

# *dije*

**diversity · inclusion · justice · equity**

## ***dije* 2.0 Strategic Planning Summary**

November 2022 - August 2023

This documentation of the *dije* 2.0 overview of data collection and analytical procedures was recorded by Victoria Vezaldenos and Dr. Deborah Rivas-Drake as members of the Marsal School *dije* Office Team (<https://marsal.umich.edu/dije#people>). For questions or points of clarification, please email the Marsal *dije* Office Team at [soe.dije.team@umich.edu](mailto:soe.dije.team@umich.edu).

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## Overview and Purpose

In an effort to engage transparently with the Marsal Family School of Education (MSOE; Marsal School) community, this document details the analytical procedures employed when reviewing school-wide data informing our *dije* 2.0 strategic plan. We acknowledge that there has been historical concern regarding the transparency of data collection, evaluation, and reporting as it pertains to diversity, inclusion, justice, and equity (*dije*) in the MSOE. We hope that curating detailed supporting documents such as this will set a precedent for school-wide data transparency standards. This document will illustrate why data was collected, how we solicited feedback, methods we used for analysis, and how the findings inform the MSOE's larger *dije* 2.0 strategic plan. Going forward, we plan to produce archival documents such as this to better preserve an understanding of how data was used to advance *dije* in the MSOE. A process overview video was recorded in April 2023 summarizing much of the information offered in this document. The video can be found on the Marsal School intranet. This document offers additional details not covered in the video.

Starting in October of 2022 Dr. Debbie Rivas-Drake, the Associate Dean for Diversity, Inclusion, Justice, and Equity initiated a ground-up evaluation process that served to inform the development of the *dije* 2.0 strategic plan. Working with Victoria Vezaldenos, the *dije* Office Graduate Student Staff Assistant, and other partners Dr. Rivas-Drake led the MSOE through several iterations of data collection, synthesis, and reporting from November 2022 through present. The evaluation process began with the development of Community Hopes and Priorities. After analysis, the MSOE engaged in the development of Goal and Metrics. These points ultimately informed the development of a proposed vision of *dije* 2.0 and four strategic objectives. Simultaneously the MSOE Education Diversity Advisory Council developed guiding principles for our work. The touchstone feedback generated from the principles, vision, and strategic objectives ultimately led to their refinement for their inclusion in the final strategic plan to be submitted to the Office of Diversity Equity and Inclusion (ODEI) mid-May of 2023. This document outlines each stage of this process in detail and links to supporting artifacts.

## Key People

The *dije* 2.0 strategic planning process involved several key players from the Marsal School. These individuals were involved with conceptualizing the different phases, analyzing the data, and/or interpreting the findings. Although the entire MSOE community was invited to engage in the strategic planning process at a variety of stages, a select group of individuals were leaned on more heavily to guide the process; the *dije* Office Team, the Education Diversity Advisory Council (EDAC), and the *dije* 2.0 Planning Steering Committee. This section describes these various entities, outlines the members of each group, and provides an overview of their participation in the *dije* 2.0 strategic planning. Later sections of this document may also refer to these entities and/or individuals within them.

### *dije* 2.0 Planning Steering Committee

The *dije* 2.0 Planning Steering Committee was briefed throughout the strategic planning process. Their input and guidance informed the direction of evaluation and analysis. Members of this committee were asked to provide input on the methods of data collection, analyze data, and/or interpret the findings.

- **Elizabeth Moje**, Dean
  - Provided input throughout evaluation process
- **Deborah Rivas-Drake**, Associate Dean for Diversity, Inclusion, Justice, & Equity; Stephanie J. Rowley Professor of Education
  - Lead the evaluation process
  - Reviewed responses to community hopes and priorities
  - Generated themes from community hopes and priorities
  - Generated guiding principles in collaboration with EDAC
  - Reviewed responses to goals and metrics
  - Developed vision and strategic objectives
  - Reviewed touchstone feedback
  - Drafted the 2.0 strategic plan
- **Ryan Noel**, Chief of Staff and Strategic Advisor to the Dean
  - Reviewed responses to community hopes and priorities.
  - Provided input throughout evaluation process
- **Henry Meares**, Assistant Dean for K-12 Recruitment and Special Projects
  - Invited to review community hopes and priorities
  - Provided input throughout evaluation process
- **Laura-Ann Jacobs**, *dije* Instructional Support and Professional Learning Specialist
  - Reviewed touchstone feedback
  - Provided input throughout evaluation process
- **Victoria Vezaldenos**, *dije* Office Graduate Student Staff Assistant; Doctoral student in CPEP
  - Project coordinator
  - Reviewed responses to community hopes and priorities

- Generated themes from community hopes and priorities
- Reviewed responses to goals and metrics
- Reviewed touchstone feedback

### *dije* Office Team Contributors

The *dije* Office Team listed here notes all staff members of the *dije* Office that took an active role in the strategic visioning process. The capacities at which they were involved are outlined below.

- **Deborah Rivas-Drake**, Associate Dean for Diversity, Inclusion, Justice, & Equity; Stephanie J. Rowley Collegiate Professor
  - See above
- **Henry Meares**, Assistant Dean for K-12 Recruitment and Special Projects
  - See above
- **Laura-Ann Jacobs**, *dije* Instructional Support and Professional Learning Specialist
  - See above
- **Victoria Vezaldenos**, *dije* Office Graduate Student Staff Assistant
  - See above
- **Karina Forsythe**, *dije* Graduate Student Assistant
  - Solicited touchstone feedback from MSOE community

### Education Diversity Advisory Council (EDAC)

The Education Diversity Advisory Council is a MSOE committee comprised of faculty, staff, and students that advises on policies and practices related to diversity and equity. Thus, they were critical thought partners throughout the strategic planning process. The EDAC collectively created the guiding principles of *dije* 2.0. The members of EDAC, their roles in the Marsal School, and their contributions to the *dije* 2.0 strategic planning process are outlined below.

- **Deborah Rivas-Drake**, Associate Dean for Diversity, Inclusion, Justice, & Equity; Stephanie J. Rowley Collegiate Professor of Education
  - See above
- **Baljit Kaur**, CSHPE Administrative Assistant
  - Invited to review community hopes and priorities
  - Provided input throughout evaluation process
- **Angie Kim**, CSHPE student
  - Invited to review community hopes and priorities
  - Provided input throughout evaluation process
  - Reviewed responses to goals and metrics
- **Laura Lee Smith**, CSHPE student
  - Invited to review community hopes and priorities
  - Provided input throughout evaluation process
- **Jamaal Matthews**, Associate Professor
  - Invited to review community hopes and priorities
  - Provided input throughout evaluation process
- **Rosie Perez**, Associate Professor

- Invited to review community hopes and priorities
- Provided input throughout evaluation process
- Reviewed responses to goals and metrics
- **Henry Meares**, Assistant Dean for K-12 Recruitment and Special Projects
  - See above
- **Vicki Shaw**, Detroit Schools Partnership Lead
  - Invited to review community hopes and priorities
  - Provided input throughout evaluation process
  - Reviewed responses to goals and metrics

## Community Hopes and Priorities

As the Associate Dean for Diversity, Inclusion, Justice, and Equity in the SOE, Dr. Deborah Rivas-Drake was tasked with spearheading the Marsal School's efforts to articulate a strategic plan detailing the next phase of diversity, equity, and inclusion work in the SOE; *dije* 2.0. All units at the University of Michigan (U-M) were tasked with developing a DEI 2.0 plan from the Office of Diversity, Equity, and Inclusion (ODEI). The plans articulate how units will advance diversity, equity, and inclusion over the next five years and how these advancements will be measured.

The goal of the *dije* 2.0 strategic planning process was to get grassroots understanding of what MSOE community members think should be prioritized or centered in our next phase of *dije* work. Thus, the first phase that solicited MSOE feedback was the community hopes and priorities phase. The details of this phase are described below.

### 4 P's: People, Products, Processes, Place

It was during this phase that the concepts of *people*, *products*, *processes*, and *place* were introduced to the MSOE community. It is important to note that ODEI defined *people*, *products*, and *processes* and instructed all units to develop their strategic plans around these three areas. The Marsal School, under the guidance of Dr. Rivas-Drake also implemented *place*. These 4 P's are defined below:

- **People**- Who comprises your community? What are important characteristics of your community? How do they relate to each other?
- **Products**- Refers to the major outcomes of your community's work (e.g., curriculum, training, service delivery).
- **Process**- Refers to the policies, practices, and/or procedures (e.g., hiring, admissions, recruitment) enacted in your community.
- **Place**- The physical and psychological features of your community.

Responses to the community hopes and priorities were organized according to these 4 Ps. The 4 Ps informed the organization of data and themes for the remainder of the *dije* 2.0 strategic planning process.

### Data Collection

27 units comprising programs, offices, staff groups, and student groups were identified along with 46 research groups. Key contacts were identified for each unit and research group (e.g., department chairs, supervisors, PIs). The key contacts received a survey link and instructions in late-November 2022 inviting them to participate in this phase of planning. Unit contacts were told to utilize whatever data collection format worked best for their group. Please refer to the instructions stored on the intranet for more details regarding the data collection process. All constituents initially had until December 16, 2022 to submit their responses via a google form, however this deadline was extended due to initial low responses. Unit contacts were reminded to participate in early January and asked to submit their responses by January 20, 2023.

The google form did collect the contact information of the individual who submitted the form on behalf of the unit.

22 of 27 units engaged in this phase of planning along with 12 research and practice groups. Respondents are shown in the image below separated according to academic programs, operations and administrative units, research and public engagement units, and student groups. Responses were then rigorously analyzed by a team of students, staff, and faculty.

Academic Programs	Operations & Admin	Res & Pub Eng	Student Only
CSHPE CPEP ETE ES JPEE* STE*	Communications Chief of Staff <i>dije</i> Office Dev & Alumni Relations Facilities Financial Planning & Mgmt Human Resources IT Research Student Affairs/Recruitment	CEDER EdHub LEAPS Detroit P20 Partnership  Plus: 12 R/P Groups (Ball/TeachingWorks, Ronfeldt, Perez, Herbst/Brown/GRIP Lab, Monte-Sano, Weiland, Bowman, Gholson, Peurach, Davis, Bahr, Mesa)	<i>dije</i> Student Advisory Board  WOCATA
<b>6/6</b>	<b>10/11</b>	<b>4/5</b>	<b>2/5</b>

\*via 2/16 Faculty Mtg

**22/27 + 12 research/practice groups**

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## Analytical Procedure

Of the 34 total responses 22 underwent a complete review with the entire analysis team. The majority of analyses occurred in two waves in January 2023. In the first wave 10 responses were distributed to analysts; in the second wave 12 responses were distributed. Reviewers at least 10 days to review their assigned unit responses. The 12 late responses received between January 24, 2023 and March 6, 2023 were integrated at the time they were received by Dr. Rivas-Drake and Victoria.

The *dije* 2.0 steering committee and EDAC were invited to review the responses along with Dr. Rivas-Drake and Victoria. Participation was optional and based on time-permitting but was tracked to ensure someone from both committees reviewed each response. Of these committees the follow members engaged in analyses:

- Victoria Vezaldenos, student
- Debbie Rivas-Drake, Associate Dean
- Jamaal Matthews, faculty
- Rosie Perez, faculty
- Vicki Shaw, staff
- Baljit Kaur, staff
- Ryan Noel, staff

Victoria and Dr. Rivas-Drake analyzed all responses. Responses were divided amongst the other members of the team so that each unit's responses were reviewed by a total



of five people with at least one faculty, one staff member, and one student. This process aimed to capture the perspectives of all constituents (e.g., academic units, research groups, faculty, staff, students etc.) as the responses included each of these perspectives and reviewers approached their analyses with their own unique positionalities.

Most responses were submitted through the google form as requested. However, a few units submitted responses via jamboards, word documents, spreadsheets, or via email. To accommodate all modes of feedback the spreadsheet with all google form responses was exported so that the columns aligned with the questions asked and the rows corresponded to each academic unit. The other responses were then manually added to the exported spreadsheet. Late responses were also added to this sheet once they were submitted. This became the master sheet that included all responses in full.

Although units were asked five questions during data collection (as shown on the instructions document), the analysis team was primarily concerned with questions 3 – 5 as they related most to the hopes and priorities of Marsal School members as we look ahead to *dije* over the next five years. Questions 1 and 2 were reviewed as needed for context. To streamline analyses amongst the team, each reviewer was assigned a unique spreadsheet that included a subset of responses from the units they were assigned to review. Prior to analyses, reviewers were explicitly asked to “reflect on your positionality within the SOE and how it may shape your interpretations—for better or worse—of what has been shared. Remember that the goal of this exercise is to envision how the SOE can become a place that embodies its *dije* ideals.”

Reviewer spreadsheets were de-identified so that reviewers did not know which units they were assigned unless units identified themselves somewhere in their responses. Their spreadsheets were organized so that each unit corresponded to a row. The columns included a number that corresponded to the de-identified academic unit and the responses to questions 3 – 5. There were then columns for the 4 P’s. Reviewers were asked to center the priorities units were communicating for the next five years and organize them according to the 4 P’s: *people*, *products*, *process*, and *place*. Once analysts completed their review, we were left with 5 synopses of hopes and priorities for each unit according to the 4 P’s.

Dr. Rivas-Drake and Victoria then worked to identify cross-cutting themes. The goal was to identify consensus across raters for each unit and then to identify themes across units according to each of the 4 P’s. Thus, a synthesis spreadsheet was created that included separate tabs for *people*, *products*, *process*, and *place*. On each tab the rows corresponded to units and columns identified reviewer notes for that unit. Thus, each row had five columns that showed each of the reviewer summaries for the corresponding “P”. There was a final column where Dr. Rivas-Drake and Victoria synthesized the reviewer responses for each unit, identifying consensus. Once consensus was established for each unit. Dr. Rivas-Drake and Victoria looked down the synthesis column to identify cross-cutting themes for each “P”. These themes were

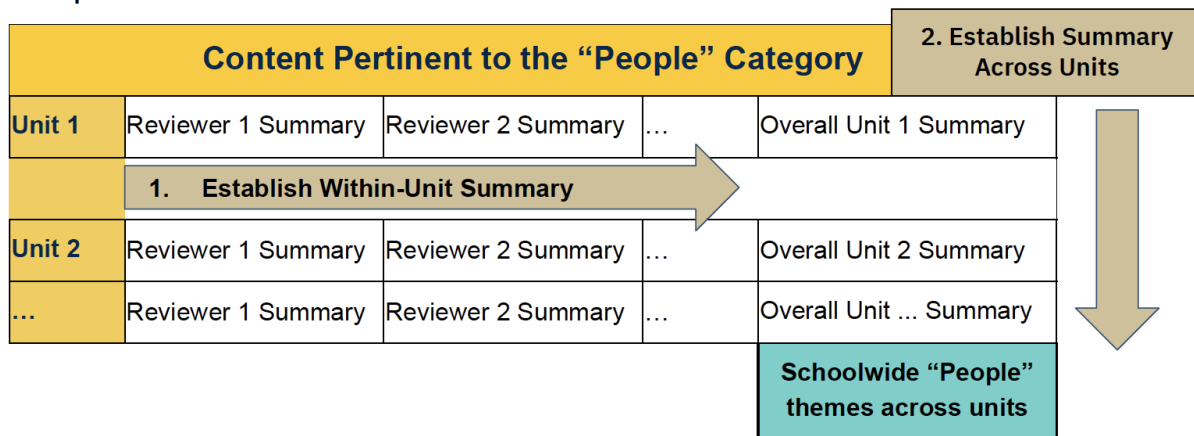
meant to encapsulate hopes and priorities noted by several reviewers and conveyed across several units.

For example, one tab of the final synthesis spreadsheet included the reviewer summaries for “*People*” organized by unit. Dr. Rivas-Drake and Victoria first looked across rows to establish within-unit summaries across the five reviewers. They then looked down the final column to establish synthesis across units. This resulted in the identification of schoolwide “*People*” themes. The image below portrays this process. The final hopes and priorities themes were then shared with Marsal Community during the next phase of strategic planning.



## How Themes Were Identified

Example



### Themes

Following the rigorous review from the analysis team, the following themes were distilled across all 34 respondent groups. The themes are organized according to *people*, *products*, *process*, and *place*.

#### People

- Greater diversity of student, staff, and faculty (e.g., racial, neurodiversity, disability status, transfer students, SES, LGBTQIA+, international)
- Greater feelings of belonging within the SOE by reducing division (e.g., hierarchies, hybrid/remote status)
- Developing skills to “lead in place” and call others in
- Community-building spaces, activities, and structures (e.g., buddies)
- Scholarships and financial support

#### Process

- Collaboration across units

- Committing resources aligned with values
- Layering social identities in addition to race (e.g., disability, LGBTQIA+)
- Transparency in feedback, decision making, and processes
- Addressing power differentials
- Accountability structures
- *dije* as a part of onboarding/orientation

### **Products**

- *dije* onboarding/orientation programming
- Differentiated learning opportunities on a variety of topics (e.g., financial wellness, beyond “101”, racism w/intersectional frame)
- Financial and administrative support for affinity and student groups
- *dije* embedded in curriculum
- Technologies for greater accessibility

### **Place**

- Physical accessibility
- *dije* woven into all aspects of SOE culture
- Belonging, connection, and community, especially attending to the hybrid vs. in-person working dynamic
- Understanding of interconnectedness of our work and roles
- Staff should feel valued and trusted
- Students of color should feel valued and supported

Next, the Marsal School community was asked to offer feedback on these hopes and priorities and then identify corresponding goals and metrics. This process is described below.

## Guiding Principles

Simultaneous to the hopes and priorities phase, EDAC was working to establish guiding principles that would inform the ultimate development of the *dije* 2.0 strategic plan. These principles are a result of a series of discussions and include the perspectives of students, staff, and faculty.

Over the course of the January and February meetings, EDAC brainstormed and then finalized a set of principles we felt should guide the work of strategic planning as well as the decisions that would be made about priorities and allocation of resources during the *dije* 2.0 implementation period.

Principle	Definition
Transparency	Our priorities and actions are clear, visible, and easily accessible with respect to each other and communities disproportionately impacted by racial and economic injustice that we seek to serve and partner with outside the SOE.
Justice	Our strategic priorities lean into justice-oriented action, which has been underemphasized in previous DIJE work, and center the needs of the most marginalized and oppressed communities (e.g., Black, Indigenous, Latinx, trans, queer, linguistically minoritized, economically disadvantaged, and disabled people).
Courage	Our approach challenges us to embrace the discomfort of naming, grappling with, and responding to historical and contemporary injustices in the SOE.
Healing	Our decisions and actions move us toward healing by accepting the truth of harms perpetuated and actively working to repair harm, while also seeding hope about our possible futures.
Care	Our priorities center compassion, authenticity, and communal needs while striving to move our interactions from merely transactional to relational.

## Goals and Metrics

The goals and metrics phase was meant to establish concrete ideas that would allow the MSOE to work towards the established hopes and priorities over the next five years. This phase also served as a member-checking step that allowed community members to provide feedback regarding the identified hopes and priorities.

### Data Collection

The same units identified during the hopes and priorities phase were asked to participate in the goals and metrics phase. On February 13, 2023 key contacts for each unit were sent instructions and a link to a google form. Units were asked to review the themes generated from the hopes and priorities phase, offer their reactions, and specify goals and metrics that would allow the MSOE to work towards those themes. Key contacts were asked to submit their responses by February 28, 2023. The Google form did collect the contact information of the individual submitting the responses on behalf of their unit. Please refer to the instructions stored on the intranet for more details regarding the data collection process.

21 units engaged in the goals and metrics input phase. Students, staff, and faculty from academic units, administrative offices, and student-only groups offered their input. Responses were then rigorously analyzed by a small team of students, staff, and faculty.

### Analytical Procedure

Of the 21 total responses 16 underwent a complete review by the entire analysis team. Analyses arch of 2023. Reviewers were given a week to review all responses. The 5 late responses received between March 8, 2023 and April 4, 2023 were integrated at the time they were received by Dr. Rivas-Drake and Victoria.

Select members from EDAC that reviewed hopes and priorities and/or expressed interest in reviewing the goals and metrics were invited to review the responses along with Dr. Rivas-Drake and Victoria. Their participation was voluntary and was tracked to ensure that at least one student, staff, and faculty member reviewed all the responses. The following persons reviewed all of the goals and metrics received by the deadline:

- Victoria Vezaldenos, student
- Debbie Rivas-Drake, Associate Dean
- Rosie Perez, faculty
- Vicki Shaw, staff
- Angie Kim, student

This process aimed to capture the perspectives of all constituents (e.g., academic units, research groups, faculty, staff, students etc.) as the responses included each of these perspectives and reviewers approached their analyses with their own unique positionalities.

Most responses were submitted through the google form as requested. However, a few units submitted responses via word documents, spreadsheets, or via email. To accommodate all modes of feedback the spreadsheet with all google form responses was exported so that the columns aligned with the questions asked and the rows corresponded to each academic unit. The other responses were then manually added to the exported spreadsheet. Late responses were also added to this sheet once they were submitted. This became the master sheet that included all responses in full.

Reviewer spreadsheets were de-identified so that reviewers did not know which units they were assigned unless units identified themselves somewhere in their responses. Their spreadsheets were organized so that each unit corresponded to a row. The columns included a number that corresponded to the de-identified academic unit and their responses to all of the goals and metrics questions. The responses were divided according to the 4 P's so that reactions to *people*, *products*, *process*, and *place* along with corresponding goals and metrics were reviewed individually.

Reviewers were asked to note “any comments, notes, or wonderings that arise after reading each unit's responses. What stands out to you? What should we think more about as we move forward in this process?”. Additionally, reviewers were given preliminary strategic objectives and were asked to copy and paste any goals and metrics that stood out in relation to the following:

- DRAFT Strategic Objective #1 - Improve recruitment and retention of students, staff, and faculty who are from diverse racially minoritized, LGBTQIA+, disability, and economically disadvantaged communities (Diversity, Inclusion)
- DRAFT Strategic Objective #2 - Improve policies, procedures, and practices to make the MSOE more accessible to students, staff, and faculty who are from diverse racially minoritized, LGBTQIA+, disability, and economically disadvantaged communities (Inclusion, Justice, Equity)
- DRAFT Strategic Objective #3 - Reduce the burden of responsibility for progress among those MSOE community members who are from marginalized communities (Justice, Equity)
- DRAFT Strategic Objective #4 - Build skills to “lead in place” so that we are all better prepared and equipped to intervene when encountering exclusionary moments and practices (Inclusion, Equity)

The creation of said objectives are described in the next section. Reviewers noted their comments and wonderings in a column so that they could write a response for each unit. They also had a separate column where they could paste goals and metrics that aligned with strategic objectives.

Dr. Rivas-Drake reviewed the analyst notes and as a result revised some of the themes from the hopes and priorities phase. She also extracted examples of goals and metrics that further informed the *dije* 2.0 strategic visioning process and used them to refine the strategic objectives, described below.

## Revised “Place” Themes

As informed by the feedback offered during the goals and metrics phase, three of the themes regarding “Place” were revised to signal more clearly both hopes and goals for the MSOE for *dije* 2.0. The changes are outlined below:

Theme from Hopes and Priorities	Revised Theme Following Goals and Metrics
Physical Accessibility	Greater physical and digital accessibility
<i>dije</i> woven into all aspects of SOE culture	<i>dije</i> being woven into all aspects of SOE culture
Students of color should feel valued and supported	Students of color feeling valued and supported

These revised themes are to be included in the *dije* 2.0 strategic plan.

## Examples of Goals and Metrics

Example goals and metrics offered by the MSOE community are highlighted below:

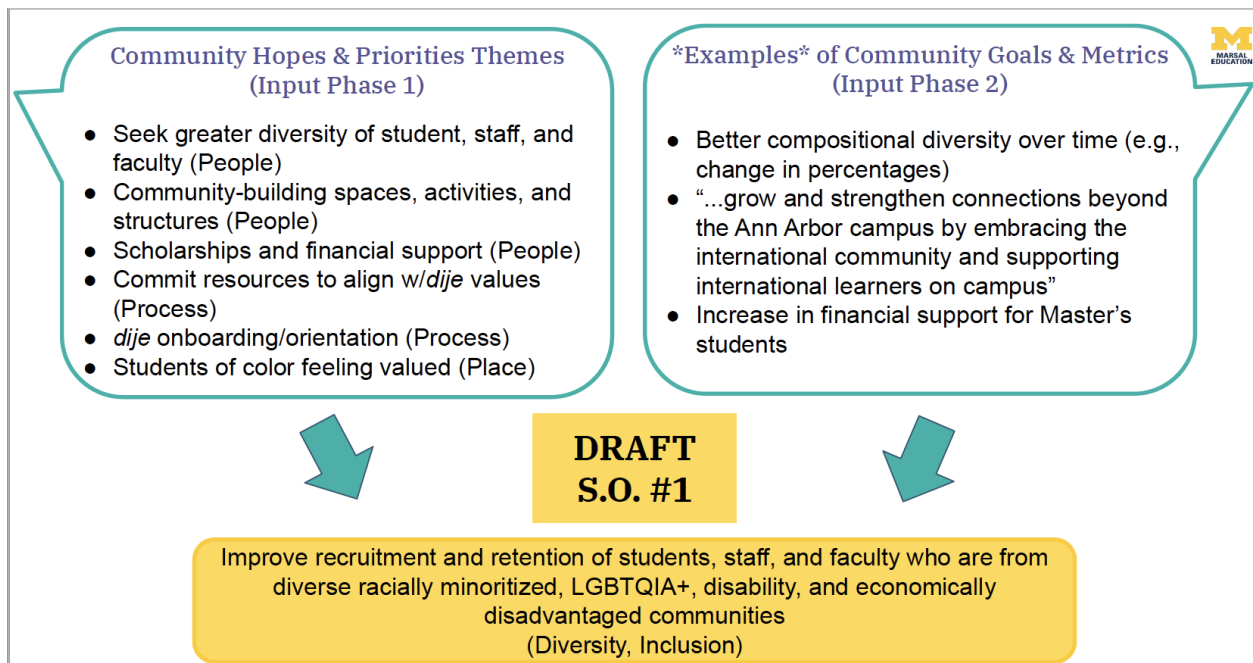
- Continued faculty hiring in *dije*-related areas
- Increase in financial support for Master’s students
- Review who is engaged in positions of power
- Participation rates for *dije* onboarding
- Identification of accountability structures by a given date
- Rate of participation in curriculum and/or syllabus audits
- Engagement in accessibility checking in instructional materials
- Documentation in the SOE of what financial and human resources are allocated to *dije* work
- Buildable staff professional development opportunities that are communicated as being as important as your core job (*dije* and PD are on the same level of importance as your job and the opportunities help you advance)
- Support and value the translation of research products from SOE community members into open, accessible resources for teachers and community members

These goals and metrics were identified as they aligned with the drafted strategic objectives and/ or they offered concrete examples relating to the enactment and measurement of our hopes and priorities. Given the input received from the goals and metrics phase, the draft strategic objectives were solidified to better align with MSOE input from this phase. This synthesis and refinement is described in further detail below.

## Initial Drafts of Strategic Objectives and Vision

Following the hopes and priorities phase, Dr. Rivas-Drake in collaboration with EDAC developed draft strategic objectives. These strategic objectives guided the review of the goals and metrics phase. Following the goals and metrics phase, the strategic objectives were refined to align with MSOE community input. The following images show how themes from the hopes and priorities phase and examples from the goals and metrics phase were integrated to form strategic objectives for *dije* 2.0. The hopes and priorities themes indicate which of the 4 P's they relate to and, per ODEI's instructions, the strategic objectives indicate if they relate to diversity, equity, inclusion, and/or justice. For greater accessibility, the contents of each image are also displayed in a table.

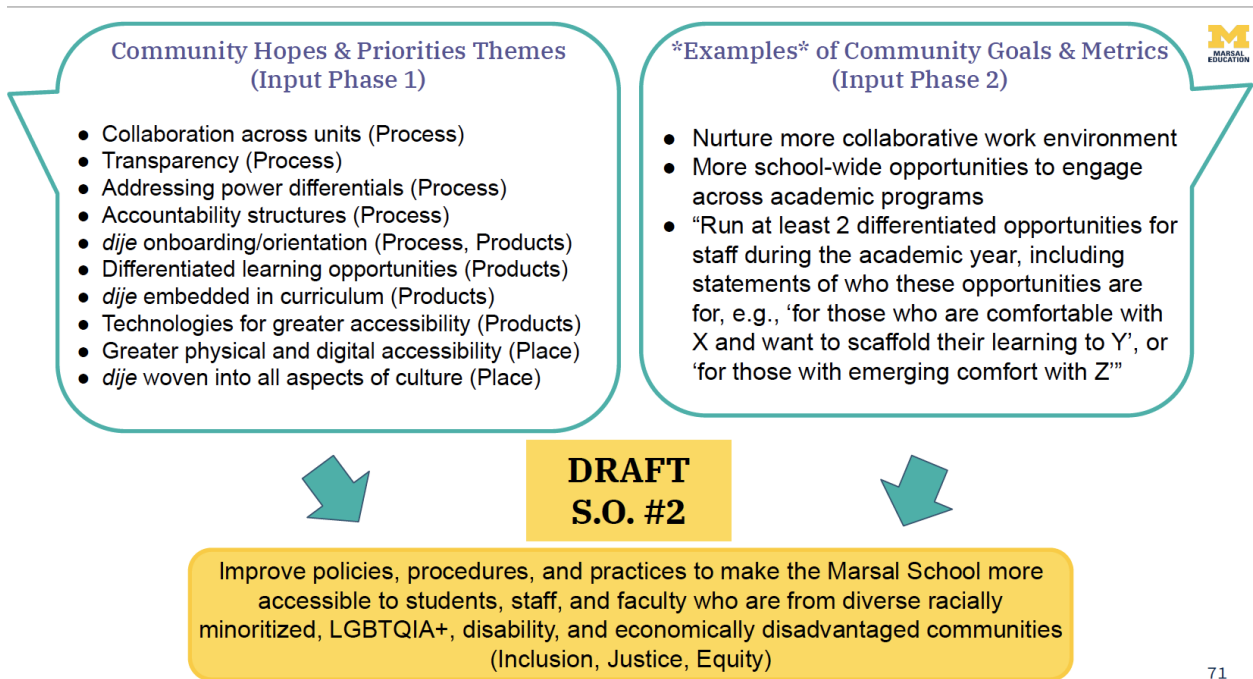
### Initial Draft of Strategic Objective #1





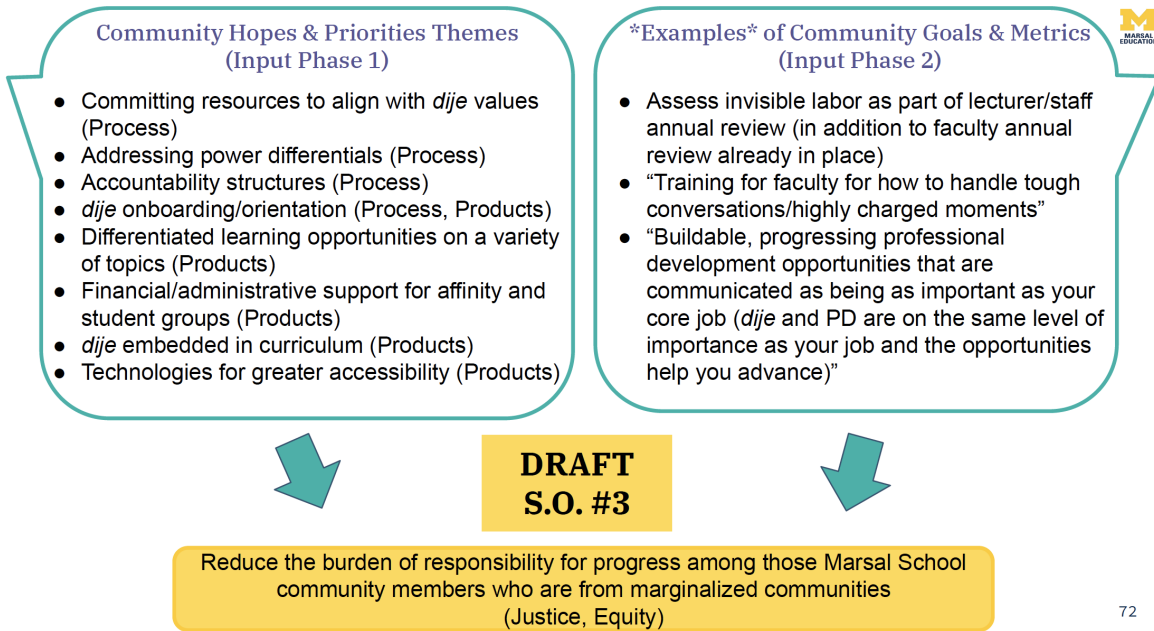
Community Hopes & Priorities Themes (Input Phase 1)	Examples of Community Goals & Metrics (Input Phase 2)
Seek greater diversity of student, staff, and faculty (People)	Better compositional diversity over time (e.g., change in percentages)
Community-building spaces, activities, and structures (People)	“...grow and strengthen connections beyond the Ann Arbor campus by embracing the international community and supporting international learners on campus”
Scholarships and financial support (People)	
Commit resources to align w/dije values (Process)	
<i>dije</i> onboarding/orientation (Process)	Increase in financial support for Master’s students
Students of color feeling valued (Place)	
<b>Draft Strategic Objective #1</b>	
Improve recruitment and retention of students, staff, and faculty who are from diverse racially minoritized, LGBTQIA+, disability, and economically disadvantaged communities (Diversity, Inclusion)	

### Initial Draft of Strategic Objective #2



Community Hopes & Priorities Themes (Input Phase 1)	Examples of Community Goals & Metrics (Input Phase 2)
Collaboration across units (Process)	Nurture more collaborative work environment
Transparency (Process)	More school-wide opportunities to engage across academic programs
Addressing power differentials (Process)	
Accountability structures (Process)	
dije onboarding/orientation (Process, Products)	“Run at least 2 differentiated opportunities for staff during the academic year, including statements of who these opportunities are for, e.g., ‘for those who are comfortable with X and want to scaffold their learning to Y’, or ‘for those with emerging comfort with Z’”
Differentiated learning opportunities (Products)	
dije embedded in curriculum (Products)	
Technologies for greater accessibility (Products)	
Greater physical and digital accessibility (Place)	
dije woven into all aspects of culture (Place)	
<b>Draft Strategic Objective #2</b>	
Improve policies, procedures, and practices to make the Marsal School more accessible to students, staff, and faculty who are from diverse racially minoritized, LGBTQIA+, disability, and economically disadvantaged communities (Inclusion, Justice, Equity)	

### Initial Draft of Strategic Objective #3

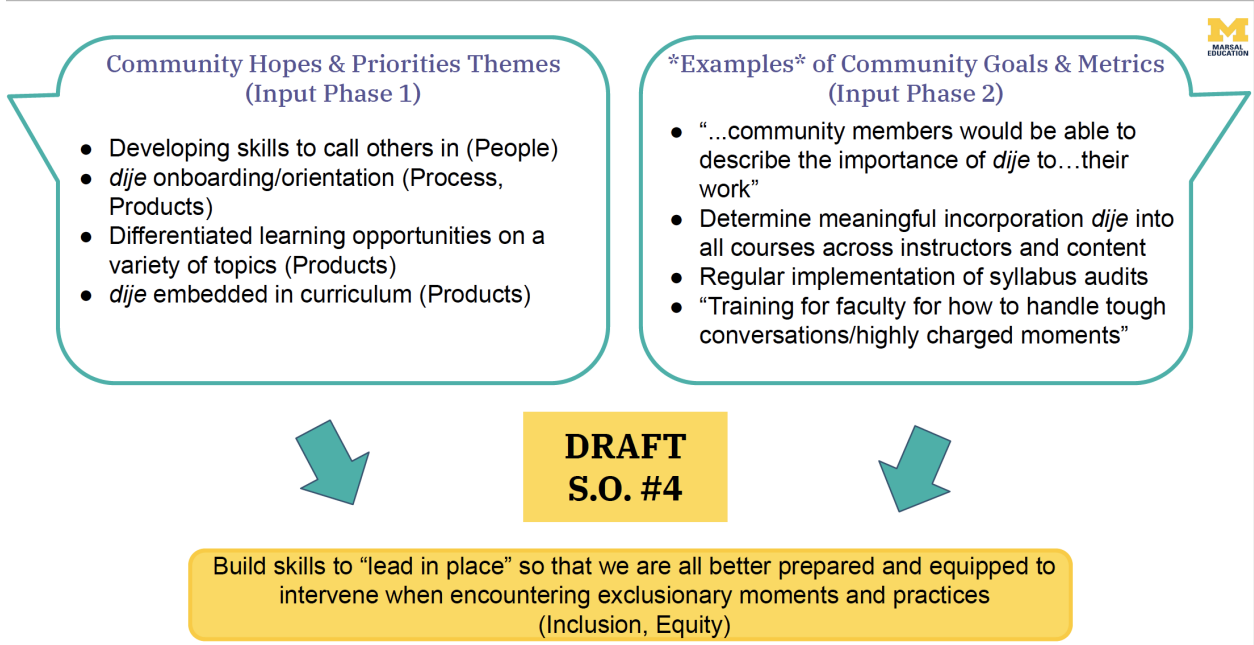


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Community Hopes & Priorities Themes (Input Phase 1)	Examples of Community Goals & Metrics (Input Phase 2)
Committing resources to align with <i>dije</i> values (Process)	Assess invisible labor as part of lecturer/staff annual review (in addition to faculty annual review already in place)
Addressing power differentials (Process)	
Accountability structures (Process)	“Training for faculty for how to handle tough conversations/highly charged moments”
<i>dije</i> onboarding/orientation (Process, Products)	
Differentiated learning opportunities on a variety of topics (Products)	
Financial/administrative support for affinity and student groups (Products)	“Buildable, progressing professional development opportunities that are communicated as being as important as your core job ( <i>dije</i> and PD are on the same level of importance as your job and the opportunities help you advance)”
<i>dije</i> embedded in curriculum (Products)	
Technologies for greater accessibility (Products)	
<b>Draft Strategic Objective #3</b>	

Reduce the burden of responsibility for progress among those Marsal School community members who are from marginalized communities  
(Justice, Equity)

### Initial Draft of Strategic Objective #4



Community Hopes & Priorities Themes (Input Phase 1)	Examples of Community Goals & Metrics (Input Phase 2)
Developing skills to call others in (People)	"...community members would be able to describe the importance of <i>dije</i> to...their work"
<i>dije</i> onboarding/orientation (Process, Products)	Determine meaningful incorporation <i>dije</i> into all courses across instructors and content
Differentiated learning opportunities on a variety of topics (Products)	Regular implementation of syllabus audits
<i>dije</i> embedded in curriculum (Products)	"Training for faculty for how to handle tough conversations/highly charged moments"
<b>Draft Strategic Objective #4</b>	
Build skills to "lead in place" so that we are all better prepared and equipped to intervene when encountering exclusionary moments and practices (Inclusion, Equity)	

## Initial Draft of Strategic Vision

In addition to curating the strategic objectives, Dr. Rivas-Drake and EDAC drafted an overarching strategic vision for *dije* 2.0:

By the end of the *dije* 2.0 implementation phase, the Marsal School has become a more humanizing place to study and work in ways that are embodied in our collective wellbeing and capacity to engage in justice-oriented action.

The Marsal School community was then asked to provide feedback on these drafted strategic objectives and vision during the touchstones phase described below.

## Touchstone Feedback

In the touchstone phase of strategic planning the guiding principles generated by EDAC, the four strategic objectives, and the strategic vision were presented to the Marsal School community. Community members were asked to provide brief reactions and notes regarding these touchstones. The analytical procedure and findings from this phase are presented below.

### Analytical Procedure

To obtain reactions and feedback on these touchstones, they were posted on oversize boards during an in-person “pop-up” event on March 21, 2023. At the pop-up, Dr. Rivas-Drake and Karina Forsythe (*dije* Graduate Student Assistant) interacted with approximately 40 Marsal School community members, including students, staff, and faculty. The boards remained posted between March 21, 2023 and April 3, 2023. Each touchstone had a unique QR code that linked to a brief google form. In these brief feedback forms, members of the Marsal School community were asked:

- 1) What three words describe your initial reactions?
- 2) To what extent does this [element] seem to reflect the input received from the Marsal community to date as depicted in the slide deck? and
- 3) Does this [element] align with your vision/hopes for dije 2.0 in the Marsal School?

Community members were asked to fill out the form for each touchstone (the vision, four strategic objectives, and guiding principles). Question 2 was not asked in regard to the guiding principles, as these were derived from EDAC group discussion and not community input received in the first two phases of the planning process. The google form collected participant email addresses so that affiliation (e.g., student, staff, faculty) could be identified later.

Following the touchstone pop-up event, reactions and input were solicited via email to the entire Marsal School community. The instructions were provided via email along with links to the google forms. Community members were instructed to submit their responses by March 28, 2023, giving folks about a week to submit their thoughts. For more information review the instructions document stored on the intranet. The google forms efficiently summarized all of the responses received. All responses were reviewed in full by Dr. Rivas-Drake, Victoria, and Dr. Laura-Ann Jacobs (*dije* Instructional Support and Professional Learning Specialist).

### Findings

The following is a summary of the responses we received via the brief feedback surveys. These findings informed the development of a draft strategic plan.

## Initial Draft of Strategic Vision

### DRAFT Vision for dije 2.0

By the end of the *dije* 2.0 implementation phase, the Marsal School has become a more humanizing place to study and work in ways that are embodied in our collective wellbeing and capacity to engage in justice-oriented action.

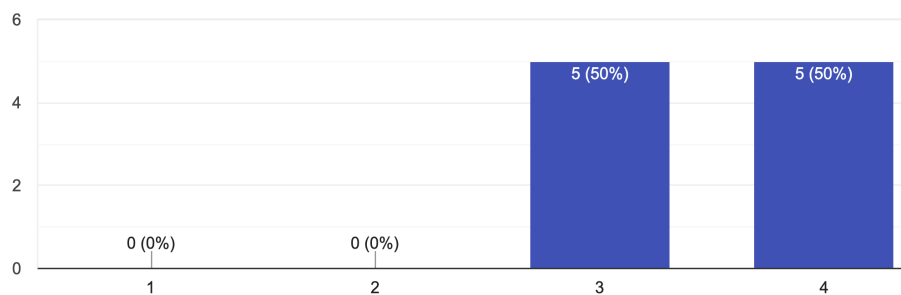
#### 1. What three words describe your initial reactions to this vision? (10 responses)

positive focused holistic
clear, succinct, comprehensive
Positive hopeful human
inclusive, empathetic, caring
unity, hope, undone
hopeful/inclusive/engaging
Thoughtful; Achievable; Provocative
big important words, what humanizing is in relation to justice-oriented
aspirational, appropriate, solid
good, solid, nice

#### 2. To what extent does this vision seem to reflect the input received from the Marsal School community to date as depicted on slides 14-64 of the "dije 2.0 Strategic Process & Progress as of 3.13.23" deck?

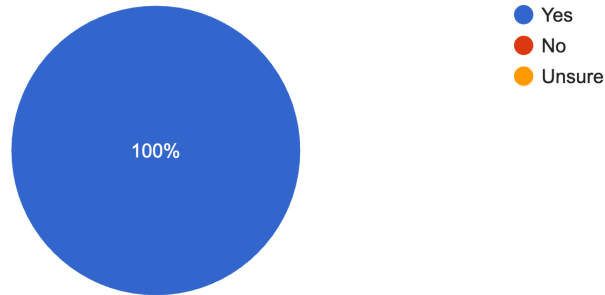
1 = Does not reflect community input at all; 4 = Reflects community input very much

10 responses



3. Does this proposed vision align with your vision for dije 2.0 in the Marsal School?

10 responses



**Initial Draft of Guiding Principles**

**DRAFT Guiding Principles for dije 2.0**

We recognize that as we build the infrastructure, capacity, and skills needed to make the Marsal School a more humanizing place, we will undoubtedly make mistakes – we need to embrace that reality with humility. To guide our work, we will continually revisit the following principles developed by the 2022-2023 Education Diversity Advisory Committee (EDAC):

Principle	Definition
Justice	Our strategic priorities lean into justice-oriented action, which has been underemphasized in previous DIJE work, and center the needs of the most marginalized and oppressed communities (e.g., Black, Indigenous, Latinx, LGBTQIA+, linguistically minoritized, economically disadvantaged, and disabled people).
Transparency	Our priorities and actions are clear, visible, and easily accessible with respect to each other and communities disproportionately impacted by racial and economic injustice that we seek to serve and partner with outside the SOE.
Courage	Our approach challenges us to embrace the discomfort of naming, grappling with, and responding to historical and contemporary injustices in the SOE.



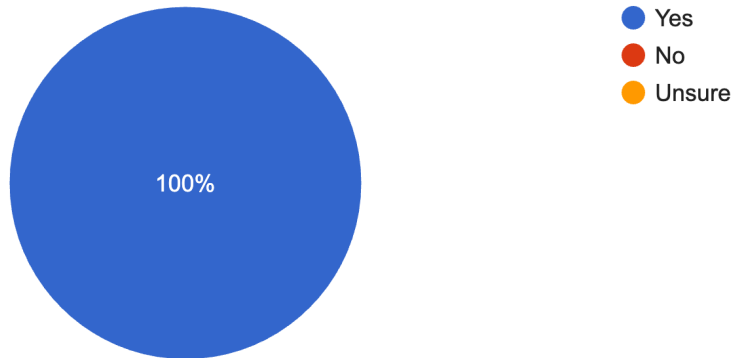
Healing	Our decisions and actions move us toward healing by accepting the truth of harms perpetuated and actively working to repair harm, while also seeding hope about our possible futures.
Care	Our priorities center compassion, authenticity, and communal needs while striving to move our interactions from merely transactional to relational.

1. What three words describe your initial reactions to this set of principles? (8 responses)

robust, varied, interconnected
Thoughtful nuanced
caring, inclusive, brave
support, empathy, divergent
necessary supportive allyship
caring/inclusive/transparent
Comprehensive, promising,
yearn, trepidation, aspirational,

2. Does this proposed set of principles align with your hopes for dije 2.0 in the Marsal School?

8 responses



**Initial Draft of Strategic Objective #1**

**DRAFT Strategic Objective #1**

Improve recruitment and retention of students, staff, and faculty who are from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities  
(Diversity, Inclusion)

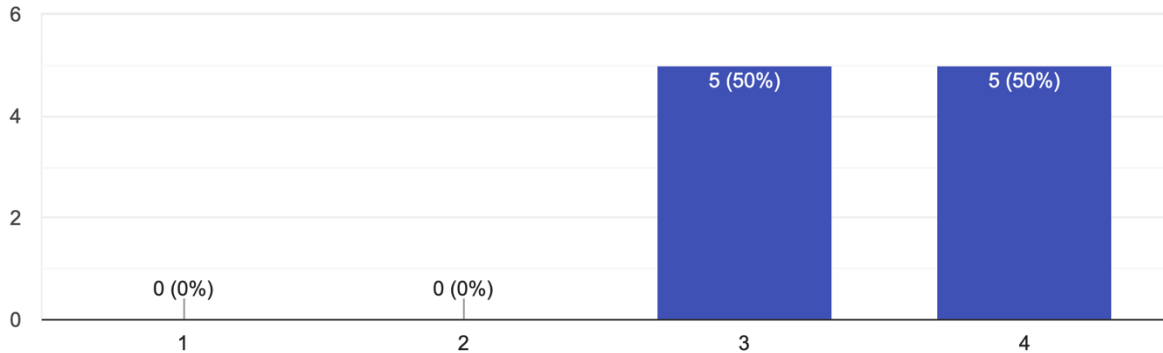
**1. What three words describe your initial reactions to this objective? (10 responses)**

pressing, ongoing, central
Important. Broad
hopeful, inclusive, empathetic
structure, support, long-term
inclusive measurable action-oriented
international visa support, are all communities included, viewpoint diversity?
welcoming/including/thoughtful
Expected, typical, important
similar to 1.0

2. To what extent does this objective seem to reflect the input received from the Marsal School community to date as depicted on slide 61 of the "dije 2.0 Strategic Process & Progress as of 3.13.23" deck?

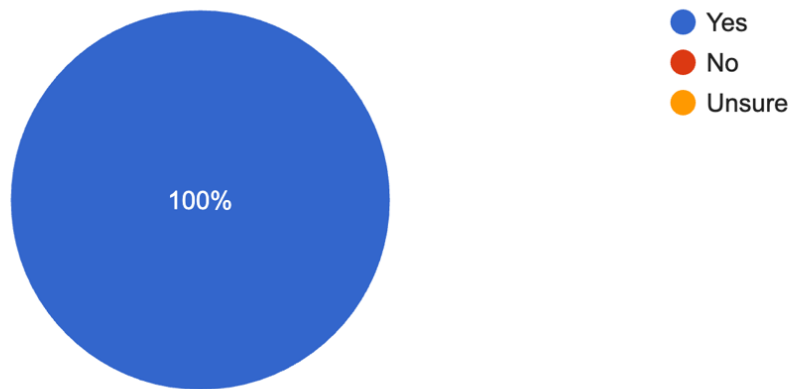
1 = Does not reflect community input at all; 4 = Reflects community input very much

10 responses



3. Does this strategic objective align with your aspirations for dije 2.0 in the Marsal School?

10 responses



**Initial Draft of Strategic Objective #2**

**DRAFT Strategic Objective #2**

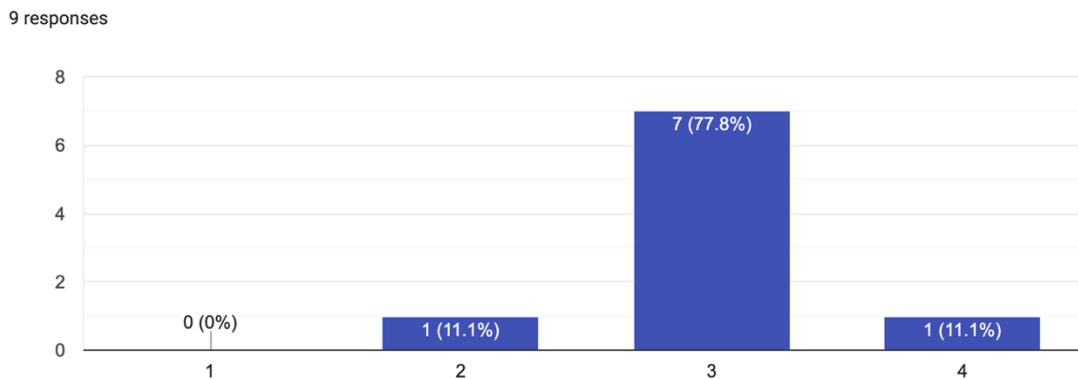
Improve policies, procedures, and practices to make the Marsal School more accessible to students, staff, and faculty who are from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities  
(Inclusion, Justice, Equity)

**1. What three words describe your initial reactions to this objective? (9 responses)**

Ambitious, collective action
very similar to #1?
inclusive, caring, hopeful
regulations, inclusivity, physicality
vague unclear measurability
preparation or training for improving policies, procedures, practices
minority inclusive/diverse/accountable
Broad, important, curious
is this measurable?

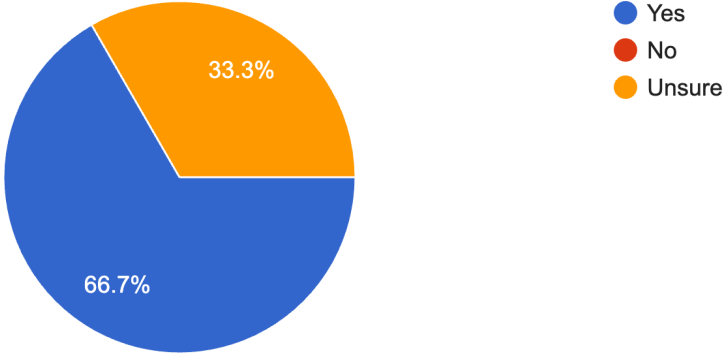
**2. To what extent does this objective seem to reflect the input received from the Marsal School community to date as depicted on slide 62 of the "dije 2.0 Strategic Process & Progress as of 3.13.23" deck?**

1 = Does not reflect community input at all; 4 = Reflects community input very much



3. Does this strategic objective align with your aspirations for dije 2.0 in the Marsal School?

9 responses



**Initial Draft of Strategic Objective #3**

**DRAFT Strategic Objective #3**

Reduce the burden of responsibility for progress among those Marsal School community members who are from marginalized communities.  
(Justice, Equity)

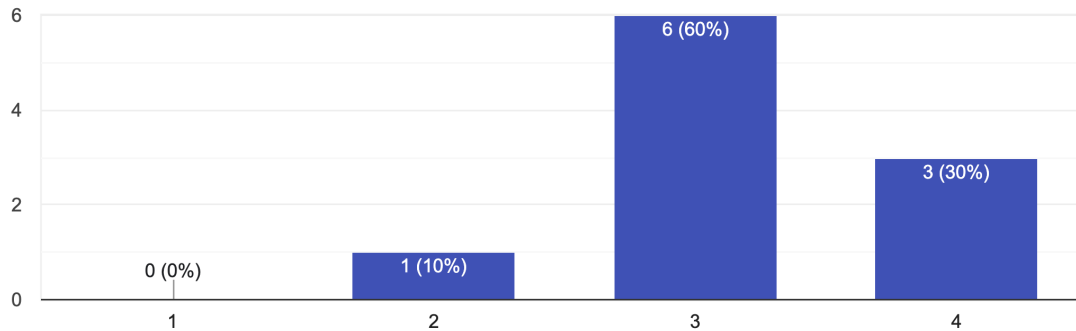
1. What three words describe your initial reactions to this objective? (10 responses)

solid but complex
Important, challenging
necessary
caring, empathetic, kind
relief, openness, welcoming
community-focused supportive inclusive
responsibility, who, how
helpful/equitable/just
Grateful
THIS. but how?

2. To what extent does this objective seem to reflect the input received from the Marsal School community to date as depicted on slide 63 of the "dije 2.0 Strategic Process & Progress as of 3.13.23" deck?

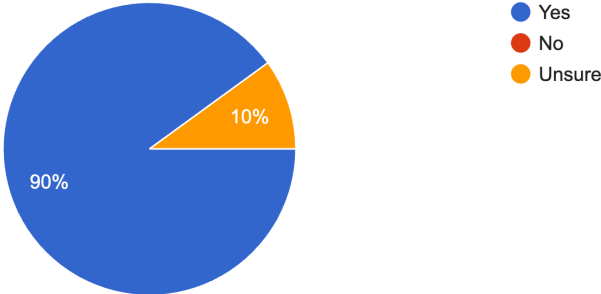
1 = Does not reflect community input at all; 4 = Reflects community input very much

10 responses



3. Does this strategic objective align with your aspirations for dije 2.0 in the Marsal School?

10 responses



**Initial Draft of Strategic Objective #4**

**DRAFT Strategic Objective #4**

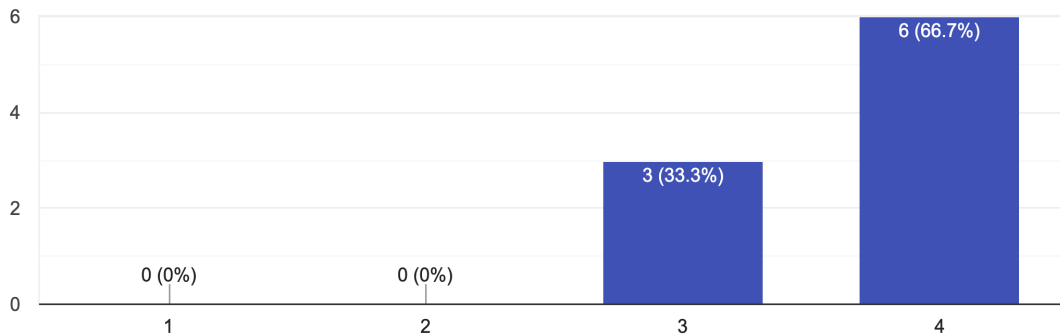
Build skills to “lead in place” so that we are all better prepared and equipped to intervene when encountering exclusionary moments and practices  
(Inclusion: Equity)

1. What three words describe your initial reactions to this objective? (9 responses)

reasonable, accountability, community
need better training
hopeful, empowered, brave
leadership, strength, compassion
Positive, but unclear
awesome/exciting/pleasing
Agreed, curious
different in scale
A little vague

2. To what extent does this objective seem to reflect the input received from the Marsal School community to date as depicted on slide 64 of the "dije 2.0 Strategic Process & Progress as of 3.13.23" deck?

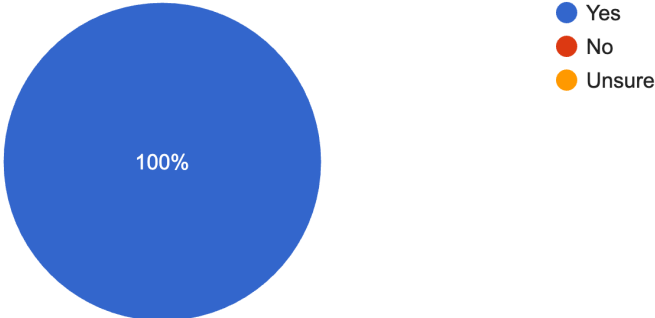
9 responses





3. Does this strategic objective align with your aspirations for dije 2.0 in the Marsal School?

9 responses



## ***dije* 2.0 Strategic Plan Iterations**

Drawing from the knowledge gained and input received during the various stages of feedback described above, Dr. Rivas-Drake created a draft *dije* 2.0 Strategic Plan in the month of April.

The draft of the plan was first reviewed by Dean Elizabeth Moje, Dr. Laura-Ann Jacobs, Victoria, and Tiffany Komon (former *dije* Graduate Student Assistant) prior to being shared to the Marsal School for collective feedback on April 28, 2023. All members of the Marsal School received a complete initial draft of the plan via a mass email from Dean Moje.

The April 28 version of the plan included the following 11 strategic objectives:

### **Strategic Objective (1):**

Where we have control over recruitment/admission, improve recruitment and retention of undergraduate students who are from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, undocumented, and international communities.

### **Strategic Objective (2):**

Continue to improve recruitment and retention of graduate students who are from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, undocumented, and international communities.

### **Strategic Objective (3):**

Continue to improve recruitment and retention of faculty who are from diverse racially minoritized, LGBTQIA+, disability, and international communities.

### **Strategic Objective (4):**

Improve recruitment and retention of staff who are from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities.

### **Strategic Objective (5):**

Improve physical and digital accessibility throughout the Marsal School.

### **Strategic Objective (6):**

Build skills and tools so that we are all better prepared and equipped to intervene to prevent and disrupt exclusionary moments and practices in our respective spheres of influence.

### **Strategic Objective (7):**

Reduce the burden of responsibility on, and increase rewards and recognition for, Marsal students whose work makes the school more inclusive and equitable.

**Strategic Objective (8):**

Reduce the burden of responsibility on, and increase rewards and recognition for, staff whose work makes the Marsal School more inclusive and equitable.

**Strategic Objective (9):**

Reduce the burden of responsibility on, and increase rewards and recognition for, faculty whose work makes the Marsal School more inclusive and equitable.

**Strategic Objective (10):**

Continue to improve inclusion of courses that address theory and research on antiracism, anti-Blackness, Indigenous epistemologies, LGBTQIA+ studies, disability studies, and/or the intersection of these fields.

**Strategic Objective (11):**

Support and value public engagement and scholarship by Marsal School faculty.

Community members were asked to submit their feedback through an anonymous google form or they could email EDAC directly by May 4, 2023. This allowed one week for review and edits from the community. The google form allowed people to write in their comments and suggestions and asked them to indicate their role in the MSOE (e.g., student, staff, faculty). Community members could also choose not to specify their role.

At our May meeting, EDAC reviewed and discussed the feedback received from the Marsal community. Comments ranged from suggestions for specific edits (e.g., corrections to clarify intended meaning) to expressions of likes/dislikes. Slight revisions were made to address some of the suggestions made. For example, one contributor suggested adding an additional action item as a precursor to one that was already listed. However, the comments received did not require a substantive change in the 11 proposed objectives.

The initial complete draft of the plan was submitted to ODEI on May 15, 2023 for their review and for review by the Office of General Counsel.

In July, ODEI asked us to include a twelfth strategic objective focused on fundraising (per their requirements for all schools/colleges). Thus, the following strategic objective (along with a corresponding set of action items) was added to the draft:

**Strategic Objective (12):**

Establish and integrate *dije* fundraising priorities within our overall Marsal strategic development priorities.

ODEI then forwarded the draft with 12 proposed strategic objectives to OGC for their final review, which they completed in late August.

The final version of the plan was approved on September 1, 2023.

## **Where To Find the 2.0 Planning Archive and Official *dije* 2.0 Strategic Plan**

The final approved plan will be implemented in the Marsal School starting in October 2023. Every year for the next five years progress will be documented toward the goals and metrics that have been outlined by the community through this visioning process.

To promote transparency within the Marsal community, the 2.0 planning process materials are archived at <https://my.soe.umich.edu/handbook/dije-2-0-archive> and a summary of the planning process up through the Touchstones feedback phase is available at <https://www.youtube.com/watch?v=E6W82xf0wtM>.

Moreover, the video as well as the present summary document of the planning process can be found at our public website: <https://marsal.umich.edu/dije#dije-strategic-plan>.

The final, official version of the dije 2.0 Strategic Plan—along with a table of our plan’s Action Items—is available at our main public website: <https://marsal.umich.edu/dije#dije-strategic-plan>.

## Appendix

### Schedule of 2.0 Planning Activities and Communications

SC = Steering Committee  
 DirC = Directors Cabinet  
 EC = Executive Committee  
 PCAD = Program Chairs and Associate Deans group  
 DOT = *dije* Office Team  
 EDAC = Education Diversity Advisory Committee  
 ODEI = U-M Office of Diversity, Equity, and Inclusion  
 OGC = U-M Office of General Counsel

11/4/22	Email with 1.0 and 2.0 archives; request for input on Hopes & Priorities (H&P) due back by 12/16
12/16/22	H&P forms due [extension to 1/16/23]
1/4/23 - 1/13/23	Work on decision principles to guide decisions about focal priorities w/EDAC  Analysis of H&P input w/SC, EDAC, & DOT - <b>round 1 - due by 1/13</b>
1/5/23	EDAC - start on decision principles, update on analysis plan
1/10/23	EC & PCAD updates; overview of timeline for input, analysis plan, drafting/community feedback on drafts→ walk through DRD spreadsheet example + assignments sheet
1/16/23- 1/20/23	DRD & VAV - start synthesis of themes for PPPP
1/17/23	DirC update: brief overview of timeline for input, analysis plan, drafting/community feedback on drafts
1/23/23- 1/27/23	Finalize EDAC recommended principles asynchronously
1/26/23	All-staff meeting - update on what staff/offices have shared so far
1/27/23	H&P forms due (round 2)
1/27/23- 1/31/23	Analysis of H&P input w/SC, EDAC, & DOT - <b>round 2</b>
1/31/23- 2/2/23	Asynchronous synthesis of cross-cutting themes DRD & VAV (Google doc)
2/7/23	EC/PCAD update
2/9/23	EDAC mtg - finalize cross-cutting themes & guiding principles

2/13/23-2/28/23	Asynchronous share back cross-cutting themes plus solicit input on Goals & Metrics (G&M) from unit leaders (back to original lists), SAB, DirC, EC, & EDAC (due back 2/28/23)
2/16/23	All-faculty meeting update/walk through analysis to date + interactive small group discussions w/Google doc re: principles, themes so far
2/28/23	G&M forms due
3/6/23-3/10/23	Review and synthesize input on setting goals/metrics w/EDAC, SC, & DOT
3/14/23	EDAC meeting - Review summary of G&M feedback
3/17/23	Request for feedback on plan's Touchstones (due 3/28)
3/17/23	Steering Committee check-in
3/21/23	Touchstones feedback "pop-up" outside Dean's Office
4/14/23	Share out 2.0 Strategic Planning Process Community Video (Youtube)
4/26/23	Solicit SOE community feedback on complete draft (email sent by EM & DRD) with 2 options: 1) Link to provide anonymous feedback and 2) Link to email EDAC with comments
5/2/23	Solicit EC feedback on complete draft
5/3/23-5/14/23	Incorporate all community feedback into plan
5/15/23	Submit draft of plan for ODEI review
7/14/23	ODEI review completed, revisions requested
7/25/23	Submission of revised draft addressing ODEI edits
7/28/23	Revisions accepted by ODEI and plan forwarded to OGC for review
8/24/23	Initial OGC review completed, revisions requested
8/29/23	Submission of revised draft addressing first round of OGC edits, questions, and comments
8/31/23	Additional edits and clarifications requested by OGC
8/31/23	Submission of revised draft addressing second round of OGC edits/clarifications
9/1/23	Final draft approved by both ODEI & OGC