

Diversity, Equity and Inclusion Strategic Plan

Five-Year Strategic Objectives, Measures and FY21 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 “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. Planning Process Used

Planning Lead(s)

SOE Dean Elizabeth Birr Moje

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

Planning Team

- SOE's Education Diversity Advisory Council (EDAC) Co-chairs, Dr. David L. Humphrey Jr. and Dr. Patricia King
- SOE *dije* Graduate Program Assistants, Ms. Vania Agama and Ms. Brittnee Johnson

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 King;
- 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, 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/
- Data analysis and action idea generation activities

Dean Moje and Implementation Leads Humphrey and King had monthly *dije* implementation planning meetings during the 2019-2020 academic year to analyze and discuss SOE *dije*-related feedback gathered from *dije* events, discussions, email messages, and online postings. Moje, Humphrey and King also used this time to discuss upcoming *dije* programming, organizational issues, and community member needs.

Implementation Co-Leads Humphrey and King 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, Graduate Organization of Students in Higher Education) to encourage and coordinate their *dije*-related efforts.

In addition, Humphrey and King co-chaired the Education Diversity Advisory Committee (EDAC), which met monthly. This year EDAC participated in three (3) faculty searches 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.

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

Dean Moje also met weekly with Associate Dean/Faculty Instructional Liaison Shari Saunders, and met quarterly with program chairs 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 reading groups, academic colloquia.

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

Notable highlights included:

- Launched a Professional Learning Community for staff in the SOE entitled “*From complicity to co-conspiracy.*”
- Race and Justice Institute – Led by Dr. Maisie Gholson and Dr. Alaina Neal-Jackson
- Launched the Black Lives Matter at School Week of Action in the SOE.
- Educational Studies sponsored the visit and lecture of Dr. Bettina Love, after designating her book, *We want to do more than survive*, as the summer reading selection for the summer of 2019
- Course redesign for Elementary Teacher Education (ELMAC) 22
- The SOE had an 100% participation rate in the mandatory sexual harassment and misconduct prevention training

- Successfully launched the Detroit P20 partnership, The School at Marygrove, and the Michigan Education Teaching School with the Detroit Public School Community District, Marygrove Conservancy, Starfish Family Services, and the Kresge Foundation

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 242 incoming students for AY 2019-2020. 16% of our incoming students identify as underrepresented minorities, a decrease from last year where 29% of our 280 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) and to a drop in MA enrollments in the CSHPE program (which has already rebounded for 2020-2021). 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 577 for AY 2019-2020. Twenty-three percent (134) of the total student population identifies as an underrepresented minority, a 9% decrease from 2018-2019.
- In the 2019-20 academic year, we awarded over \$3.4 million in scholarship funds. This is a decrease from last year (4 million, 2018-19), but remains an increase over the prior three years (\$1.3 million in 2016-17 and \$2.8 million in 2017-18).
- *dije*-infused staff hiring protocols are integrated into SOE staff hiring practices. *dije*-infused faculty search and hiring process remains in use. Three (3) new tenure-track faculty searches were successful.

The new faculty hires (two (2) Black/ African American men, and one (1) Latina woman begin their terms in fall 2020.

- In the last year, our new *Education for Empowerment* minor attracted the interest of 124 students from undergraduates across campus, 88 of whom participated in at least one SOE advising appointment. A total of 51 students have declared this minor; with two exceptions, all are enrolled in schools or colleges outside the SOE. Among those who have declared this minor, 19% are males and 22% 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, 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 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 the *All Student Campus Climate Survey* specific to the SOE student findings continue to 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. 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.

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 the Summer 2019, 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 completed in Fall, 2018* 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 AY20-21 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:

- Professor Camille Wilson’s work with community organizers in Detroit to research how to increase and sustain democratic, equity-oriented, and community driven approaches to improving public education. With support from the SOE, Dr. Wilson will launch a research center called CREATE, named after her longtime community-engaged research project in Detroit;
- Professors Maria Coolican and Kendra Hearn’s leadership of the secondary teacher education program in creating an International Baccalaureate academic certificate to meet concerns raised by parents, teachers, and administrators within Ann Arbor Public Schools;

- Dean Moje's and team's collaboration with the Kresge Foundation, DPSCD Starfish Family Services, the Marygrove Conservancy, the City of Detroit, and the Liv-6 Neighborhood, together with several other Detroit community organizations, to foster the Detroit P20 Partnership.
- Dr. Alistair Bomphray, Dr. Shari Saunders, Dr. Kendra Hearn, and Dr. Debi Khasnabis successfully launched the Michigan education teaching school with Detroit Public Schools Community District (DPSCD). This year thirteen (13) interns, one (1) student teacher, and one (1) resident was placed.
- With the leadership of Dr. Stephanie Moore, the Detroit P20 Partnership works with several U-M units have committed to partner on educational, health, and other initiatives, including Michigan Medicine, the School of Dentistry, the School of Nursing, and the School of Social Work. The College of Engineering helps to offer engineering activities afterschool, and a Taubman College undergraduate worked as an internship on our school design work. and we continue to seek additional collaborators across campus.
- UM Professors Awilda Rodriguez and Enid Rosario-Ramos's research that collects data and personal experience narratives from displaced Puerto Rican students, their families, and school personnel to understand and open space for educational opportunity after Hurricane Maria;
- The Mitchell-Scarlett-Huron Teaching and Learning Collaborative, led by UM Professors Cathy Reischl, Debi Khasnabis, and Mary Schleppegrell, engages in the co-development of coursework, projects, professional development, and scholarship in partnership with Ann Arbor educators and created the Summer ESL Academy where students interact with and learn from bilingual community members while practicing their academic literacy skills; and
- UM Professor John Burkhardt's efforts in the National Forum on Higher Education for the Public Good to improve college access for undocumented students by communicating information and opportunity to young people and families in a way that genuinely responds to their needs as they define them.
- Dr. Michael Bastedo's research has led to the development of a national college admissions dashboard designed to improve college access.
- Dr. Deborah Ball's research and development project, TeachingWorks, has integrated attention to diversity, inclusion, justice, and equity into its work focused on teaching teacher educators.

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.
- The impact of hiring guidelines for faculty and staff that included attention to inclusion and diversity.
- 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 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 2019-20 academic year, the SOE provided a robust and expanded set of edMINOR courses, all of which take on and consider issues of diversity, inclusion, justice, and equity.

In order 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 P20 Partnership with Detroit Public Schools Community District;
- several undergraduates from LSA who worked at the Community Action Network in Ann Arbor to support immigrant and refugee families;
- an 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.

Under the leadership of UM Professor and Department Chair for Teacher Education, Debi Khasnabis and Elementary Education Managing Director, Meri Tenney Muirhead, the Elementary Teacher Education (ELMAC) program hosted several colloquiums over the 2019-2020 academic year to develop a social justice framework to guide the administration of the ELMAC program. One result of these meetings was the redesign of course content for Education 510, Teaching and Learning; Building a Just and Equitable Classroom Community, to position equity and justice teaching as foundational to the program. During these sessions program leaders and instructors worked closely with teaching interns to generate community norms for doing difficult work on identity and racism as a small community taking a year-long journey together, recognizing the vast differences in prior knowledge and experiences in grappling with issues of race and racism. They built on this work by facilitating a book club of Dr. Bettina Love's *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*, as preparation to attend the Dr. Love talk (which was

sponsored by the Educational Studies graduate program) on campus later that fall. In late fall and early in January, ELMAC program leaders held community meetings with ELMAC interns to reassess and redefine community norms, considering the challenges and disagreements that continued to arise as a part of this highly personal work. David Humphrey led ELMAC participants through these meetings as they grappled with issues of white fragility, identity and Blackness within the cohort, within the SOE and within the teaching profession. All program faculty and staff were invited to join these experiences to open up spaces for brave conversations with regard to equity, justice and racism in the context of society and in teaching.

Graduate Curriculum Development

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

Our graduate program faculty will continue 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.

***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. For the 2019-2020 academic year, David Humphrey convened a working group consisting of staff members in the SOE to discuss the development of a staff-only professional development space centered on *dije* themes. The participants in this taskforce were Lee Allerding (Human Resources), Darin Stockdill (CEDER), Alyssa Brandon (Teaching Works), Meri Tenney Muirhead (ELMAC), and David Humphrey. The group met a total of four (4) times during the course of the Fall 2019 academic year. As a result of these meetings a staff

professional development opportunity was created entitled, “From complicity to co-conspiracy: A staff *dije* professional learning community (PLC). The PLC launched in the Winter 2020 term.

The staff PLC provided an extended opportunity for SOE staff to explore and re-imagine their identities and relationships to power. Through collective and experiential learning, the PLC endeavored to create space for staff to enhance and develop skills to embody justice in their work and relationships in the SOE and beyond. There were three primary outcomes for the PLC:

1. Develop a deeper sense of self and empathy towards others and use that disposition to reimagine and pursue an anti-hegemonic praxis.
2. Understand how their work (approaches, content, and context) has the potential to disrupt and reproduce patterns of injustice in the SOE.
3. Envision and clearly articulate how their work is interconnected with SOE programs and networks as they promote diversity, inclusion, justice, and equity in education.

To participate in the PLC, staff had to agree to attend all six (6), 90-minute sessions: (Dates were Wednesdays, February 12, 2019, February 26, 2019, March 11, 2019, March 25, 2019, April 8, 2019, and April 22, 2019 -- from 2:00 pm - 3:30 pm each day); one (1) - 30-minute coffee session per month; and complete one (1) hour of outside learning (e.g., required readings, podcasts, and/or community events). They also had to be a current SOE staff member with an effort of 50% or greater.

A total of 13 staff from various departments in the SOE participated in the first three (3) training sessions. Sadly, due to the COVID-19 pandemic, we had to cancel the remaining 3 sessions. The working group plans to offer two PLCs for the 2020-2021 academic year, one in the fall and one in the winter.

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. A goal for Y5 will be to increase the availability of *dije*-focused professional development opportunities for staff, with specific attention to anti-racism and settler colonialism.

***dije*-related Faculty Development**

We began the 2019-2020 academic year with big plans, most of which were truncated by the pandemic. We had at least four identified areas of work, each of the programs were asked to build on (what follows represents only our SOE-level work):

- Whiteness work: We continued to discuss issues of white privilege in regard to our curriculum during our regular faculty meetings and to support faculty in their personal and collective explorations of what it means to move beyond white values in an academic enterprise that is largely propped up by white values. This is not easy work because many of the moves one might make are challenged by our own systems of training and by the values of the systems that we're teaching people to enter. Many faculty members rightly question whether they are serving their students well if they do not teach the conventions and practices that future employers may use to evaluate our graduates for positions, for tenure and promotion, and for merit increases. We had scheduled to have an event with Robin DiAngelo (co-sponsored by the Ford School and the Provost's Office), but it was scheduled for March 15 and was thus cancelled due to the pandemic.
- Curriculum work: This past year, we brought in colleagues from Sweetland to work with the faculty on how to support students in learning to write academic texts. This raised questions of how to do this work in culturally sustaining ways as faculty members shared the struggle they grapple with when graduate students resist the conventions of academic writing. As a result, we have also begun to explore questions related to the conventions of academia and the extent to which those conventions (e.g., the nature and practices of systematic research, the written format required, the demand for independent work) privilege value systems often associated with whiteness and thereby dismiss or even repress the values of other groups. We have a great deal more work to do in this arena, but these conversations have been replaced for the time being by conversations about the pandemic, our budget, and fall planning.
- Graduate student research assistant rights and responsibilities document: Motivated by conversations with the students at regular Dean's Fireside Chats, Moje has been working with the Graduate Student Community Organization (GSCO), the SOE Executive Committee, and the SOE faculty to develop written principles for Graduate Student Research Assistants' work. We are also working on finalizing a written agreement that all GSRA-faculty teams will complete and place in the student's portfolio every year.
- Changes to course evaluations: Working with the three graduate student representatives to the SOE Executive Committee, Moje developed possible *dije* questions to be added as required questions on all

SOE evaluations. The Executive Committee then worked on the questions, and each chair took the questions to their respective program faculties for vetting. We ultimately landed on an agreed-upon set of 3 questions that all faculty members will have on their regular course evaluations, thereby allowing us to evaluate growth in faculty practices over time. It is important to note that this decision was made with some consternation, because we recognize that women and faculty of color can often be negatively affected by such questions due to many factors. Respondents already tend to be more critical of women and faculty of color than they are of white, male faculty, and the potential backlash from those who are not open to diverse perspectives and identities may lend more squarely on those who represent those perspectives and identities. As a result, we will watch the responses to these questions carefully because the last move we want to make in the name of DEI is to create a space for anger and hate to thrive.

SOE-wide *dije* programming and offerings

The Race and Justice Institute (RJI), led by Dr. Maisie Gholson and Dr. Alaina Neal-Jackson, was a three-day 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. The goal of the institute was to engage students to gain a deeper understanding of how race, racism, and racialization appears in our society through a U.S. educational lens. The most recent institute was held in the Summer 2019, before the start of the academic school year. The RJI combined elements of previous educational studies programs. Although a new effort, the institute developed an interactive series of lectures and sessions facilitated by faculty from the School of Education and the College of Literature, Science and the Arts (LSA), as well as talks given by early-career scholars who study issues of race.

The *dije* Office (DEI/*dije* co-implementation Lead Humphrey, in partnership with *dije* program interns, Vania Agama and Brittnee Johnson) spearheaded the development of eleven (11) *dije*-based programming, including community conversations, workshops, and opportunities to engage with the local community. The *dije* office hosted three (3) community conversations at the School of Education. The fourth community conversation was canceled due to the COVID-19 pandemic. 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 were usually 1-hour. Topics for community conversations during the 2019-2020 academic year were intersectionality, antiracism, and

transnational colonization. In total, approximately 150 students, staff, and faculty attended the community conversations.

In addition to community conversations, the *dije* Office hosted three (3) workshops: 1) “More than accommodations: Including disability and engaging ableism in education – facilitated by Shanna Kattari, Ph.D., Assistant Professor, School of Social Work, UM; 2) “Healing from racial trauma: Lessons from a public health intervention (co-sponsored by the School of Social Work) – facilitated by Riana Anderson, Ph.D., Assistant Professor, School of Public Health; and 3) Allyhood Development Training, co-sponsored by the *dije* office and The Spectrum Center. In total, approximately 100 students, staff, and faculty attended the *dije* workshops.

This year, the *dije* Office, along with leadership from monét Cooper – doctoral student in the Joint PhD program in English and Education (JPEE), hosted the inaugural Black Lives Matter Week of Action. The week of action was part of a national initiative to ensure Black Lives Matter in universities and schools by engaging communities in discussions centered on the 13 guiding principles which serve as the foundation for the Black Lives Matter movement. For the first week of February, the *dije* Office hosted programming that centered the realities, epistemologies, and ethics of African diasporic folx. Several of the programs offered during this week were located in the community. Community partners included the Kofi House – Ruth Ellis Center, Highland Park, MI, and Angell Elementary School in Ann Arbor, MI. In total, approximately 150 students, staff, and faculty attended the events during the week.

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.

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.

***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 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. However, we did not have as much engagement as we hoped. We will continue to look for ways to increase engagement with the *dije* Mini-Grants in Year Five.

dije Staff, Student, and Faculty Awards

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

Key Limitations

The COVID-19 pandemic undoubtedly strained our ability to finish up *dije* programming and upcoming summer trainings. And while a lot of good work was completed during both the fall and early winter term, some of the opportunities for training faculty and GSIs were canceled because of the pandemic.

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.

We did not have as much engagement with the *dije* Mini-Grants as we hoped. We will continue to put effort into this initiative and find ways to increase engagement.

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.

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 Five/FY 2021. 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.

The SOE's Year Four 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).

**All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

Year Five/FY 2021 Strategic Objectives

A. Recruitment, Retention and Development

1. Continue and enhance *dije*-based partnership development for recruiting a diverse pool of students.
2. 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 series will function 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.
3. Continue developing 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 (dis)ability.

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. Continue and enhance staff equity and inclusion initiatives.
3. Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.

D. Service and Public Scholarship

1. Continue and enhance our 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 developing “Grow Your Own” programs with Ann Arbor Public Schools and Detroit Public Schools.
3. Carry out the terms of the Joint Operating Agreement for the Detroit P20 Partnership with the Detroit Public Schools Community District, the Kresge Foundation, Marygrove Conservancy, and Starfish Family Services.
4. Leverage the field-based internship component of our 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 recruiting a diverse pool of students.

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, 9 students in 2018-19, and 24 students in 2019-2020), 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.

FY21 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. Continue to develop means of tracking the demographic impact of our new education minor.

Primary DEI Goal: Diversity

Other applicable domain: n/a

A2. 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 2):

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

FY21 Actions:

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

Primary DEI Goal: Diversity

Other applicable domain: Education and Scholarship; Service

A3. Continue to develop baseline ways of tracking the impact of our new minor on diverse student recruitment to the SOE.

Undergraduate Students

We will continue to develop baseline ways to track the demographic impact of our new minor on our success in diversifying the student body of the SOE. 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 further diversifying our graduate programs.

Measures of Success (for Objective 3):

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

FY21 Actions:

1. Use the tracking system developed last year to analyze the demographic impact 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.

Exploring whiteness at both the systemic and personal levels is a key strategy to reckon with the manifestation of white supremacy in our own institution. Our goal is 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.

As noted previously, we are working to examine challenging questions about white privilege and white values that have fundamental implications for the way we do our work, the way we educate graduate students, and the way we interact with each other. There are no easy answers to these questions, but we are building a range of PD efforts to help us continue in our explorations. Some will be program specific and others will be school-wide efforts.

Faculty and GSI/TAs

Measures of Success (for Objective 1):

- Increased understanding among a majority of faculty of the role of whiteness in exclusionary practice.
- Increased numbers of participating faculty and GSI/TAs.
- Positive faculty/GSI/TA survey responses to professional development.
- Development of a clear definition of anti-racism for the SOE.
- Specific, feasible, and actionable recommendations for centering anti-racist praxis as a distinguishing aspect of the SOE's identity.

FY21 Actions:

1. Continued offerings of whiteness reading and discussion groups.
2. EDAC will work with program chairs to continue and support their in-depth examination of the professional school and academic program (undergraduate and graduate) curricula for the privileging of white values, perspectives, and people.
3. **Convene an antiracism task force to make additional recommendations for curricular and policy change.**
4. We will continue professional development on these issues for GSIs and TAs.

Primary DEI Goal: Equity

Other applicable domain: Promoting an Equitable and Inclusive Community

B2. Continue 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 (dis)ability.

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: anti-racism, settler colonialism, gender identity and sexual orientation, religious diversity, and/or (dis)ability. Programs will also be encouraged to consider other ways to incorporate relevant *dije* topics through experiences outside of courses.

Faculty and GSI/TAs

Measures of Success (for Objective 2):

- Agenda from the race and justice institute, and other evidence of program-specific efforts to enrich the curriculum through more diverse representation of topics.
- More 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 (dis)ability.
- 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.

FY21 Actions:

1. **Continue and expand the Race and Justice Institute that is organized by UM Professor Maisie Gholson.**
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 (dis)ability.
3. Continue the Colloquia series in which students and faculty collaborate to present on ongoing or recent research related to pressing *dije* issues in education.

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 the 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 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.

FY21 Actions:

- The dean will lead fireside chats developed in collaboration with student leaders from our Black and 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 analyze 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 to host our Black Male Roundtable, which is open to all groups, but designed specifically to examine issues related to the Black male experience in U.S. education and at our institution.
- Continue to host the La Casa, a campus-level Latinx-identified student organization. Develop other student organizations that are designed to serve historically minoritized groups (e.g. Black, LGBTQ+). As always, these groups will be open to all who wish to join, but the focus of the groups will be to support historically minoritized students.

Primary DEI Goal: Equity

Other applicable domain: n/a

C3. Continue and enhance staff equity and inclusion initiatives.

All-staff

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, we must be more intentional in developing *dije*-focused professional development opportunities solely for staff in the SOE. Staff-only *dije* professional development spaces will provide rich opportunities for staff to have unique conversations concerning the way *dije* can and should be incorporated into their work.

Measures of Success (for Objective 3):

- Numbers of participants and qualitative feedback from *dije*-related training for staff.
- Number of *dije*-related professional development opportunities offered.

FY2119 Actions:

1. Partner with human resources to create more *dije*-related professional development opportunities for staff in the SOE.

Primary DEI Goal: Inclusion

Other applicable domain: Equity

C4. Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.

All-school

Measures of Success (for Objective 4):

- **Number of participants in Sexual and Gender-Based Misconduct Prevention education efforts.**
- **The development of unit-specific value statements.**

FY21 Actions:

1. **Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention (“umbrella policy”).**
2. **Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.**

Primary DEI Goal: Equity

Other applicable domain: Inclusion

IV. D. Service and Public Scholarship

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.

FY21 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 “Grow Your Own” programs with Ann Arbor Public Schools and Detroit Public Schools.

Greater Community

Grow-Your-Own programs work with high-school-aged students as well as with parents and para-professionals to recruit people into professions. The idea is to increase knowledge of and passion for a given profession and then to make entry into the profession more accessible, especially for people from underrepresented groups.

Measures of Success (for Objective 2):

- Establishment of MOUs for GYO program with both Ann Arbor Public Schools and Detroit Public Schools Community District.

FY21 Actions:

1. Work with AAPS and DPSCD to develop program plans.
2. Launch the AAPS program in AY20-21
3. Prepare to launch the DPSCD program in AY 21-22.

Primary DEI Goal: Justice/Equity

Other applicable domain: Diversity

D3. Continue to advance and expand the Detroit P20 Partnership

Greater Community

We will continue to advance our development of the Detroit P-20 Partnership according to the terms of our ten-year Joint Operating Agreement (JOA), signed in September of 2019. Our collaborators to date include the Kresge Foundation, with Detroit Public Schools Community District (DPSCD), Stafish Family Services, the Marygrove Conservancy, the City of Detroit, and Detroit community organizations, and several U-M units previously noted. We continue to seek additional collaborators across campus. Our role in the partnership is to develop empowering experiences, educators, environments, and evaluation/research that provides equitable and just education opportunities for children and youth in northwest Detroit.

Measures of Success (for Objective 3):

- **The enrollment of The School at Marygrove is approximately 48 new 3-year-olds and 120 new 9th-grade students for the fall, together with approximately 48 rising 4-year-olds and 120 rising Grade 10 students.**
- **The School at Marygrove will host 2 to 3 teaching residents (graduates of our Educator Preparation Programs and now DPSCD employees) and 5 to 6 second-semester interns in the fall semester (with approximately 3 times that number of first-semester interns in the winter).**
- The continued development, adoption, and adaptation of robust, evidence-based, and standards-aligned curricula in English language arts, mathematics, natural and physical sciences, social sciences, foreign language, and design thinking/engineering.
- The hiring of 7 new highly-prepared high school teachers.
- **The initial preparations for a fully comprehensive mental, physical, and oral health clinic to open in Fall 2022.**

FY21 Actions:

1. **Teacher hiring**
2. Continued curriculum development work
3. Work with U-M units to develop wrap-around support services
4. Securing of new arts programming for the school

Primary DEI Goal: Justice/Equity

Other applicable domain: n/a

D4. 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 Pre-K-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 4):

- Continue building the 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

FY21 Actions:

1. Continue to build 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 5 continues to be to increase 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;

5. The total numbers of matriculating students from currently underrepresented groups; and
6. Graduation rates for students in our teacher education and Masters and Doctoral programs.

Inclusion

Fostering a campus environment where everyone feels a sense of belonging is paramount to our *dije* work. We will concentrate our efforts and resources on engaging specific groups for whom data was most concerning in our most recent *All Campus Climate Survey*; in particular, our Black and 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 and refine 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 will continue to focus our equity efforts in Year 5 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 (dis)ability.
4. 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	Number of students successfully recruited to our programs from these partnership sites, and the demographic composition of these students.	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.	Dean, Chief Diversity & Inclusion Officer, Associate Deans, Assistant Dean, Department & Program Chairs, Lead Partnership Faculty	

DEI STRATEGIC PLAN
5-YR STRATEGIC OBJECTIVES, MEASURES, AND FY21 ACTIONS



		Over time, increased numbers of students from currently underrepresented groups in our SOE courses, our teacher education programs, and our graduate programs.	Develop means of tracking the demographic impact of our new education minor.		
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.	Associate Dean for Undergraduate Education and Educator Preparation; faculty members teaching in the minor	

DEI STRATEGIC PLAN
5-YR STRATEGIC OBJECTIVES, MEASURES, AND FY21 ACTIONS



<p>Continue to develop baseline ways of tracking the impact of our new minor on diverse student recruitment</p>	<p>Students</p>	<p>Continue to develop baseline ways of tracking the demographic impact of undergrads declaring our minor.</p>	<p>We will continue to develop the demographic impact of undergrads declaring our minor. We will also discuss the possibility of creating an accelerate, preferred admissions pathway from our minor into our graduate programs.</p>	<p>Associate Dean for Undergraduate Education and Educator Preparation; staff in the Office of Student Affairs</p>	
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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 and GSIs	Better understanding among a majority of faculty of the role of whiteness in exclusionary practice. Participation numbers Qualitative feedback	EDAC will lead an in-depth examination of the professional school and academic program (ugrad and grad) curricula	Chief Diversity and Inclusion Officer; EDAC, program chairs, associate deans, and dean	None.
Self-Study Workshop: Using Layla Saad's Me and White			SOE leaders will offer	<i>dije</i> faculty co-lead,	

DEI STRATEGIC PLAN
5-YR STRATEGIC OBJECTIVES, MEASURES, AND FY21 ACTIONS



<p>Supremacy in conjunction with dialogical practices from the UM's Program on Intergroup Relations, participants will complete the 4-part reflective program, facilitated and supported by Maren Oberman.</p>			<p>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</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</p>	<p>Dean, AD, Department & Program Chairs, Faculty; Chief Diversity and Inclusion Officer</p>	

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		internal student survey item.	of the following topics: gender identity and sexual orientation, religious diversity, and/or disability. Continue the Colloquium Series. Continue the SJTE Summer Institute for secondary TE		
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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 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</p>	<p>The dean will lead a fireside chat developed in collaboration with student leaders from our Latinx community where we listen to concerns and experiences.</p> <p>Identify a task force of students, faculty, staff, and a member of</p>	Dean Moje, Chief Diversity and Inclusion Officer, <i>dije</i> faculty co-lead; Office of Student Affairs	

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		<p>the climate survey indicators as reported for underrepresented minority groups.</p>	<p>our EDAC committee to look at our student climate data and offer recommendations about initiatives to better support, affirm, and serve these groups.</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>		
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<p>Continue and enhance staff equity and inclusion initiatives.</p>	<p>All-staff</p>	<p>Numbers of participants and qualitative feedback from <i>dije</i>-related training from staff</p> <p>Number of <i>dije</i>-related professional development opportunities offered.</p>	<p>Partner with human resources to create more <i>dije</i>-related professional development opportunities for staff in the SOE.</p>	<p>Chief Diversity and Inclusion Officer and Human Resources</p>	
<p>Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.</p>	<p>All-school</p>	<p>Amount of school-wide participation in the mandatory sexual harassment and misconduct prevention training.</p>	<p>Support unit-level participation in mandatory training.</p>	<p>Dean, Chief Diversity and Inclusion Officer HR, and <i>dije</i> faculty co-lead</p>	

VI. D. Service and Public Scholarship

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, Chief Diversity and Inclusion Officer, Teacher Education program leaders, faculty, CEDER, and research staff	

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<p>Continue to develop “Grow Your Own” programs with Ann Arbor Public Schools and Detroit Public Schools</p>	<p>Greater community</p>	<p>Establishment of MOUs for GYO program with both Ann Arbor Public Schools and Detroit Public Schools Community District.</p>	<p>Work with AAPS and DPSCD to develop program plans. Launch the AAPS program in AY20-21. Prepare to launch the DPSCD program in AY 21-22.</p>	<p>Dean, Chief Diversity and Inclusion Officer, Teacher Education program leaders, faculty, CEDER, and research staff</p>	
<p>Detroit P20 Partnership</p>	<p>Greater community</p>	<p>The enrollment of The School at Marygrove is approximately 48 new 3-year-olds and 120 new 9th grade students for the fall, together with approximately 48 rising 4-year-olds and 120 rising Grade 10 students.</p>	<p>Teacher hiring Continued curriculum development work. Work with U-M units to develop wrap-around support services. Securing of new arts</p>	<p>Dean, Teacher Education program leaders, faculty, CEDER, and research staff</p>	



		<p>The School at Marygrove will host 2 to 3 teaching residents (graduates of our Educator Preparation Programs and DPSCD employees) and 5 to 6 second-semester interns in the fall semester (with approximately 3 times that number of first-semester interns in the winter).</p> <p>The continued development, adoption, and adaptation of robust, evidence-based, and standards-aligned curricula in English language arts, mathematics,</p>	<p>programming for the school.</p>		
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		<p>natural and physical sciences, social sciences, foreign language, and design thinking/engineering.</p> <p>The hiring of 7 highly-prepared high school teachers.</p> <p>The initial preparations for a fully comprehensive mental, physical, and oral health clinic to open in Fall 2022.</p>			
<p>Leverage the field-based internship component of our new education minor to place U- M undergraduates in the</p>	<p>Greater community, Students</p>	<p>Continue to build the database of internship opportunities available to students pursuing the minor, and numbers of</p>	<p>Develop a database of internship opportunities for undergrads, working in partnership with local and national organizations</p>	<p>AD, Teacher Education Program leaders, Office of Student Affairs</p>	

<p>community at large.</p>		<p>students engaged in these internships along with placement information.</p>	<p>serving youth and communities. Create ways to track on the placements and numbers of students completing these internships.</p>		
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VII. Plans for Supporting, Tracking and Updating the Strategic Plan

Dr. David Humphrey and Dr. Maren Oberman, will act as the SOE DEI/*dije* Co-Implementation Leads and stewards of our Year 5 plan. They will work in close partnership with the dean on supporting and updating the strategic plan, and will also receive support from a Graduate Student Staff Assistant.

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 5 strategic objectives, while also soliciting their updates and feedback about the departmental/unit progress they are leading. Such discussions will occur at the department and program meetings with the dean, 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 support 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 Five 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.