverse, inclusive, and more representative hiring committee and to introduce new *dije* questions in their job interview protocols.

Measures of Success (for Objective 2):

- The creation of a diverse hiring committee and the drafting of *dije* interview questions.
- Over time, increased numbers of staff members from currently underrepresented groups.

FY19 Actions:

1. The human resources office will recruit a new hiring committee and draft *dije*-related interview questions.

Primary DEI Goal: Diversity

Other applicable domain: n/a

A3. Plan and host a 3-part seminar series on the theme of *Education for Empowerment*, open to the entire university and taught by faculty in our new minor.

We plan to host a series of talks, presented by faculty teaching courses in our new minor that focuses on education as a tool for advancing freedom, democracy, and justice. Open to the entire university community, we hope it will serve as a way to advertise our new minor and draw new undergraduates to the SOE.

Measures of Success (for Objective 3):

- Planned seminar series.
- Numbers of attendees.
- Feedback from attendees on post-event surveys.

FY19 Actions:

1. Plan, organize, and widely advertise the *Education for Empowerment* seminar series.

Primary DEI Goal: Diversity

Other applicable domain: Education and Scholarship; Service

A4. Develop baseline ways of tracking the impact of our new minor on diverse student recruitment to the SOE.

Undergraduate Students

We will develop ways to track the demographic composition of undergraduate students we recruit to our SOE courses through the new education minor. We will also begin to discuss the possibility of an accelerated pathway into our graduate programs from the minor as a long-term strategy for diversifying our graduate programs.

Measures of Success (for Objective 4):

- Numbers of students declaring our minor and demographic composition of this new influx of students.

FY19 Actions:

1. Create a system for tracking the demographic composition of undergrads declaring our minor.

Primary DEI Goal: Diversity

Other applicable domain: n/a

IV. B. Education and Scholarship

This domain encompasses SOE teaching, instructional and research matters for undergraduate and graduate students, as well as for faculty members.

B1. Continue and expand faculty and GSI/TA professional development efforts related to anti-racism and decentering whiteness.

Faculty members are meeting in two whiteness reading and discussion groups throughout the summer months and into the academic year to discuss and decenter white privilege. We will explore and discuss the group's findings throughout the year.

Faculty and GSI/TAs

Measures of Success (for Objective 1):

- better understanding among a majority of faculty of the role of whiteness in exclusionary practice

FY19 Actions:

1. Reading groups will meet.
2. EDAC will lead an in-depth examination of the professional school and academic program (undergraduate and graduate) curricula for the privileging of white values, perspectives, and people.
3. EDAC will offer specific recommendations for curricular change.
4. We will offer professional development on these issues for GSIs and TAs.

Primary DEI Goal: Equity

Other applicable domain: Promoting an Equitable and Inclusive Community

B2. Begin concerted and collective efforts to decenter whiteness throughout SOE curricula and to better represent and include issues of gender identity and sexual orientation, religious diversity, and/or disability.

Though each of our programs may undertake this effort differently, all faculty will appraise their syllabi and other course materials through a *dije* lens, attending to the ways in which whiteness is or is not centered, and the degree to which the following topics are represented: gender identity and sexual orientation, religious diversity, and/or disability. Programs will also be encouraged to consider other ways to incorporate relevant *dije* topics through experiences outside of courses. Our secondary teacher education program, to take one example, will launch their new cohort of students with a Social Justice Transformative Educator Institute—an intensive 2-day curriculum focused on community building. The goal of the institute is to develop a clearly articulated rationale for social justice teaching, consider the ethical responsibilities of teaching, identify issues of bias and elements of oppression as they operate in classrooms, and manage conflict in

healthy ways.

Faculty and GSI/TAs

Measures of Success (for Objective 2):

- Agenda from a newly launched, *dije*-focused summer institute for secondary teacher education students, and other evidence of program-specific efforts to enrich the curriculum through more diverse representation of topics.
- Examples of syllabi and other course materials from faculty reflecting new efforts to decenter whiteness in curriculum materials and represent a broader range of intersectional *dije* topics, including gender identity and sexual orientation, religious diversity, and/or disability.
- A higher degree of agreement with the statement, “a rich diversity of identities and perspectives are represented in the majority of my course syllabi” on our internal end-of-year student survey.

FY19 Actions:

1. Launch the new Social Justice Transformative Educator (SJTE) Institute for the incoming cohort of secondary teacher education students.
2. Faculty will appraise syllabi and other course materials through a *dije* lens and make adjustments to decenter whiteness and better represent the following topics: gender identity and sexual orientation; religious diversity; and disability.
3. Create a Colloquia series in which students and faculty collaborate to present on ongoing or recent research related to pressing *dije* issues in education. We will probably refer to it as the Critical Questions Colloquium, but we are still in the process of deciding what this series will look like.

Primary DEI Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

IV. C. Promoting an Equitable and Inclusive Community

This domain encompasses factors that relate to ensuring that SOE offers inclusive and equitable learning and workplace environments for undergraduate and graduate students, as well as for faculty and staff members.

C1. Collaborate with various marginalized student groups to identify needs and implement initiatives to affirm and better serve these groups (e.g. students with disabilities, Latinx students, Black male students)

Undergraduate and Graduate Students

We plan to collaborate with various marginalized student groups to identify their needs and ideas for increasing their sense of inclusion, fair treatment, empowerment, and to begin to implement equity-oriented initiatives to better support, affirm, and serve these groups.

Measures of Success (for Objective 1):

- Numbers of participants and qualitative feedback from fireside chats and other efforts and events related to these marginalized student groups.
- Over time, increases in the following climate survey indicators: assessment of semantic aspects of the general climate in the School of Education; feeling valued in the School; feelings of belongingness in the School; feelings of discrimination in the School.

FY19 Actions:

- Begin with a fireside chat developed in collaboration with student leaders from our Latinx community where we listen to concerns and experiences.
- Identify a task force of students, faculty, staff, and a member of our EDAC committee to look at our student climate data and offer recommendations about initiatives to better support, affirm, and serve these groups.
- Increase programming related to being more inclusive of SOE and K-12 students with disabilities.
- Continue our Black Male Roundtable launched in Year 2.

Primary DEI Goal: Equity

Other applicable domain: n/a

C2. Infuse the arts to increase the creativity and inclusivity of our *dije* programming

All-school

At our new SOE Community Convocation in the fall we will launch a *dije* Arts Showcase initiative, encouraging all student, staff, and faculty community members to contribute works of art (visual, literary, and performance) that represent their *dije* commitments. We will present the showcase scheduled at our Winter Wonderland Dance Party in December of 2018. All Dance Party attendees will vote on their top choices for a semi-permanent installation of the art in the SEB. We will choose up to 5 pieces of art to remain on display until next year's *dije* Arts Showcase. The goals for this activity are to build on the energy many of our new students experience when they attend the Outspoken event at the graduate recruitment, build a stronger sense of community, decorate our building while also demonstrating our *dije* commitments, and to show our joy for and love of a diverse range of representation and communication forms.

Measures of Success (for Objective 2):

- Numbers and quality of artistic contributions;

- Success of the showcase event as measured in attendance, enthusiasm (documented qualitatively and in survey feedback), and participation;
- Quality of the artistic displays

FY19 Actions:

1. Launch the showcase at SOE Community Convocation;
2. Hold the showcase crowd sourcing event in conjunction with the Winter Wonderland Dance Party;
3. Select the community choice awards;
4. Install the art.

Primary DEI Goal: Inclusion

Other applicable domain: n/a

IV. D. Service

This domain relates to the SOE's work to contribute to K-12 school communities and educational improvement efforts in local and regional communities. It also pertains to our work to strengthen the *dije* organizational infrastructure and increase SOE community members' ability to share feedback, suggestions, and concerns with the *dije* leadership and planning team members.

D1. Continue and enhance our already existing partnerships with local K-12 schools and the dissemination of online materials to support the professional development of practicing and preservice teachers.

Greater Community

We have many thriving partnerships with local schools and school districts in which our faculty and research staff provide professional development to both practicing and novice teachers in our surrounding communities. We will continue to provide services to these schools and to disseminate our free online curriculum and other resources for educators.

Measures of Success (for Objective 1):

- Evidence of ongoing professional development opportunities for K-12 teachers provided by our faculty and staff.

FY19 Actions:

1. Provide professional development, materials, and other support to practicing K-12 educators in local schools and school districts.

Primary DEI Goal: Justice/Equity

Other applicable domain: n/a

D2. Continue to develop the design and MOU for a new urban teaching residency with the Detroit Public Schools Community District.

Greater Community

We will advance our development of an urban teaching school residency partnership with Detroit Public Schools Community District (DPSCD) that will be formally established by an MOU. Our collaborators to date include the Kresge and Skillman Foundations, the Detroit Children’s Fund, and Detroit community organizations. Several U-M units have already committed to partner on educational, health, and other initiatives, and we continue to seek additional collaborators across campus.

Measures of Success (for Objective 2):

- Progress in advancing the development of our urban teaching school residency partnership with DPSCD.

FY19 Actions:

1. Continue the development and design of the urban teaching school residency partnership in Detroit.

Primary DEI Goal: Justice/Equity

Other applicable domain: n/a

D3. Leverage the field-based internship component of our new *Education for Empowerment* minor to place U-M undergraduates in the community at large.

Greater Community and Undergraduate Students

Our new minor includes a mandatory field-based internship component where students are asked to support the work of an organization or other site serving the needs of disenfranchised PreK-12 students and families. They are asked to reflect on the ways they are advancing educational and social justice in and through these internships. Our greater community will benefit from this new influx of volunteer undergraduates from the University.

Measures of Success (for Objective 3):

- Develop a database of internship opportunities available to students pursuing the minor, and numbers of students engaged in internships, along with data about their placements.
- Survey site supervisors and students to assess the impact of the internship on the student and on the organization

FY19 Actions:

1. Develop the database of internship opportunities for students in our minor and create ways to track on the placements and numbers of students completing these internships.

Primary DEI Goal: Justice/Equity

Other applicable domain: n/a

V. Goal-related Metrics

DEI/*dije*: School of Education Metrics

SOE Diversity, Inclusion, Justice & Equity

Diversity

Our goal for Year 3 continues to be on increasing the diversity of our student population and, in particular, the undergraduate and graduate students enrolled in our teacher education programs. Our short-term strategies for doing so include continuing our ongoing partnerships with community colleges and HBCUs, and using our new *Education for Empowerment* minor to bring diverse undergraduates from other Schools and departments into the School of Education. Longer term, we will continue developing a pipeline to the SOE by recruiting local high school students interested in education careers to U-M and to the SOE.

The measures we will use to assess the impact of these diversity efforts include:

1. The number of partnerships initiated and the record of efforts related to recruitment at those partner institutions;
2. The demographic composition of our undergraduate and graduate students;
3. The number of students transferring to the SOE's teacher education programs from community colleges;
4. The total numbers of matriculating students from currently underrepresented groups; and
5. Graduation rates for students in our teacher education and Masters and Doctoral programs.

Inclusion

Last year, our primary strategy for fostering an increased experience of inclusion involved developing *dije*-related programming that addressed a wide range of perspectives, reflected a wide range of identities, and includes a wide range of types of events. This year, based on data culled from the *All Campus Climate Survey*, we would like to focus our efforts on specific groups for whom our data were most concerning; in particular, our Latinx students. We will

initiate a review to be conducted by our EDAC to examine these data, gather additional information, and offer recommendations for how better to support and serve our Latinx students.

The measures we will use to assess the impact of these inclusion efforts include:

1. Increases in the following climate survey indicators, especially for our Latinx graduate students when data are disaggregated by race: satisfaction with climate/environment in the School; feeling valued in the School; feeling of belongingness in the School; feeling able to perform to full potential in the school; and a decrease in the feelings of discrimination in the School.

Justice

As a school of education, we feel particularly responsible for our role in facilitating the work of justice in and through teaching, service, and advocacy with and for our local youth and greater communities. We see our new *Education for Empowerment* minor as an exciting way to bring more university undergraduates into our local communities through their field-based internships, and we are eager to continue to develop our new urban teaching residency in Detroit.

The measures we will use to assess the impact of these justice efforts include:

1. Evidence of the development of new partnerships in our greater community, including those serving as potential field sites for the newly proposed minor;
2. Increased numbers of U-M students serving the surrounding community; and
3. Progress in the development of our urban teaching residency in Detroit.

Equity

We are primarily focusing our equity efforts in Year 3 on our students' experiences of being treated fairly by our faculty and GSIs, as well as their sense of fair representation across our curriculum. By providing ongoing and targeted professional development for faculty and GSIs, with a specific eye toward decentering whiteness and representing a wider range of *dije* topics and underrepresented identities in our curriculum and course materials, we hope to provide a more equitable learning environment for our SOE students.

The measures we will use to assess the impact of these equity efforts include:

1. Climate survey indicators related to perceptions of equal opportunity for success in the School; feeling able to perform up to full potential in the School; and feelings of academic growth in the School. We will pay particular attention to any differences in these indicators across racial groups and categories of gender identity; and
2. Evidence of faculty efforts to decenter whiteness and otherwise diversify their course materials and syllabi to be more representative of marginalized voices and topics, including gender identity and sexual orientation, religious identity, and/or disability.
3. In addition, we know that decentering whiteness in our curriculum requires increasing the diversity of our instructors; therefore, we will also be looking at the centrally tracked data

on the composition of our faculty and staff.

VI. Action Planning Tables with Details and Accountabilities

SOE Action Planning Tables
VI. A. Recruitment, Retention and Development

Table 1.

Recruitment, Retention and Development					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Continue and enhance <i>dije</i>-based partnership development	Students, K-12 and/or postsecondary partners	<p>Number of students successfully recruited to our programs from these partnership sites, and the demographic composition of these students.</p> <p>Over time, increased numbers of students from currently underrepresented groups in our SOE courses, our teacher education programs, and our graduate programs.</p>	<p>Continue, strengthen and seek out new partnerships with local high schools, community colleges, and HBCUs, including developing our emerging urban teaching residency program in Detroit.</p> <p>Develop means of tracking the demographic impact of our new education minor.</p>	Dean Moje, Assistant Dean, Department & Program Chairs, Lead Partnership Faculty	
Create a diverse and inclusive interview committee for all staff job openings.	Staff	Over time, increased numbers of staff members from currently underrepresent	The creation of a diverse hiring committee and the drafting of new <i>dije</i> interview questions.	HR group, currently including Ryan Noel and Leea Allerdig	

		ed groups.			
Plan and host a 3-part seminar series on the theme of <i>Education for Empowerment</i>, open to the entire university	Students	Planned seminar series. Number of attendees. Feedback from attendees on post-event surveys.	Continue seeking formal partnerships with historically Black colleges & universities to aid in recruiting teacher education students from diverse populations.	Shari Saunders and faculty members teaching in the minor	
Develop baseline ways of tracking the impact of our new minor on diverse student recruitment	Students	Create a system for tracking the demographic composition of undergrads declaring our minor.	We will develop ways to track the demographic composition of undergraduate students declaring our minor. We will also discuss the possibility of creating an accelerate, preferred admissions pathway from our minor into our graduate programs.	Shari Saunders and staff in Office of Student Affairs	

VI. B. Education and Scholarship

Table 2.

Education and Scholarship					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Continue and expand faculty and GSI/TA professional development efforts related to anti-racism and decentering whiteness Faculty members are meeting in two	Faculty and GSIs	better understanding among a majority of faculty of the role of whiteness in exclusionary practice	Reading groups will meet. EDAC will lead an in-depth examination of the professional school and academic program (ugrad and grad) curricula EDAC will offer specific	EDAC, program chairs, associate deans, and dean	None.

<p>whiteness reading and discussion groups throughout the summer months and into the academic year to discuss and decenter white privilege. We will explore and discuss the group's findings throughout the year.</p>			<p>recommendations for curricular change.</p> <p>SOE leaders will offer PD for GSIs and TAs</p>		
<p>Decenter whiteness through SOE curricula and better represent and include issues of gender identity and sexual orientation, religious diversity, and/or disability</p>	<p>Faculty</p>	<p>Examples of diversified syllabi or other course materials.</p> <p>Agenda from newly launched Social Justice Transformative Educator Institute.</p> <p>Higher degree of agreement with the related internal student survey item.</p>	<p>Faculty members and programs will appraise their syllabi and other course materials through a <i>dije</i> lens, with particular attention to decentering whiteness and to the representation of the following topics: gender identity and sexual orientation, religious diversity, and/or disability.</p> <p>Creation of Colloquium Series.</p> <p>Launching of the SJTE Summer Institute for secondary TE</p>	<p>Dean Moje, AD Shari Saunders, Department & Program Chairs, Faculty</p>	

VI. C. Promoting an Equitable and Inclusive Community

Table 3.

Promoting an Equitable and Inclusive Community					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Collaborate with marginalized student groups to identify needs and implement initiatives to better serve them.	Students	<p>Numbers of participants and feedback from fireside chats and other efforts and events related to these marginalized student groups.</p> <p>Creation of a task force to address the particular needs of our Latinx community.</p> <p>Over time, increases in the climate survey indicators as reported for underrepresented minority groups.</p>	<p>Begin with a fireside chat developed in collaboration with student leaders from our Latinx community.</p> <p>Create a task force to offer recommendations about initiatives to better support, affirm, and serve Latinx students.</p> <p>Continue our Black Male Student Roundtable.</p> <p>Increase specific programming related to being more inclusive of SOE and K-12 students with disabilities.</p>	Dean Moje, DEI Lead Pat King, Office of Student Affairs	



Infuse the arts to increase the creativity and inclusivity of our <i>dije</i> programming.	All school	Numbers and quality of artistic contributions; Success of the showcase event as measured in attendance, enthusiasm (documented qualitatively and in survey feedback), and participation; Quality of the artistic displays.	Launch the showcase at SOE Community Convocation; Hold the showcase crowd-sourcing event in conjunction with the Winter Wonderland Dance Party; Select the community choice awards; Install the art.	EDAC, graduate student committee, and dean	None
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VI. D. Service

Table 4.

Service					
SOE Strategic Objective	Key Constituency	Measures of Success	Detailed Actions Planned	Group/ persons accountable	Resources needed (if applicable)
Continue and enhance already existing partnerships with and other supports for K-12 schools and teachers	Greater community	Evidence of ongoing professional development opportunities for K-12 teachers provided by our faculty and research staff.	Provide professional development, materials, and other support to practicing K-12 educators in local schools and districts.	Dean, Teacher Education program leaders, faculty, CEDER, and research staff	
Continue to develop the design and MOU for a new urban teaching residency program in Detroit.	Greater community	Evidence of progress in advancing our development of a new urban teaching residency program in Detroit.	Continue the development and design of an urban teaching residency partnership in Detroit.	Dean, Teacher Education program leaders, faculty, CEDER, and research staff	
Leverage the field-based internship component of our new education minor to place U-M undergraduates in the community at large.	Greater community, Students	Database of internship opportunities available to students pursuing the minor, and numbers of students engaged in these internships along with placement information.	Develop a database of internship opportunities for undergrads, working in partnership with local and national organizations serving youth and communities. Create ways to track on the placements and numbers of students completing these internships.	AD Shari Saunders, Carla Shalaby, Office of Student Affairs	

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

The incoming SOE DEI/*dije* Implementation Lead, Dr. Patricia King, will act as the key contact and steward of our Year 3 plan. She will work in close partnership with Dean Moje on supporting and updating the strategic plan, and will also receive support from an Educational Justice Intern. Additionally, our *dije* implementation coordinator for our Center for Higher and Post-Secondary Education, Phillip Bowman, will continue to act as steward for the plan in that program.

We will keep our individual program chairs and department leads updated on the all-school, partnership, and staff-related progress we are making in pursuing our Year 3 strategic objectives, while also soliciting their updates and feedback about the departmental/unit progress they are leading. Such discussions will occur at department and program meetings with Dean Moje, and in faculty meetings as appropriate. We will also seek and document their input about any additional or revised forms of data tracking and measuring needed, and request their feedback about supports they need to accomplish program and unit specific objectives. In February we will solicit an initial round of reports on their activities and evidence of progress, and identify any areas requiring targeted support. A final evaluation of Year Three will be conducted in late April/early May, and an internal end-of-year *dije* survey will be administered to our students. We will also consider a staff climate survey of our own next year.