

## **Diversity, Equity and Inclusion Strategic Plan Year 5 Report**

### **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 "deehay") 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. Implementation Highlights & Planning Process Used

### Planning Lead(s)

SOE Dean Elizabeth Birr Moje

SOE DEI/*dije* Co-Implementation Leads Dr. David L. Humphrey Jr. and Dr. Maren Oberman

### Planning Team

- SOE's Education Diversity Advisory Council (EDAC) Co-chairs, Dr. David L. Humphrey Jr. and Dr. Maren Oberman
- SOE *dije* Graduate Student Staff Assistant (GSSA), Mr. Jordan Ross
- Undergraduate Education for Empowerment Minor Interns, Ms. Brianna Morigney and Ms. Mariah Benford

### Planning Process Summary

- Process used to collect data

Our data collection processes include:

- aggregation and disaggregation of data regarding student enrollment and student, faculty, and staff demographics;
  - meetings and colloquia by Dean Moje, Implementation Leads Humphrey and Oberman, and other key SOE community stakeholders;
  - and the availability of online links for identified or anonymous feedback.
- Sources of data

The major sources of SOE *dije* data include:

- undergraduate and graduate enrollment data (school-wide & program-wide);
  - student, staff, and faculty demographic data;
  - staff climate survey data;
  - *dije* student survey data;
  - *dije* end-of-year evaluation data from faculty & staff;
  - qualitative discussion data (captured by notes) at all-school meetings, faculty meetings, community conversations, program forums with students, Dean Moje's fireside chats, EDAC meetings, antiracist working group meetings, and the Dean's Executive Committee 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/](http://www.soe.umich.edu/contact_dean_anonymously/)
- Data analysis and action idea generation activities

Dean Moje and DIO Humphrey met every two weeks for regular check-ins on *dije* work in the SOE. Dean Moje and Implementation Leads Humphrey and Oberman had monthly *dije* implementation planning meetings during the 2020-2021 academic year to analyze and discuss SOE *dije*-related feedback gathered from *dije* events, discussions, email messages, and online postings. Moje, Humphrey and Oberman also used this time to discuss upcoming *dije* programming, organizational issues, and community member needs.

Implementation Co-Leads Humphrey and Oberman held weekly meetings during the fall term year with the *dije* graduate program assistants to plan *dije*-related programming and projects, and also reviewed SOE community feedback. The *dije* graduate program assistants met with SOE students and student groups (e.g., the Black Male Roundtable, Black Graduate Collective, Graduate Organization of Students in Higher Education) to encourage and coordinate their *dije*-related efforts.

In addition, Humphrey and Oberman co-chaired the Education Diversity Advisory Committee (EDAC), which met monthly. This year EDAC participated in one (1) faculty search by conducting a group interview during person-specific candidate campus visits and by reviewing new faculty search proposals and search committee proposals through the lens of *dije* considerations. The EDAC also reviewed proposals for the membership of new search committees for AY 2021-2022.

In addition, Humphrey and Oberman founded and co-chaired the Antiracist Working Group, which met six times throughout the year to establish definitions for working towards an antiracist identity in the SOE. This group held a series of community meetings with various stakeholders in the SOE to gather data on the collective's vision for antiracism in the school as well as necessary action steps and knowledge development.

Ideas for *dije* action items were generated in all the meetings mentioned above.

Dean Moje also met weekly with Associate Deans Shari Saunders and Ed Silver and quarterly with Instructional Liaisons/program chairs to advance strategic objectives by incorporating *dije* into faculty members' responsibilities in teaching and research. Dean Moje also met bi-weekly with all chairs (Program Chairs and Associate Deans) to discuss general school operations, during which times we discussed matters concerning our *dije* work, with a strong focus on our work to develop antiracist and decolonizing practices.

- Summary of engagement activities

SOE *dije* engagement events include: all-school meetings, community conversations, program forums with students, fireside chats, faculty reading groups, academic colloquia, DEI-focused departmental and/or unit meetings, strategic communications, and DEI training and education for faculty, staff, and students.

SOE/*dije* implementation leadership, along with faculty, staff, and students are involved in initiating and/or planning our activities.

Notable highlights included:

- Expanded the Professional Learning Community for staff in the SOE entitled “*From complicity to co-conspiracy.*”
- Expanded the Race and Justice Institute to include doctoral students in departments across the SOE— Led by Dr. Maisie Gholson.
- Continued the Black Lives Matter at School Week of Action in the SOE.
- Increased faculty professional development offerings.
- The SOE sponsored the visit and lecture of Dr. Ibram X. Kendi, after designating his book, *Stamped from the beginning*, as the summer reading selection for the summer of 2020. The Rackham Graduate School, School of Social Work, and Ross School of Business joined us in the Kendi sponsorship.
- Course redesign for Elementary Teacher Education (ELMAC) 23.
- Launched the SOE Antiracism Colloquium
- Initiated and distributed *dije* graduate student research grants as part of the Antiracism Colloquium.
- Added a series of decentering whiteness workshops for faculty, staff, and students in the SOE.

### 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 had 238 incoming students for AY 2020-2021. 30% of our incoming students identify as underrepresented minorities, an increase from last year where 29% of our 242 incoming students

identified as underrepresented minorities. The decline in enrollment is largely due to planned decreases in our PhD programs (which will continue into the future until we reach optimal size). The decline in diversity of the population *may be* aligned with those decreases because we have more control over the admissions of our graduate population than we do over the undergraduate population where the majority of our admissions come from cross-campus transfers. Our total student enrollment was 530 for AY 2021-2022. Thirty-three percent (175) of the total student population identifies as an underrepresented minority, a 10% increase from 2020-2021.

- In the 2020-21 academic year, we awarded over \$3.8 million in scholarship funds. 2019-20 academic year, we awarded over \$3.8 million (\$3,840,743.50). This is an increase from last year (\$3.4 million, 2019-20).
- *dije*-infused staff hiring protocols are integrated into SOE staff hiring practices. *dije*-infused faculty search and hiring process remains in use. There was (1) person-specific faculty hire: Dr. Ebony Thomas (JP EE) - an African American woman. Her appointment begins in fall 2021.
- This year, our *Education for Empowerment* minor attracted the interest of 117 students from undergraduates across campus, 108 of whom participated in at least one SOE advising appointment. A total of 44 students have declared this minor; all are enrolled in schools or colleges outside the SOE. Among those who have declared this minor, 21% are males and 34% are from underrepresented groups.

#### B) Education and Scholarship Data

This domain encompasses SOE teaching, instructional, and research matters for undergraduate and graduate students, as well as faculty members. We continue to devote attention to the issues raised in prior student climate surveys.

- In our most recent end-of-year survey of students, more than 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 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 5 goals from our most recent *All Student Campus Climate Survey* specific to the SOE student findings included 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. However, we are dedicated to building a more inclusive curriculum across the SOE especially in relation to the following identity categories: gender identity, sexual orientation, religious identity, and (dis)ability.

- This year, the *dije* Office gave dedicated attention to partnering with SOE departments to increase programming that addressed enacting culturally responsive curricular and pedagogical orientations in the classroom. Examples include supporting curricular audits, partnering with the Spectrum Center to offer training on gender equitable language, and the introduction of the antiracist colloquium, which will be described in more depth below.

### 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.

- Relevant highlights from the last *All Student Campus Climate Survey* specific to the SOE student body continue to 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.
  - Although 77% of our white graduate student respondents reported feeling “very satisfied” with the climate at the SOE, 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, whereas 9.2% of white graduate student respondents reported feeling that their opinions were not valued in their departments, nearly double that number of graduate students of color who responded (19%) felt their opinions were 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 students 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.
- In 2020, we conducted a survey in the School of Education to understand faculty/staff perceptions of how the SOE climate has changed since 2016. We received 43 responses (22 faculty – tenure/tenure track, clinical, and research faculty – and 21 staff), yielding a response rate of 34% for faculty and 21% for staff.

Among the visible structural changes in the School, the following steps were noted:

- the development and impact of hiring guidelines for faculty and staff that included attention to inclusion and diversity;
- there is more attention to *dije* in decision-making processes;
- the creation of the Education Dean’s Advisory Committee (EDAC);
- the creation of annual *dije* Awards acknowledging the contributions to *dije* for an undergraduate student, graduate student, a staff member, and a faculty member;
- the inclusion of *dije* topics on faculty and staff performance appraisals;
- the appointment of DEI Faculty Leads as part of the larger DEI efforts; and
- the creation of the position and the successful search for SOE Inclusion and Diversity Office (now held by David Humphrey).

Example: “In Elementary Teacher Ed we have been deliberately thinking through how we address *dije* in different courses and how we can do better; we are working toward a social justice framework to guide our work collectively and programmatically but aren't quite there yet.”

In addition, respondents noted changes in the climate and culture, including the following:

- *dije* has become part of the vocabulary of the SOE and ubiquitous in the SOE;
- we seem to have recognized and named a set of issues around privilege and access, and developed a way of talking about them (e.g., around issues of White supremacy and structural inequality);
- there have been many more professional development opportunities, events, and other activities in the SOE (workshops, community conversations, talks/lectures, unit-based and informal conversations, discussion of readings);
- we've gotten better at bringing up “tough conversations/topics” around *dije* (but many are too apprehensive to talk openly);
- more confrontational around surface-level *dije* issues (e.g., verbal slips);
- higher consciousness about *dije*-related issues among students and among faculty who attend faculty meetings; and
  - more conversation at faculty meetings about practical “on the ground” issues where faculty pose questions, share resources, etc.

Example: “There is a broader and more intentional discourse across the school which filters into classroom discussions, work groups and formal communications. This heightens expectations for students (in particular) and to some degree, faculty and staff. Elevated expectations are good, they push us to do more and justify actions that are consistent with the publicly articulated vision. Elevated expectations also can lead to expressed disappointment and some sense of disillusion[ment].”

In addition to these signs of progress, virtually all respondents indicated the need for improvement; three indicated no change and one believed that the culture had become much less inviting and inclusive. One respondent indicated that there is too much focus on *dije*, and that this came at the expense of other important items.

- 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. There is

also a high interest in exploring what it means to decenter whiteness; continue building community, particularly as it relates to increasing opportunities for students of color to connect with other students of color from other SOE programs.

- Results from our most recent *All Staff Campus Climate Survey* revealed 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 will continue to make this a priority in future years 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 public scholarship 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. Some examples of public scholarship include:

- Dr. Camille Wilson and Dr. Kimberly Ransom offered online, synchronous panels and workshops about community-based research as part of the mission of the CREATE Center.
- Dr. Charles H.F. Davis III was selected as a 2021 National Academy of Education/Spencer Postdoctoral Fellow. Davis' project is titled “#PoliceFreeCampus: A digital ethnography of Black campus-community resistance, new media organizing, and abolitionist praxis for a police-free future.”
- Faculty quickly launched several studies to investigate the educational impact of the COVID-19 pandemic and/or provide resources to inform families, educators, and administrators on best practices to mitigate impact.
- Dr. Christina Weiland leads a team of scholars collaborating on two research briefs examining the effects of the COVID-19 crisis on the early childhood workforce and the effects of the crisis on young children's learning experiences and outcomes. Highlighting issues of socioeconomic and racial/ethnic equity, each brief will synthesize relevant evidence and examine policy levers for mitigating the effects of the pandemic on both the ECE workforce and on children and families.
- Dr. Rosemary Perez is a member of a research team studying graduate students' experiences during the COVID-19 pandemic, their perceptions of institutional support, and related educational and career decision making. The project will pay particular attention to student experiences related to race, class, gender, and other socio-demographic factors.
- Dr. Stephen DesJardins and colleagues outside of U-M are examining the increasing number of potential college students that will come from populations that have been historically underrepresented in American higher education. The Western Interstate Commission of Higher Education has documented these

- changing demographic patterns, and the possible impact of these shifts on postsecondary education. Such demographic changes, as well as the effect of the pandemic is likely to disrupt historic enrollment patterns.
- As Michigan and the nation continue to struggle with the need to address issues of racism and systemic inequity, Michigan teachers, school administrators, and support staff are facing many new challenges as they strive to serve all student populations during the COVID-19 pandemic. Through a collaborative project between Michigan State University, University of Michigan, and Michigan Virtual faculty teams will respond to these needs through the development and dissemination of a series of online professional development modules for school personnel. The professional development programming created by this project will help Michigan educators better identify historical and new communication challenges for select student populations, as well as provide practical strategies to improve communications with Michigan’s most vulnerable students.
  - TeachingWorks is working to support teachers and teacher educators to respond to priority learning needs during the 2020-2021 academic year and beyond. Centered on the areas of mathematics and English language arts, the work will focus on recommendations for “priority” content for the Covid-19 school year made by Student Achievement Partners. In both lines of work, the goals are to unpack aspects of the priority content and the content knowledge, teaching skills, and equity practices needed to teach it effectively to all children and make those knowledge and skills learnable by teachers and teacher educators.
  - Drs. Angela Calabrese Barton, Leslie Herrenkohl, and Betsy Davis are leading a project to investigate how people learn science during the COVID-19 pandemic in real time, and how they activate this scientific knowledge toward informed decision making, and how this changes over time. The study is intended to produce additional insights on how such learning is shaped by equity concerns and contextual factors, and the ways in which these mediate the sources of information people have access to and leverage, how they rapidly make sense of and evaluate this information and what supports them in doing so, and how these understandings are leveraged alongside other forms of knowledge and concerns in decision-making.
  - Dr. Michelle Bellino was among seventeen University of Michigan faculty members named U-M 2021 Public Engagement Faculty Fellows.
  - Drs. Deborah Rivas-Drake and Enid M. Rosario-Ramos, SOE postdoctoral research fellow Gina McGovern, and former SOE faculty member and VP of Research for CASEL Robert Jagers authored “Rising Up Together: Spotlighting Transformative SEL in Practice with Latinx Youth.” It is a brief illustrating transformative SEL in practice based on surveys with youth, interviews with teachers, and observations during dedicated SEL instruction time in a predominantly Latinx school in a large urban district.

- Together, the SOE and Detroit Public School Community District selected two new teaching residents to join the faculty at The School at Marygrove this fall. Isra Elshafei and Lindsay Helfman join second-year resident Katie Guzdial and third-year resident Sneha Rathi.
- Dr. Stephen L. DesJardins received a Fulbright U.S. Scholar Program award to Portugal. DesJardins will investigate whether and how the Portuguese access and enrollment system may be replicating and/or amplifying education and labor market inequalities in the country. As a Fulbright Scholar, DesJardins will share knowledge and foster meaningful connections across communities in the United States and Portugal. DesJardins has also been named a Fulbright Specialist to Finland and will study the effects of the recent introduction of tuition fees for international students on their enrollment, college success, and labor market outcomes.
- The Bosch Eco+ STEM Teacher (BEST) Grant Program operates as a partnership between the Bosch Community Fund and the School of Education Center for Education Design, Evaluation, and Research (CEDER). CEDER partnered with the Bosch Community Fund in 2017 to lead the administration, evaluation, improvement, and scaling of the BEST Program. In the three years that CEDER has administered the program, grant-making has scaled four fold. This represents an increase from 62 participating educators and an estimated 8,700 students in 2018-19, to 325 educators and an estimated 39,000 students in 2020-21.
- Dr. Darin Stockdill supported history scholars and educators connected to the Detroit River Project and the Essex County Black Historical Research Society to develop curricular materials for middle school teachers in both Michigan and Ontario. Teachers will be able to use the standards-aligned materials developed as part of the Detroit River Story Lab project to engage their students with the transnational histories of the Underground Railroad and the key geographic role of the Detroit River. These lessons will tie this important legacy of Black resistance and anti-racist organizing to contemporary issues of racial justice and will introduce students to events and historical figures that have often been ignored in conventional curricula.
- Dr. Nell K. Duke has been appointed to the State of Michigan's PreK-12 Literacy Commission Term. Duke will serve through October 31, 2022. Housed within the Michigan Department of Education, the commission advises and assists in matters relating to the assessment, professional development, education programming, socioeconomic challenges, best practices, collaboration, parental engagement, and teaching of literacy.
- Faculty across the SOE have started a series of grassroots community events called "Write Socially, Act Locally," which offer an opportunity for students and faculty to write in community with others and to

support local businesses and community organizations during the COVID-19 pandemic. Each free session starts with a discussion about a writing topic and offers attendees time to write and share.

- Dr. Maisie Gholson was recognized with a 2021 Harold R. Johnson Diversity Service Award. The award, given to five University of Michigan faculty members this year, honors contributions to the development of a culturally and ethnically diverse U-M community. Gholson was honored for her work applying a Black feminist framework to mathematics education and research into areas often dismissed in the field, including the effects of children’s social relationships and networks on their learning opportunities within mathematics. The values and practice of equity and social justice are integrated into Gholson's courses. In 2019, Gholson launched the Race and Social Justice Institute, in which members build literacies to support research and teaching centered on educational justice. She mentors students committed to diversity and social justice, and works to enhance the success of students of diverse cultural and racial backgrounds.
- Dr. Maren Oberman led a 4-month intensive workshop for forty SOE community members, including faculty, staff, and students, entitled, “Decentering Whiteness: A Self-Study Workshop Using Layla Saad’s *me & white supremacy*.” The workshop’s aim was to support participants in understanding their own whiteness, positionality, and identity, as well as to develop knowledge about how to decenter whiteness on an institutional level.

### Key Findings, Themes and Recommendations Based on Year Three

In line with our Strategic Plan, the SOE made significant progress in advancing *dije* during Year Four. 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 *dije* programming and new service possibilities and opportunities.
- Launched the SOE Antiracism Colloquium and a graduate student research grant program.



- 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 to expand our offerings focused on critical and cultural studies.
- 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.
- The COVID-19 pandemic has afforded us an opportunity to leverage technology to expose the SOE community to nationally and internationally recognized scholars in antiracism and settler colonialism in education. As a result, we were offered significantly more opportunities to engage in deep and transformative *dije*-related conversations.

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 Education and Educator Preparation continued efforts to support our Education *for Empowerment* undergraduate minor (edMINOR) and make it a viable tool for undergraduate students to "examine the critical role of education in building both individual and collective capacity to advance justice and democracy in civil society."

In the 2020-21 academic year, the SOE continued to provide a robust and expanded set of edMINOR courses, all of which took on and considered issues of diversity, inclusion, justice, and equity.

To continue building interest in the edMINOR among students, and knowledge about the minor among advisors, we designed and provided opportunities to engage in ideas around liberatory and humanizing educational practice for the entire University of Michigan community. Lectures, talks, and collaborative discussion events were held across campus, including Newnan advising center; the Ross School of Business, in partnership with their DEI undergraduate group; at the athletic center; two sessions with all of the University's undergraduate diversity peer educators, who reside in all of the U-M undergraduate dorms; and in "chat" sessions at dining halls with undergraduates over dinner."



As part of the edMINOR, students are required to complete an internship where they apply what they've learned in coursework to authentic, hands-on service to youth, families, and communities. This aspect of the edMINOR allows our students to experience the complexities of advancing *dije* in real-life contexts. Some examples of placements include:

- an undergraduate from the School of Architecture who worked year-long as a full member of the architectural design team responsible for building and renovating the three Schools at Marygrove as part of our Detroit P20 Partnership with Detroit Public Schools Community District;
- an undergraduate from LSA engaged in her internship with the Child & Family Support Services on the Detroit P20 Partnership (covers both the Marygrove Early Education Center and The School at Marygrove);
- an undergraduate from LSA Mathematics engaged in her internship and her student teaching at The School at Marygrove (she is both in the edMINOR and an SOE Teach Cert student);
- several undergraduates from LSA who worked at the Community Action Network in Ann Arbor to support immigrant and refugee families;
- a pre-law undergraduate who worked at the Student Advocacy Center in Ypsilanti to advocate on behalf students who were being unjustly disciplined, suspended, and/or expelled;
- an undergraduate majoring in Biological Sciences who worked for Project Healthy Schools here at the University, writing curriculum about nutrition and well-being for local elementary schools.

These are just a handful of illustrative examples of the kind of service our edMINOR students are doing in the spirit of *dije* to serve local and national efforts.

In response to a new set of Michigan state standards for teacher education, UM Professor and Department Chair for Teacher Education, Debi Khasnabis and Elementary Education Managing Director, Meri Tenney Muirhead, the Elementary Teacher Education (ELMAC) led reform efforts for the elementary teacher education program, with a start date of June 14, 2021 for the new program. The state has required a shift from offering K-8 certification to offering two grade bands: PK-3 and 3-6. The standards in every content area have shifted, so new syllabi have been developed and new courses have been designed by many faculty in the department. Major shifts that were legislated at the state level include a stronger orientation to early childhood, the infusion of social and emotional learning, a distinct focus on teaching practice, increased number of clinical hour requirements, a programmatic assessment plan, and increased credit hour requirements especially in the area of

literacy, but also math, science and social studies. These major revisions across our program with all of our faculty.

In addition to these state requirements, Debi Khasnabis has led faculty in centering a commitment to anti-racism and social justice across all content areas in the ELMAC program, such that teacher candidates (TCs) recognize the ways that children benefit from learning opportunities that are responsive to their identities and that address the injustices that impact students' lives. Our newly reformed elementary teacher education program establishes a set of "justice priorities," thus ensuring that TCs recognize major racial injustices that permeate our field, and that they, as teachers, can disrupt. The foci were first identified in a small group of faculty, graduate students and staff; then shared with our broader instructor group where further revisions were proposed; and then shared and discussed with colleagues in our secondary teacher education program, who are likely to also adopt these foci.

### **Graduate Curriculum Development**

We have continued to expand our offerings focused on critical and cultural studies. Examples of new courses offered in the last two years include:

- ED 490: SEL-Equity with Dr. Deborah Rivas-Drake
- ED 547: Growing Up in School: Advanced Perspective with Dr. Kevin Miller
- ED 639: Pursuing Diversity, Inclusion, Justice, and Equity with Drs. David Humphrey & Maren Oberman
- ED 737: Current Issues in Educational Studies Topic - Exploring Whiteness with Dr. Maren Oberman
- ED 737: Current Issues in Educational Studies Topic - Why We Need More Teachers of Color and How to Increase Their Representation with Dr. Matt Ronfeldt
- ED 737: Current Issues in Educational Studies Topic - Systemically Trauma-Informed Practice with Dr. Simona Goldin
- ED 737: Current Issues in Educational Studies Topic - Education of Latinx with Dr. Enid Rosario-Ramos

Our graduate program faculty has continued to examine all graduate curricula for attention to diverse representation 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.

The Educator Prep Program launched the Trauma-Informed Practice 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. The EPP also continues to expand its endorsement offerings in English Language Development (officially English as a Second Language in the state of Michigan) and in International Baccalaureate (IB) certification. IB has a strong focus on whole-child development and on global-mindedness, both essential dimensions of teaching for diversity and inclusion.

### ***dije*-related Staff Development**

SOE staff members were invited to school-wide *dije* events and staff attendance continues to exceed previous years. Although we recognize that on our most recent *All Student Campus Climate Survey*, 90% of our non-white student respondents report feeling valued by our staff in our most recent, we must be more intentional in developing *dije*-focused professional development opportunities solely for staff in the SOE. During the 2020-21 academic year, the staff *dije* Professional Learning Community (PLC) entitled, "From complicity to co-conspiracy," completed its second year. This year was focused on recognizing and disrupting the domains of power at play in the SOE. The organizers for the workshop series were Leea Allerding (Human Resources), Darin Stockdill (CEDER), Alyssa Brandon (Teaching Works), Meri Tenney Muirhead (ELMAC), and David Humphrey.

Year two of staff *dije* Professional Learning Community (PLC) engaged 17 staff members from across the SOE in collaborative and liberatory anti-racist learning. There were a total of (5) five (3) three-hour sessions.

The planning group set the following overarching goals for the PLC experience:

- Develop empathetic dispositions towards ourselves and others.
- Reflect on and explore intersecting roles and identities, including self and others.
- Develop a shared understanding of—and vocabulary around—ideas of justice, identity, and power.

- Reimagine how we work and work together (praxis)
- Build a community of practice/praxis

Using bell hooks' "Homeplace: A Site of Resistance" as a grounding text, we were also guided by the following questions:

- What would it look like to expand your conception of homeplace to include true dignity and radical liberation for everyone—but especially for Black folk?
- How would this embodied homeplace affect your work and relationships in the School of Education?

Across the sessions, participants:

- Reflected upon their own representations and stories on race and racism and identified them through the domains of power.
- Questioned their own way of being and knowing through a critical lens and thought about how they may do things differently through an antiracist praxis.
- Verbalized the domains of power in real time as they played out in their life and in their work in the SOE.
- Connected the domains of power to the open letter from the Black Graduate Student Collective.
- Committed to concrete actions to disrupt anti-Blackness and the dominant domains of power in the SOE.

The group met a total of four (5) times during the academic year. Staff-only *dije* professional development spaces provide opportunities in an intimate setting for staff to continue to build their *dije*-related praxis and continue to advance the *dije* agenda of the SOE. Many participants remarked about how helpful the content was for helping them to develop an anti-racist praxis.

### ***dije*-related Faculty Development**

- Our faculty development work throughout the 2020-21 academic year was guided by the *dije* Office themes of Healing & Liberation and Decentering Whiteness and generally falls into four categories:
  - Intergroup Dialogue: This year 16 faculty members participated in a 9-week intergroup dialogue training course centering anti-blackness led by Anna Yeakley, Ph.D., CEO of Anna

Yeakley Consulting, and Kenjus Watson, Ph.D., Postdoctoral Research Fellow at Health Equity Research Laboratory Program Evaluation Director -SF State University. Participants increased knowledge and understanding of both the roots and entrenchment of anti-blackness in society and education while developing skills to participate in and facilitate intergroup dialogues on topics of race, oppression, injustice, and identity.

- Whiteness work: In the winter semester 40 students, staff, and faculty participated in a 6-session workshop entitled, “Decentering Whiteness: A Self-Study Using Layla Saad’s *me & white supremacy*,” facilitated by Dr. Maren Oberman. This work involved many hours of individual reading, writing, and reflection coupled with small group conversations and whole group discussion that supported work at the personal level as well as thinking systemically, starting with the SOE, about how to decenter Whiteness in our work and our institutions.
- Curriculum work: Our curricular focus this year was on auditing courses and syllabi in order to understand what voices, viewpoints, methodologies, and pedagogies are centered in our collective work, and accordingly, what is thus marginalized. Faculty worked in small groups in departments to examine syllabi looking at diversity of authorship and content that explored issues of equity and social justice.
- Graduate student research assistant rights and responsibilities document: Building on the work that we began last year that was motivated by conversations with the students at regular Dean’s Fireside Chats, we approved the Guiding Principles document for Graduate Student Research Assistants’ work. We also finalized a written agreement that all GSRA-faculty teams will complete and place in the student’s portfolio every year. This work was an example of a successful collaboration between students, staff, and faculty and represents not only progress with regard to GSRA rights & responsibilities, but also the breaking down of silos that typically exist within the SOE.

### **SOE-wide *dije* programming and offerings**

The Race and Justice Institute (RJI), led by Dr. Maisie Gholson aims to engage students in a deep understanding of how race, racism, and racialization appears in our society through a U.S. educational lens. The institute is a series of interactive modules, lectures, and learning opportunities that are facilitated by faculty from the SOE and peer institutions. Its format evolved this year, partially in response to the pandemic. Rather than holding a three-day in person program for incoming and returning PhD students in the Combined Program in Educational Psychology, the Center for the Study of Higher and Postsecondary Education, the Joint Program

in English and Education, and the Educational Studies program, RJI activities spanned the academic year in such a way that allowed students to not only sustain participation over many months, but also accommodated a different set of needs brought on by the realities of virtual learning and the stresses of the pandemic.

The *dije* Office (DEI/*dije* co-implementation Lead Humphrey, in partnership with *dije* program intern Jordan Ross, spearheaded the development of fourteen (16) *dije*-based programming opportunities, including community conversations, workshops, and opportunities to engage with the local community. Due to the COVID-19 pandemic, all of these events were offered online via Zoom. The *dije* office hosted four (4) community conversations at the School of Education. Community conversations provide opportunities for SOE community members to come together to address issues affecting members of our community, to learn from and with each other, and to promote the values of *dije* in the SOE. The conversations are usually 1-hour, but in light of the focus of this year on the theme of healing and liberation, and the social unrest due to the continued state sanctioned violence on Black bodies, two (2) of the conversations were shifted to healing space events that lasted approximately ninety (90) minutes each.

The first healing space event took place on September 17th, 2020 and was facilitated by Dr. Thema Bryant-Davis, licensed psychologist, professor of psychology at Pepperdine University, and director of the Culture and Trauma Research Lab. The session was focused on the topic of healing and liberation from racism.

The second healing space occurred immediately following the U.S. Presidential elections on November 4, 2020 and was facilitated by Dr. Maria Hamilton Abegunde, founding Director of The Graduate Mentoring Center and Visiting Lecturer, Department of African American and African Diaspora Studies at Indiana University, Bloomington. The healing space session was entitled, “What the Body Remembers: A *dije* Post-Election Community Conversation on Healing and Liberation.”

The final two (2) community conversations followed the traditional format and lasted 60 minutes. Both focused on issues of anti-Black racism. The first conversation was entitled “There is Nothing Fragile About Racism: A Community Conversation on Decentering Whiteness with Dr. David Humphrey & Dr. Maren Oberman.” The conversation focused on racism at the systemic and personal levels, and key strategies to reckon with the manifestation of White Supremacy in our own institution.

The second event was entitled “Envisioning an Anti-Racist SOE: A Community Conversation. During the event, SOE community members were invited to engage in dialogue with the anti-racism working group develop a guiding definitions and a framework towards coalescing an anti-racist ethos in the SOE.

In total, approximately 374 students, staff, and faculty attended the community conversations.

In addition to community conversations, the *dije* Office hosted two (2) workshops: 1) Mno Kenomagewenin (Good Learning): Indigenous Epistemologies and Engaging In Decolonizing Work Within Colonized Spaces: A Panel Discussion – moderated by Jared Ten Brink, a doctoral student in educational studies. Panelists included Dr. Kyle Whyte, Professor of Environment and Sustainability and George Willis Pack Professor at the University of Michigan School for Environment and Sustainability; Dr. Katie Schultz, Assistant Professor of Social Work at the University of Michigan School of Social Work; and Dr. Sandra M. Gonzales, Associate Professor of Bilingual/Bicultural Education in the Division of Teacher Education at Wayne State University;

2) “An Introduction to LGBTQ+ Language and Identities.” – facilitated by Liz González and Alyssa Garcia, representatives from the U-M Spectrum Center.

In total, approximately 379 students, staff, and faculty attended the *dije* workshops.

During the first week of February, the *dije* Office and more than 75 organizers including SOE students, faculty, and staff, and local community members coordinated the Black Lives Matter at School Week of Action. BLM at School is a national committee of educators organizing for racial justice in education. The organizers developed events that correspond to the thirteen guiding principles of Black Lives Matter. These events were dedicated to themes such as Restorative Justice, Diversity & Globalism, Queer & Trans-Affirming, Intergenerational Black Families, and Black Women.

The five (5) events for the BLM Week of Action were:

- 1) Love & Healing: A Session with Students and Their Teachers in Dialogue;
- 2) Global Roots of Resistance: Student Activism, Decolonization, and Creating an Anti-Racist World;
- 3) Telling the Stories That Must Be Told: An Inquiry into Local Black History with the AACHM of Washtenaw County and Dr. Kimberly Ransom;



- 4) R(ED) Table Talk: Experiencing Black Joy in Reflection; and 5) Collective Shade(s): Loving the Lives of Black Trans + Queer Folx. Supporting organizations included: African American Cultural and Historical Museum of Washtenaw County, Ann Arbor District Library, Cuppy's Restaurant, GSCO (U-M), MLive, Rackham Student Government, and the Spectrum Center.

Lastly, in partnership with the RJI led by Maisie Gholson (mentioned above), the *dije* Office launched the Inaugural SOE Anti-Racism Colloquium the week of May 10-14. The goal of the antiracism colloquium is to support the building of critical literacies of race and settler colonialism to support research and teaching centered on educational justice. This year, Dr. Leigh Patel, Professor of Educational Foundations, Organizations, and Policy in the University of Pittsburgh School of Education, did a 1-week virtual residency that included five (5) events: keynote address entitled "Learning as Marronage: Provocations about learning from freedom struggles," two 2-hour sessions with SOE graduate students, and two 90-minute sessions with SOE faculty. Earlier in the year but connected to the colloquium, the *dije* Office and RJI launched an antiracism mini-grant competition for graduate students.

The Antiracist Mini-grants were created for students who wished to continue working or putting into practice their experiences. The mini-grant program welcomed students who are dissertating to first-year students who wish to work on a project and encouraged students to apply for funding through the Antiracist Research Mini-Grant Program sponsored by the *dije* Office. The Antiracist Research Program supports education research projects and scholarship that will contribute to the improvement of education through an antiracist lens. This mini-grant seeks to fund research that advances the SOE community's understanding of anti-racist praxis and its ability to help reimagine an antiracist community and environment in the SOE. Direct grants were made to students totaling \$10,000 in amounts ranging from \$500–\$2500. Two student research groups who were awarded mini-grants: Cassandra Arroyo and Jarell Skinner-Roy, Doctoral Students in CSHPE - Safety for whom?: *Critical spatial and qualitative exploration of campus policing, racial geographies, surveillance, and institutional rhetoric*; and Emanuele Bardelli and Matthew Truwit, Doctoral Candidate and Student respectively in Educational Studies - *Teacher evaluation systems: Measures of instructional effectiveness or mechanisms of structural bias?* Both groups presented a mid-year progress report on their research to bookend the colloquium.

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 a sense of belonging.



### **Partnership Development**

SOE leadership, faculty, and staff continued 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.

We also continued our relationship with Washtenaw Community College and our Schoolcraft Community College to recruit students into our teacher education programs. This year we successfully recruited seventeen (17) incoming students from this community college partnership, an increase of six (6) students from last year. 71% of all external transfers are coming from community colleges (17/24).

Finally, our existing partnerships with Ann Arbor Public Schools (Mitchell-Scarlett-Huron Teaching and Learning Collaborative), with Ypsilanti Community Schools (a regular site for clinical practice placements), and the Detroit Public Schools Community District (Detroit School of Arts and the Detroit P20 Partnership/The School at Marygrove) continue to thrive, even amidst the disruptions felt by the pandemic. Faculty in Elementary Education collaborated on Black Lives Matter curriculum for the summer ESL Academy (SESLA) program at Scarlett Middle School. The program was taught online to 280 4th - 8th grade multilingual students in Ann Arbor Public Schools. Twenty-eight SOE teaching interns and 16 AAPS teachers and one faculty member (Dr. Cathy Reischl) collaborated in professional development to build skills to engage in difficult conversations with young language learners about civil rights in the 1960's and today.

The School at Marygrove partnership continues to be a site of powerful antiracism work given DPSCD's shared goal to work toward explicitly antiracist practice. Curriculum development continues across the birth to 12th-grade programs, with an emphasis on developing project- and place-based learning opportunities focused on "designing for social change and justice."

### **Review of Staff Hiring Protocols**

Revamped hiring protocols have been implemented. New interview questions have been drafted and HR consistently shares *dije*-infused questions with all hiring managers. Several possible questions are listed which assist with highlighting a candidate's commitment to diversity, inclusion, justice and equity. Hiring

managers are made aware they must ask questions of candidates that ensure the candidate is committed to the *dije* efforts at SOE. EDAC will support hiring committees throughout the search process.

In addition, SOE leadership, the Executive Communications and Academic HR Assistant to the Dean (Katie Hayes), and Human Resources have been working to ensure all new faculty and staff take the sexual and gender based education module within 30 days of starting a position with SOE. We have also cultivated a document with those faculty and staff considered to be individuals with reporting responsibilities and shared that with the SOE community via a Dean's message.

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

#### Scholarship Assistance

We continued to offer tuition assistance from our four DEI-related scholarships to incoming students with financial need to eliminate and/or reduce their need for work study awards.

#### *dije* Staff, Student, and Faculty Awards

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

### **Key Limitations**

2020-21 was a challenging year in so many ways—the pivot to virtual instruction, lack of a sense of community due to fewer department sponsored events, combined with frustration over global and political events. Students (particularly first-year master's) felt disenfranchised and CSHPE students expressed their dissatisfaction during a CSHPE Community Conversation in September, 2020.

Time, exhaustion and capacity. The pandemic has put every single person above capacity and at a level of exhaustion. We also lack racial diversity in our instructor identities.

A key challenge continues to be the lack of financial resources to address all of our key priorities, such as additional GSRA positions for students to engage more fully with faculty in community engaged research.

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 work is simultaneously critical and exhausting as a result of this socio-political environment.