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Marsal Family School of Education

Diversity, Equity, and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

Community, Coherence, & Compassion: A Strategic Plan for Diversity, Inclusion, Justice, & Equity (*dije*) 2.0 at the Marsal Family School of Education

As the Marsal Family School of Education proceeds through the *dije* 2.0 period, we continue to recognize that our agenda is part of a historical narrative of *dije* in our community—one that includes many voices that preceded the development of this plan—and that this is a living document that will change as the composition and needs of the community do. As part of the implementation of this plan, we aim to document some of the history of *dije* in the school, even as we continue to build our narrative and enact our vision moving forward. We also aspire to advance our ever-evolving *dije* agenda in ways that center community wellbeing, coherence, and compassion.

In our initial planning, we were inspired by President Ono's charge to develop an "engaged process that generates a collective commitment from the constituents" of the Marsal School community. Following President Ono's articulated values, we endeavored to engage in a high-quality planning process and plan through which "we act with deliberateness and humility," "examine and learn from the outcomes of our past efforts and work to improve them" going forward, and "act on our commitment, in accordance with the law, to contribute to a just society and to affirm the humanity of all persons." In doing so, we believe that our *dije* 2.0 strategic plan embodies the President's notion that "our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion."

We further recognize and embrace that *dije* work is lifelong, intergenerational, intersectional, and perpetual. As the U-M's Office of Diversity, Equity, and Inclusion (ODEI) has previously noted, "moving forward, the university's DEI efforts are a perpetual work in progress, and we are committed to this ongoing journey and one where we never reach our destination."

Rationale [Mission, Vision, Values of *Marsal Education*]:

At the Marsal School, our mission is to generate, study, and teach strategies, practices, and tools for addressing educational problems and to prepare practitioners, policymakers, and researchers who can develop equitable and just educational opportunities. Our vision is to be a school of education devoted to developing civically engaged children, youth, and adults for a diverse and inclusive society. In pursuing our vision and mission, members of the Marsal School community value:

- Promoting and embodying diversity, inclusion, justice, and equity;
- Working in local, national, and global contexts; and
- Engaging with and learning from communities and learners.

Role of *dije* in Mission and Vision*:*

In the Marsal School, *dije* imperatives are woven into our mission, vision, and values. This means that we engage in *dije* work that is both externally and internally oriented, looking at our own strategies, practices, and tools, to fulfill our mission authentically and with integrity.

Our *dije* agenda compels us to work toward:

- Increasing **diversity**, which is expressed in myriad forms, including race and ethnicity, gender expression and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, disability status, and political perspective.
- Ensuring **inclusion**, which means creating a space where differences are welcomed, different perspectives are respectfully heard and considered, and where every individual feels a sense of belonging and can fully participate in our community.
- Promoting **justice**, which means the provision of equal respect, institutional access, and inclusive learning and work environments. Promoting justice means that we may have to take extraordinary measures or distribute resources differently than in the past as we seek to redress any unjust practices that might result from structural barriers or institutional practices.
- Advancing **equity**, which entails challenging and responding to bias, harassment, and discrimination and creating equal opportunity for all people.

Vision for *dije* 2.0

We envision that 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.

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 and a commitment to repairing harm when it occurs. As we implement the work outlined in this plan, Marsal School community members 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, in particular, to 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 that may exist 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.

Key Strategies & Constituencies*:

The key constituencies of this plan are students, staff, and faculty at the Marsal Family School of Education as well as our school partners and communities. Our *dije* 2.0 Strategic Planning Steering Committee, in partnership with the Education Diversity Advisory Committee and the *dije* Office team, identified our strategic foci. Each of these includes objectives pertaining to people, process, and products, as appropriate. We also consider potential implications for "place," i.e., the psychological, cultural, and physical features of the Marsal School. Actions and metrics corresponding to each objective will be used to track progress over time.

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

Planning Process Used and Implementation Highlights

Planning Lead(s)

Elizabeth Birr Moje, Dean
Deborah Rivas-Drake, Associate Dean for Diversity, Inclusion, Justice, & Equity

Initial (FY23) Planning Team

dije 2.0 Planning Steering Committee:
- Elizabeth Birr Moje, Dean
- Deborah Rivas-Drake, Associate Dean for Diversity, Inclusion, Justice, & Equity
- Ryan Noel, Chief of Staff and Strategic Advisor to the Dean
- Henry Meares, Assistant Dean for K-12 Recruitment and Special Projects
- Laura-Ann Jacobs, *dije* Instructional Support & Professional Learning Specialist

FY23 Education Diversity Advisory Committee (EDAC):
- Deborah Rivas-Drake, Associate Dean for Diversity, Inclusion, Justice, & Equity
- Baljit Kaur, CSHPE Administrative Assistant
- Angie Kim, Doctoral student
- Laura Lee Smith, Doctoral student
- Jamaal Matthews, Associate Professor
- Rosemary Perez, Associate Professor
- Henry Meares, Assistant Dean for K-12 Recruitment and Special Projects
- Vicki Shaw, Detroit Schools Partnership Lead

FY23 *dije* Office Team:
- Deborah Rivas-Drake, Associate Dean for Diversity, Inclusion, Justice, & Equity
- Laura-Ann Jacobs, *dije* Instructional Support & Professional Learning Specialist
- Henry Meares, Assistant Dean for K-12 Recruitment and Special Projects
- Victoria Vezaldenos, *dije* Program Assistant, CPEP Doctoral student
- Tiffany Komon, *dije* Program Assistant, CSHPE Master's student
- Karina Forsythe, *dije* Program Assistant, CPEP Doctoral student
- Day Parker, *dije* Program Assistant, ES Master's student

FY24 Planning Team

dije 2.0 Planning Steering Committee:
- Elizabeth Birr Moje, Dean
- Deborah Rivas-Drake, Associate Dean for Diversity, Inclusion, Justice, & Equity
- Ryan Noel, Chief of Staff and Strategic Advisor to the Dean
- Laura-Ann Jacobs, *dije* Instructional Support & Professional Learning Specialist
- Tyler, Theel, *dije* Student Support Specialist

FY24 Education Diversity Advisory Committee (EDAC):
- Deborah Rivas-Drake, Associate Dean for Diversity, Inclusion, Justice, & Equity
- Vicki Shaw, Staff
- Felice Gonzales, Staff
- Oluwaseun Ogunleye, Student
- Carina Wilson, Student (Fall)
- Jarell Skinner-Roy, Student (Winter)
- Chris Torres, Faculty
- Carson Byrd, Faculty

FY24 *dije* Office Team:
- Deborah Rivas-Drake, Associate Dean for Diversity, Inclusion, Justice, & Equity
- Laura-Ann Jacobs, *dije* Instructional Support & Professional Learning Specialist
- Tyler Theel, *dije* Student Support Specialist
- Henry Meares, Assistant Dean for K-12 Recruitment and Special Projects
- Victoria Vezaldenos, *dije* Program Assistant, CPEP Doctoral student
- Karina Forsythe, *dije* Program Assistant, CPEP Doctoral student
- Day Parker, *dije* Program Assistant, ES Master's student

- Maekayla Dimatulac, *dije* Program Assistant, TEPA/Undergraduate student
- Maggie Miron, *dije* Program Assistant, ES Master's student

Initial Planning Process Summary

To situate our 2.0 planning process in historical context, we began with an analysis of what we have learned from the five-year evaluation of *dije* 1.0 (Summer 2022). The materials for the 1.0 evaluation include the original *dije* 1.0 strategic plan, annual reports during the 1.0 period, documents such as the 2020 Black Graduate Student Collective letter and 2021 Antiracism Working Group summary communication (both addressed to the dean), and a 2022 report prepared by an external consultant (Erolin Solutions).

Among the key insights gained from the overall *dije* 1.0 evaluation is that many community members desired greater transparency to promote trust in our organizational processes and decision-making; greater opportunities to foster sense of community and belonging; and a cohesive vision under which to organize our *dije* activities and decisions. These key learnings directly informed the design of our *dije* 2.0 Strategic Planning process. Specifically, we aimed to engage many different "micro-communities" to gain a better, more contextualized understanding of how people experience the school and, in turn, develop a coherent vision and strategic foci for our *dije* work in 2023-2028. To promote transparency within the Marsal community, we documented the 2.0 planning process in an intranet archive that is available at https://my.soe.umich.edu/handbook/dije-2-0-archive and in a video presentation available at https://www.youtube.com/watch?v=E6W82xf0wtM. Moreover, we provide the video as well as summary document of the planning process at our public website here: https://marsal.umich.edu/dije#dije-strategic-plan.

As shown in our tailored timeline below (see Figure 1), we communicated the planning process to the broader Marsal School community as we proceeded through the multi-phase input engagement strategy. The planning process was designed to be participatory and iterative, as Marsal community members had multiple opportunities to engage with the process between November 2022 and April 2023. Marsal School community members received regular communications about the 2.0 planning process in emails from the dean, features in the "Top Things to Know in the [SOE] Marsal School This Week" messages, and biweekly *[SOE] Marsal News* messages.

Figure 1
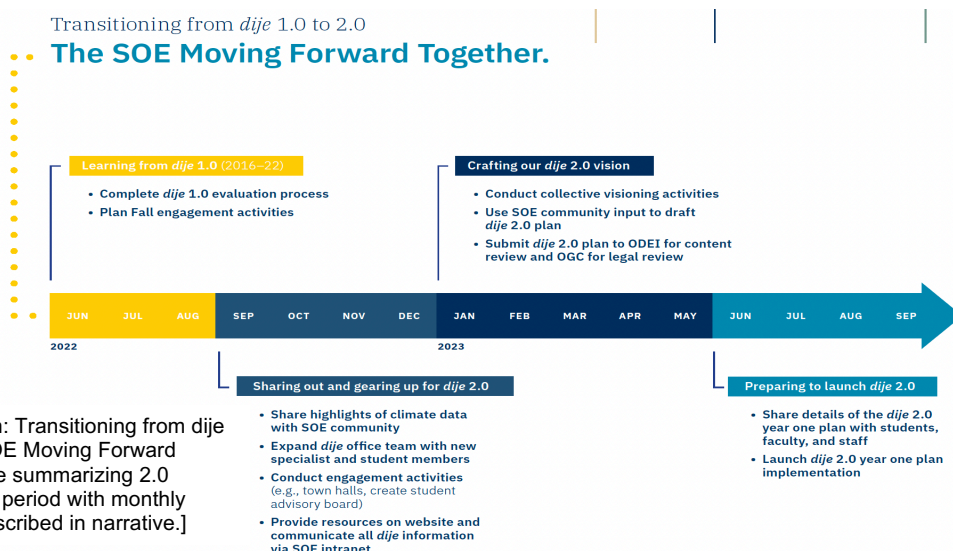
[Image description: Transitioning from dije 1.0 to 2.0. The SOE Moving Forward Together. Timeline summarizing 2.0 strategic planning period with monthly milestones, as described in narrative.]

The *dije* 2.0 planning process consisted of 3 input phases:
  1) Identifying Community Hopes and Priorities (December 2022-February 2023);
  2) Setting Community Goals and Metrics (March 2023); and
  3) Community Feedback on Plan Touchstones (March 2023).
After receiving input across these three phases, we prepared a preliminary draft and requested community feedback on this document (April 2023).

In soliciting input, we first recognized that many community members were feeling fatigued by providing input via individual surveys; consequently, we drew on previous years of feedback, especially the 2021 ODEI climate surveys of students, staff, and faculty, rather than distribute another set of such surveys. We also conceptualized the Marsal School as a community comprising not only students, staff, and faculty as constituent groups of individuals, but also as an organization with different functional constituencies, all of which are vital to our mission: Academic Programs, Research and Public Engagement, and Operations and Administration, as depicted in the diagram below (see Figure 2):

Figure 2

[Image description: Diagram providing overview of SOE Community constituencies, as described in narrative.]
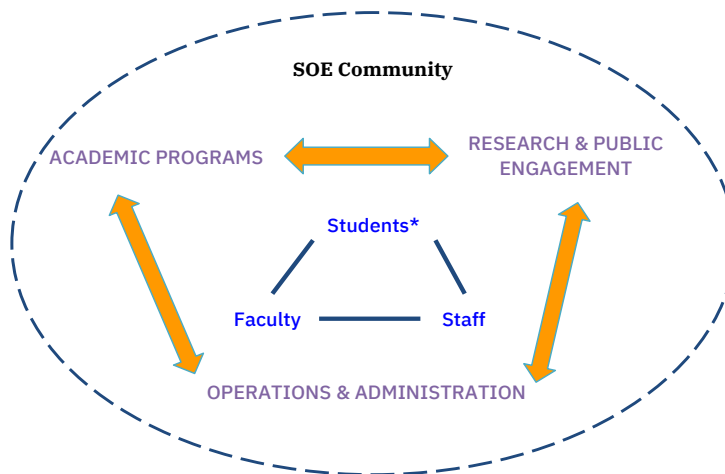
*Note: Students were considered through these units and via other mechanisms (e.g., EDAC, *dije* Student Advisory Board, student orgs).

Altogether, we identified 27 potential entities (6 academic programs, 11 operations/ administration units, 5 research/public engagement units, and 5 student-only organizations; see Table 1 below) from whom to solicit input in the "Hopes & Priorities" and "Goals & Metrics" phases. We approached key contacts for each of these 27 entities and asked them to engage in a process whereby they would involve all types of community members, including any students (all levels), staff (all types), and/or faculty (all types), as relevant. We did not prescribe a format for their conversation(s) or other mechanisms to gather input, and we expressly stated that it could occur in a variety of ways: in-person, virtually/hybrid, asynchronously on a collaborative document, integrated into an existing departmental/group meeting, through the creation of a new space/meeting for this conversation, and so on. In addition, for some groups, this may have been a single conversation, whereas for others there may have been a series of conversations (or other mechanisms for providing input). We encouraged each unit to use the approach that made the most sense for their "micro-community."

As depicted below, we obtained input from 22 of these 27 entities at some point in the input process, together comprising students, staff, and faculty. In addition, we received input from

12 research/practice groups also comprising students, staff, and faculty.

Table 1

Academic Programs[a]	Operations & Administration	Research & Public Engagement[b]	Student Only[c]
CPEP CSHPE ES ETE JPEE STE	Chief of Staff Communications Development & Alumni Relations *dije* Office Facilities Financial Planning & Management Human Resources Instructional Technology Research Student Affairs/Recruitment	CEDER EdHub LEAPS Detroit P-20 Partnership Plus: 12 faculty-led groups (Ball/TeachingWorks, Ronfeldt, Perez, Herbst/Brown/GRIP Lab, Monte-Sano, Weiland, Bowman, Gholson, Peurach, Davis, Bahr, Mesa)	*dije* Student Advisory Board WOCATA
6/6	**10/11**	**4/5**	**2/5**

[a] CPEP = Combined Program in Education and Psychology. CSHPE = Center for Higher and Postsecondary Education. ES = Education Studies. ETE = Elementary Teacher Education. JPEE = Joint Program in English and Education. STE = Secondary Teacher Education.
[b] CEDER = Center for Education Design, Evaluation, and Research. LEAPS = Learning, Equity, And Problem Solving for the Public Good.
[c] WOCATA = Women of Color and the Academy, which is a recognized student organization.

NOTE: During the initial planning phase, LEAPS was categorized as a public engagement unit; however, it is now an undergraduate academic program.

Brief Summary of Implementation Highlights

Year 1 (FY24). In Year 1, Marsal units offered dozens of engagement opportunities, including staff *dije* professional learning; *dije* onboarding for new staff and faculty; a community book read (*The Privileged Poor* by Anthony Jack, sponsored by Education Studies); a faculty study group in our Educator Preparation Program focused on Gender and Sexuality Justice; curriculum audits and discussions; accessibility audits; a new student *dije* climate concerns response process (Climate C.A.R.E); and the development of a formal faculty service load dashboard in one of our departments. Looking specifically at the 36 engagements offered or co-sponsored by Marsal's central *dije* Office provides additional examples of the breadth of engagement activities (e.g., onboarding, events, speakers, workshops). These engagement opportunities addressed myriad issues, including arts-based methods, applicable and open to all, that support Black and LGBTQ+ communities, among others; how to formulate meaningful land acknowledgements; providing microaffirmations and disrupting microaggressions; anti-ableism and accessibility in the classroom; exemplars of incorporating dije into course syllabi; and LGBTQ+ youth representations in young adult literature. Below, we provide implementation highlights that span across Marsal units:

- *dije* **Office Expansion**: We made several changes to the *dije* Office to better meet the diverse needs of the Marsal community. First, we reconceptualized our team structure so that we now have a *dije* Professional Learning and Instructional Support Specialist, who works primarily with faculty and staff, and a *dije* Student Support Specialist, who works with students. These positions provide capacity to connect with other units at Marsal (e.g., Student Affairs, IT, Facilities) and university resources and partners (e.g., PEAR, ADA Team, Campus Climate Support, CRLT, OSCR) as well as contribute to university-spanning DEI initiatives, including the Honoring Article XVI - DEI 2.0 Central Action Item Committee, the ODEI/Organizational Learning Ad Hoc Working Group on Cross-Campus DEI Education, Professional Development, and Consultation, and a working group to establish a refugee/asylee Welcome Corps. In addition, we revised the mission and expectations for the *dije* Student Advisory Board and hired more student program assistants, and with the support from a Rackham grant, a Disability Culture-focused GSSA. Our new team organization has tremendously facilitated our ability to reach and engage with all these constituencies in meaningful and nuanced ways. The *dije* Office was also relocated to a larger, centrally located, and more visible space. This has led to greater presence of Marsal community members in the office, which in turn support the generation of new ideas for how to better serve them.
- *dije* **Mini-Grants Program**: We administered a mini-grants program to support student-initiated and staff-initiated requests, through which we awarded 17 grants (close to $8,000) to support events, conference registration, community partnerships, and research.
- *dije* **Onboarding**: This year, we were able to develop and implement 3 of 4 planned modules: 1) Intro to *dije* & the *dije* Office; 2) Race, Racism, and Antiracism; and 3) Disability, Accessibility, and Anti-Ableism. We also conceptualized the fourth planned module on gender identity and expression, which will be developed in Year 2.
- **Accessibility Audits & Efforts**: The *dije* Office conducted monthly classroom accessibility walkthroughs in partnership with the Facilities Office and met quarterly with the IT Office to address progress toward digital accessibility. We placed a request for more push buttons as well as a budget request for enhanced elevator capacity in the building.
- **Climate Concerns, Accessibility, Restoration, & Education (C.A.R.E) Processes**: As a collaboration of our *dije* Student Support Specialist, students and staff on the Education Diversity Advisory Committee (EDAC), and students on the *dije* Office Student Advisory Board, we articulated, formalized, and documented existing and newly conceptualized supportive actions the *dije* Office can offer Marsal community members to address school climate concerns proactively. Grounded in an ethic of care, it offers guidance to students about the range of options available to them, including information on restorative practices (e.g., restorative conferences, listening circles, creativity circles) as well as conflict resolution processes and other options offered via Campus Climate Support, ECRT, OSCR, and Rackham. Broad implementation will begin in Y2. Climate C.A.R.E. was reviewed by the Office of General Counsel and complies with state and federal law as well as university policy.
- **Schoolwide Community-Building and Affinity Programming**: The *dije* Office experimented with different approaches, each open to all members of the Marsal community, to support schoolwide community-building and affinity spaces and adjusted our approach based on student perspectives shared during dialogues among the Student Advisory Board and *dije* Team. Specifically, we offered community check-in dinners (one centering Día de los Muertos and another centering the Lunar New

Year). We also hosted social hours centering diverse migration experiences (i.e., international student experiences) and faculty/student lunches for individuals who center Black children and families in their scholarship. Next year, we will continue to use the *Nourishing Connections* "umbrella" to support ongoing affinity programming, again open to all, that centers the experiences of Black communities and diverse migration experiences and plan to build on these with those that center first-generation college and disability-related lived experiences and/or scholarship.

- **Ongoing Professional Learning for Staff and Faculty**: In addition to the 3 aforementioned *dije* Onboarding modules for new staff and faculty, 13 workshops for staff and faculty professional development were offered this year. These workshops addressed: reporting obligations (in partnership with PEAR); bystanding, responding to microaggressions, and introduction to microaffirmations; accessibility (in partnership with the ADA Team); building and enhancing inclusive work cultures; constructing land acknowledgements and corresponding commitments; and *dije* in our curriculum and pedagogy.

- **Ongoing Curriculum Work**: We continued to assess *dije* content across multiple academic programs: Education Studies (ES), Center for the Study of Higher and Postsecondary Education (CSHPE), and Learning, Equity, and Problem Solving for the Public Good (LEAPS).
    o ES: The faculty established an initial process for conducting a broad audit for equity and justice—either explicit or purposefully woven into course content—across the graduate curriculum. This process identified 12 continuing courses and 5 new courses with an emphasis on equity and justice. In addition, ES added 3 new "pathways to specializations," which students can add on to their Master's degrees, that have an equity and justice focus: Critical Educational Studies, Youth, Families, and Communities, and Language, Literature, and Culture. Finally, ES faculty held a discussion to define justice more explicitly for our curriculum and programmatic work at their faculty retreat in May. One goal of this workshop was to support faculty in reflecting on how they would integrate equity and justice into their course syllabi.
    o CSHPE: The recent hires of three new faculty who will be joining CSHPE in fall 2024, along with the retirements of two senior faculty, provided opportunities for an initial conversation about program curricula during their May 2024 faculty retreat. The CSHPE director is also working this summer with new faculty to revise two required, introductory courses for the Master's program to ensure an emphasis on *dije*.
    o For LEAPS, which is a new undergraduate program at Marsal, courses are being built around antiracism and Indigenous epistemologies, especially as they relate to Detroit. In addition, LEAPS is implementing a required course called the "Race and Social Justice Institute," modeled after the graduate version of this developed in Education Studies. This course will guide students in their engagement with *dije* activities across campus and community (both Ann Arbor and Detroit), with facilitated reflection and conversation about their experiences.

- **MLK, Jr. Children's and Youth Program**: For over 25 years, the Martin Luther King, Jr. Day Children's and Youth Program has provided an opportunity for K-12 students to learn more about the legacy and ideals of Reverend Dr. Martin Luther King, Jr., with an emphasis on aiding young people to act on these ideals today. The MLK CYP was founded by Dr. Henry Meares (Assistant Dean for K-12 Recruitment and Special Projects) and is sponsored by the Marsal School; this year, we were pleased to be

able to host, coordinate, and support the implementation of MLK CYP in the Marsal School building, which we plan to continue to do going forward.

- **Marygrove Learning Community: Detroit P-20 Partnership**: This partnership aims to create a singular school space in which every adult has two goals: children's rich and robust learning and the education of urban teaching professionals. This year, the Marygrove Learning Community: A Detroit P-20 Partnership is going strong, with the second class of graduating seniors and a new class of kindergarten students. Although the 2024 senior class was small (n=72) due to losses of students during the pandemic, we are thrilled to note that 10 of the 72 graduates were admitted to Michigan! Approximately 85% will be pursuing postsecondary education at a range of colleges and universities. What's more, our students express positive feelings about their school experience, with the major complaint being that they want to have access to more course choices and to more advanced placement and honors courses. The Marygrove Early Education Center has a waiting list, as does the kindergarten. We see these as signs of doing the right thing for the children and youth in the Marygrove neighborhood. More to the point of how the MLC advances Marsal's *dije* agenda, we are also pleased to note that several of our faculty colleagues have begun to connect with the Marygrove Learning Community, with two new clinical faculty members working with students and preservice teachers on site, while others are connecting with veteran and resident teachers to develop curricula, carry out research projects, or just provide support toward the goal of providing equitable and just learning experiences for children and youth. Two doctoral students completed dissertation studies with the Marygrove Learning Community (one worked with mathematics teachers who were working to build socially justice project and place-based curricula and the other worked with youth in an afterschool technology space). Two more students are engaged in dissertation research focused on student well-being and student science learning. Our intern, student teaching, and residency placements continue to grow, and we are pleased to note that the elementary Educator Preparation Program is becoming more involved with the community. Finally, youth coached by one of our doctoral students won the State competition in First Robotics and the chess club and debate teams continued to thrive. Finally, together with the Kresge Foundation and our other partners, we will be hosting a U.S. Department of Education sponsored summit titled, "Strengthening Whole Child Communities: Raising the Bar from Cradle to Career" on August 1-2. The fact that the USDOE located this summit in our Marygrove Learning Community is a testament to the work that we are doing and the impact we're having as we public a proof of concept of how to transform public education to center the whole child, and especially Black, Brown, and Indigenous children who live in historically minoritized and economically disenfranchised communities.

Processes Used to Evaluate Implementation Progress

Year 1 (FY24). Many of our strategic objectives and corresponding action items involved developing structures/processes not already in place as well as expanding the capacity of the *dije* Office as a central service entity at Marsal. Given this, much of the insights we gained about the progress of the *dije* 2.0 Strategic Plan involved many informal conversations among members of the FY24 2.0 Steering Committee, FY24 Education Diversity Advisory Committee (EDAC), FY24 *dije* Office Team, and the *dije* Office's FY24

Student Advisory Board. These groups also gained numerous insights as we went about our work through the solicited and unsolicited feedback we received in communications with students (at all levels), staff (employees and Directors), faculty (all types), and administrators (e.g., Chairs) across the school. The *dije* Office team and EDAC also regularly discussed *dije*-related climate and culture issues and feedback about *dije* efforts at our meetings (weekly for *dije* Office, monthly for EDAC). We also:

- established a public status tracker for all action items, which has been posted on the Marsal School website since Fall of 2023;
- established an internal tracker for all unit-specific metrics as well as the university's centrally-endorsed metrics identified in the plan (in collaboration with Marsal Communications);
- collected information from responsible parties as appropriate about their *dije* activities through various mechanisms (e.g., committee meetings, informal conversations, email);
- collected data about the nature/types, registration/attendance, and alignment with Strategic Plan Objectives of *dije* Office engagements, programs, and activities; and
- collected statistics about funding allocations made via the *dije* Office Mini-Grants program.

Data and Analysis: Key Findings

Summary of Data Used in the Initial Planning Phase

The data that informed the initial development of this plan include climate surveys from students, staff, and faculty collected by ODEI in 2021 as part of the five-year evaluation of *dije* 1.0; interviews and document analysis by an external consultant (Erolin Solutions) conducted in the summer of 2022; and comments received across a multi-phase input process between December 2022 and April 2023. As we prepared the present document, we also revisited the 2020 Black Graduate Student Collective (BGSC) letter, specifically, to both acknowledge our recent history of student activism around addressing anti-Black racism within the Marsal School and to help provide a context for the present effort.

The review and analysis team included students, staff, and faculty from the Education Diversity Advisory Committee (see 2022-2023 EDAC roster above), a student assistant in the *dije* Office, and the Associate Dean for *dije*.

Key Findings, Themes and Recommendations in Initial Planning Phase:

As noted, among the key insights gained from the climate surveys and external consultant's report is that community members desire:

- greater transparency to promote trust in our organizational processes and decision-making;
- greater opportunities to foster sense of community and belonging; and
- a cohesive vision under which to organize our *dije* activities and decisions.

For example, from interviews conducted with the external consultant (primarily students and staff), we learned that although there is a lot of emphasis and attention to *dije* in the school, there seems to be less clarity about the overarching vision, if any, guiding our activities and actions. From the 2021 climate surveys, we discerned that whereas 75.6%, 87.2%, and 83.3% of White graduate students, staff, and faculty, respectively, agreed there was a strong commitment to *dije* in their departments, only 56.8%, 64.3%, and 45.5% of their BIPOC counterparts did so. Another key takeaway from the climate surveys is that graduate students of color and staff of color questioned how valued they are within the school. This questioning was also reflected in the 2020 BGSC letter's call for the school to explicitly state that "Black students are valued, not just for our scholarly contributions and labor, but for our humanity."

Our goal in obtaining subsequent input from various (22) micro-communities was to identify themes that cut across functional constituencies to help provide additional context to the findings from the previous surveys, documents, and analyses. Through this micro-community approach, we learned that each entity (e.g., program, department, group) is itself a vital sphere of influence, and that doing context-specific *dije* work at this level is paramount for progress in the 2.0 implementation phase. Across entities, we also observed cross-cutting issues, summarized below.

1. **Identifying Community Hopes and Priorities (December 2022-February 2023)**

   What we asked:
   - What are your hopes for *dije* in the next 5 years?
   - What are your priority areas? Where would you like to focus in the next 5 years?
   - Dreaming big: What do you want the SOE to feel and be like by 2028?

   Community Hopes & Priorities Input: We organized the comments we received in this phase into cross-cutting themes relating to **People**, **Process**, and **Products**, as specified by ODEI. We also added cross-cutting themes for a fourth domain, **Place**, which refers to issues pertaining to the physical, psychological, and cultural characteristics of the school. The major themes in each of these areas were as follows:

   ### People
   - Greater attention to 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 based on role, hybrid/remote status)
   - Developing skills to call others in (compassionately)
   - Community-building spaces, activities, and structures (e.g., buddies)
   - Scholarships and financial support

   ### Process
   - Collaboration across units
   - Committing resources in ways that are aligned with values

- Attending to social identities in addition to race (e.g., disability, LGBTQIA+) and thinking intersectionally
- Transparency in feedback, decision-making, and processes
- Addressing power differentials based on roles and status in the school
- 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

Place
- Physical accessibility
- *dije* woven into all aspects of SOE culture
- Belonging, connection, and community, especially attending to needs of remote and in-person community members
- Understanding of interconnectedness of our work and roles
- Staff should feel valued and trusted
- Students of color should feel valued and supported

2. Setting Community Goals and Metrics (March 2023)

What we asked:
- What are your reactions to the cross-cutting themes? What resonates?
- Please specify 1-2 specific goals and corresponding metrics that you would like to offer for the SOE as a whole in relation to the themes.

Community Goals & Metrics Input: Key takeaways from these comments are that community members wanted to track our progress in ways that include but also go beyond what we have done previously. Some of the major goals and metrics shared with us are as follows:
- Change in compositional diversity (students, staff, faculty)
- Continued faculty hiring in *dije*-related areas
- Increase in financial support for Master's students
- Review who is engaged in positions of power (e.g., composition)
- 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 financial and human resources allocated to *dije* work
- Buildable staff professional development opportunities that are communicated as being as important as your core job

- Support and value the translation of research products from SOE community members into open, accessible resources for teachers and community members.

We bridged the Hopes & Priorities and Goals & Metrics input to craft a unifying vision and a set of proposed strategic objectives. Simultaneously, the Education Diversity Advisory Committee (EDAC) crafted a set of guiding principles (described above) for the plan as well as our priorities and decisions during the *dije* 2.0 period. We presented the proposed vision, guiding principles, and strategic objectives as the "plan's touchstones" to the community for feedback.

3. Community Feedback on Plan Touchstones (March 2023)

What we asked:
- What three words describe your initial reactions to the proposed vision, guiding principles, and strategic objectives?
- To what extent do the proposed vision and strategic objectives reflect the input received from the Marsal School community?
- To what extent do the proposed vision, guiding principles, and strategic objectives align with your own hopes for *dije* 2.0 at the Marsal School?

Feedback on Plan's Touchstones: Key takeaways from the feedback we received in this phase included that one of the proposed objectives was being read as too unwieldy (with elements that needed to be disentangled), another as ambitious but needed, and yet another as inadvertently confusing. At the same time, there was agreement with the general direction of the vision, principles, and objectives. We used this feedback to revise the structure, number, and wording of our objectives.

Brief Summary of New Findings Since Implementation

Year 1 (FY24) Findings, Implications, and Key Takeaways:

- The work of advancing *dije*—and our specified action items—is being taken up by most if not all our internal academic programs and non-academic units (i.e., central service, research, and public engagement) in ways that align with their missions and priorities. Of our 77 action items, 81% have been started or are in progress. More specifically, 40 are ongoing/completed; 22 are in progress/in development; and 15 are not yet started. In Year 2, we will continue our progress on ongoing action items and pursue those not yet started, to the best of our ability. See Table 2 below for a distribution of our *dije* 2.0 actions in Year 1.

Table 2. Distribution of Action Item Statuses in Year 1 (FY24)

Domain	# ongoing/ completed	# in progress/ development	# not yet started	Total
People	15	12	7	34
Process	17	9	6	32
Products	3	1	2	6
Fundraising	5	0	0	5
	40	22	15	77

- We have built critically needed DEI infrastructure via the establishment of a *dije* Office, which is centrally located and highly visible—and implements numerous programs and activities and whose professional staff provides thought partnership to all corners of the Marsal School. We could not have made the progress we have made on implementing the *dije* 2.0 Strategic Plan without the *dije* Office, especially its professional and student program staff.
- We are a complex community, with diverse *dije* priorities. As a school, we have begun to build on our historic emphasis on antiracism to consider intersectionality more expansively in the work we do. Over the past year, we have especially been able to advance our collective understanding about how to center disability, LGBTQ+ identities, and diverse migration experiences (e.g., experiences of international students). However, these foci, along with continuing to make more explicit connections between them and making more explicit how they intersect with our antiracism commitments, remain areas of growth for us in Year 2 and beyond.
- We have made decisions rooted in our guiding principles of justice, transparency, courage, healing, and care. In Year 1, we have made particular strides toward greater transparency in our progress. This is evidenced by our public posting of the implementation statuses of our strategic objectives and action items as well as ongoing communication about matters relating to our action items between the Associate Dean for *dije* and *dije* Office staff with diverse constituencies across the school. Going forward, we must continue to explicitly communicate how our decisions are rooted in the aforementioned guiding principles.

DIJE Fundraising: Strategic Approach

As per the ODEI requirements, we developed a strategic objective and set of action items related to DEI fundraising. Although we have a long history of incorporating *dije* into our fundraising (most notably, in the Marsal school naming gift), we drew on the results of our input and planning process delineated above to build on our ongoing efforts in this area.

Background. In Marsal, we do not distinguish our *dije* work from our overall strategic priorities because *dije* work is a central priority in our academic, research, public scholarship, and service missions of the school. We do not have a single priority gift fund or fundraising goal focused on *dije*; every one of our goals has a *dije* focus of transforming education for equity and justice. We do not foresee any shift with the upcoming comprehensive fundraising campaign except that the central campaign may center education transformation for justice and equity. If that happens, our existing priorities will simply be better supported.
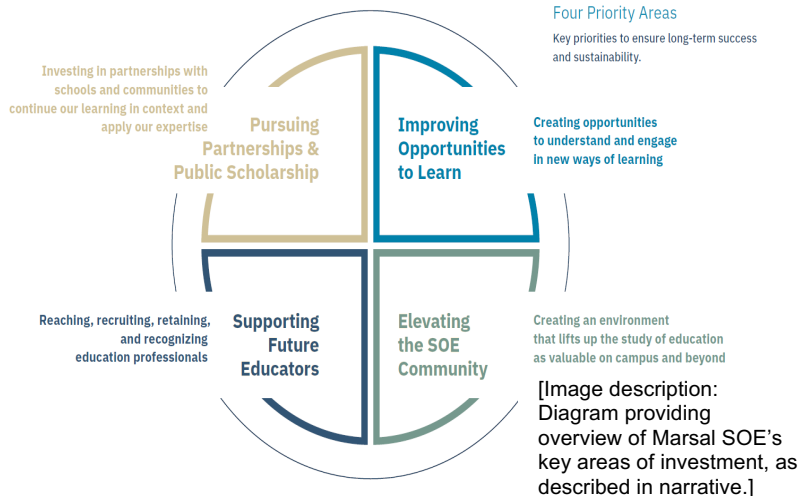
Figure 3 represents Marsal Education's current and future strategic fundraising objectives. In keeping with our Marsal vision, mission, and values, each of these objectives has *dije* values as its core. For example, we seek to improve opportunities to learn for all children, youth, and adults (including our Marsal students) in the service of advancing an equitable and just

society in which all can thrive (not just survive). To that end, we invest in partnerships and public scholarship that allow us to enact research findings in and with communities of practice, ensuring that we are serving and learning from our publics. We typically focus on communities that are underserved, even when working in well-resourced school districts (e.g., the Mitchell-Scarlett-Huron Teaching Learning Collaborative; the Marygrove Learning Community: Detroit P-20 Partnership, among others). We must also reach, recruit, retain, and recognize education professionals from myriad backgrounds and expertise if we

Figure 3

Key areas of investment in the School of Education

We believe that education is a foundation for a healthy and high-functioning society. The School of Education seeks to undergird four key areas in its resource development plan for the next several years that will elevate the school, and ensure the study of education attains a level of prominence on the UM campus, and is valued as highly as other disciplines for its ability to contribute to human flourishing and the advancement of all.

[Image description: Diagram providing overview of Marsal SOE's key areas of investment, as described in narrative.]

are to truly transform education opportunity for all children. And finally, we seek to build a strong and loving community that elevates the work of educators and education researchers. We want people to feel good about being part of Marsal Education, and we want people to *see* us, value education work as one of the most important forms of justice work, and respect what our school community has to offer. Our fundraising agenda thus involves building better physical infrastructure to create more accessible and communal spaces as well as refusing to accept less than education work deserves.

Strategic Objectives, Measures of Success, and Action Plans*

The Marsal Family School of Education plan covers students, staff, and faculty across our academic programs, research/public engagement communities, and operations and administration units. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into three distal objectives determined by the University. As per ODEI's requirements, we also include a strategic objective pertaining to fundraising for *dije* at the Marsal School. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.

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

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

UNDERGRADUATE STUDENTS

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.

Metrics:

We will measure the success of this objective via yearly and longitudinal assessment of the:

1. Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these self-identified groups;
2. Growth in # of applications to undergraduate programs from these self-identified groups over time;
3. Growth in # of matriculated undergraduate students from these self-identified groups over time;
4. Quantity of financial resources, including scholarships, allocated per year to rewarding applicants' enactments of their commitment to *dije*; and
5. # of staff and faculty who have completed *dije* onboarding.

Actions:

1. Y1-Y3: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records.
2. Y1-Y5: In consultation with the Office of General Counsel as needed, all undergraduate programs (EdMinor, EPP, LEAPS) will continue to outline key strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, and international communities.
3. Y1-Y5: Continue to identify and build innovative recruitment strategies that leverage resources in terms of people, time, and funding found within our institution, as well as within our community partnerships, to reach beyond our current application pool for EPP (Teacher Education), in particular. For example, we will explore how we might partner with our existing undergraduate program alumni (and teaching partners in the case of EPP), particularly those who are members of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, undocumented, and international communities as ambassadors and to build supportive mentorship opportunities for our undergraduates. The challenge of recruiting students of color, in particular, into the teaching profession is evident nationally, and counteracting these

national trends at U-M will require significant creativity, innovation, and investment of resources.

4. Y1-Y5: Beginning in Y1, all undergraduate academic programs (EdMinor, EPP, LEAPS) will continue to implement at minimum 1-2 best practices/strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, and international communities.
5. Y1-Y5: The Detroit-based LEAPS Program will engage in focused recruitment to attract undergraduate students who are first-generation college students, those who have a deep commitment to community-engaged work and racial justice, and who live in Detroit.
6. Y1-Y3: As a collaboration of the offices of admissions, financial aid, and *dije*, develop a list of experiences and activities that may help identify applicants' enactments of their commitment to *dije* and/or develop a question on the application form that points to this.
7. Y1-Y5: Establish and implement system to track number and quantity of scholarships that are need-based and those that are designated to rewarding applicants' enactments of their commitment to *dije*.
8. Y1-Y5: Continue to develop and implement *dije* onboarding for staff and faculty involved in student recruitment that explicitly attends to experiences of racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.

Primary DEI Goal: Diversity, Inclusion

GRADUATE STUDENTS

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.

Metrics:

We will measure the success of this objective via yearly and longitudinal assessment of the:

1. Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these self-identified groups;
2. Growth in # of applications to Master's and PhD programs from these self-identified groups over time;
3. Growth in # of matriculated graduate students from these self-identified across social identity groups over time;
4. Reduction of perceived inequities in quality of graduate mentoring and advising across social identity groups;
5. Reduction of perceived inequities in quality of graduate mentoring and advising across academic programs;
6. Quantity of financial resources, including scholarships, allocated per year to rewarding applicants' enactments of their commitment to *dije*; and
7. # of staff and faculty who have completed *dije* onboarding.

Actions:

1. Y1-Y3: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records.
2. Y1-Y5: In consultation with the Office of General Counsel as needed, each graduate program will continue to outline strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities.
3. Y1-Y5: Beginning Y1, each graduate program will implement at minimum 1-2 best practices/strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, undocumented, and international communities. They will revise their approach as needed.
4. Y1-Y3: All graduate programs will identify and implement at minimum 1 key professional development and/or other strategy to address any inequities in quality of advising and mentorship.
5. Y1-Y2: As a collaboration of the offices of admissions, financial aid, and *dije*, develop a list of activities and experiences that may help identify applicants' enactments of their commitment to *dije* and/or develop a question on the application form that points to this.
6. Y1-Y5: Track number and quantity of scholarships that are need-based and those that are designated to rewarding applicants' enactments of their commitment to *dije*.
7. Y1-Y5: Continue to develop and implement *dije* onboarding for staff and faculty involved in student recruitment that explicitly attends to experiences of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.

Primary DEI Goal: Diversity, Inclusion

FACULTY

Strategic Objective (3):
Continue to improve recruitment and retention of faculty who are from diverse racially minoritized, LGBTQIA+, disability, and international communities.

Metrics:

We will measure the success of this objective via yearly and longitudinal assessment of the:

1. Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these self-identified groups;
2. # of staff and faculty involved in faculty hiring who have completed *dije* onboarding;
3. Growth in # of applicants from each of these groups in our faculty applicant pools;
4. # of faculty recruited who have expertise in Indigenous, LGBTQIA+, and disability studies;

5. # of senior faculty mentors in assistant professor (LAUNCH) committees;
6. # of participants in Associate Professor mentoring initiative;
7. Implementation of a plan for holistic analysis of faculty workload;
8. Implementation of a plan to collectively establish norms for equitable workload across social identity groups, faculty ranks, and academic programs;
9. Quantity of fiscal resources allocated to strategies aimed at retaining, among others, faculty of color (e.g., as a percentage of overall operational budget); and
10. # of participants in professional development opportunities.

Actions:

1. Y1-Y5: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records.
2. Y1-Y5: Continue to consult with U-M's Office of General Counsel to identify and implement strategies to overcome barriers to recruitment of faculty from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities.
3. Y1-Y5: Continue to develop and implement *dije* onboarding for staff and faculty involved in faculty hiring that explicitly attends to experiences of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.
4. Y1-Y5: In consultation with Academic HR and the Office of General Counsel as needed, continue to implement *dije*-related faculty hiring practices in open and person-specific searches.
5. Y1 or Y2: Encourage academic programs to consider how Indigenous, LGBTQIA+, and disability studies may intersect with program hiring needs as they prepare hiring proposals.
6. Y1-Y5: Continue to implement first-year faculty mentorship (LAUNCH) program with all first-year assistant professors, including clinical faculty.
7. Y1-Y5: Continue to develop and implement a mentorship/career development initiative for faculty in the Associate Professor rank.
8. Y1-Y5: Continue to conduct analyses of participation in internal service, awards/recognitions, and compensation across faculty from diverse social identity groups.
9. Y1-Y5: Continue to partner with the Provost Office and Vice Provost for Equity & Inclusion to cultivate resources to retain faculty who advance *dije* at the school.
10. Y1-Y5: Continue to consult with ADVANCE and CRLT to identify professional development opportunities for Marsal School faculty focused on racism, sexism, ableism, and other forms of marginalization.
11. Y1-Y5: Explore new models of mentorship that, though open to all faculty, are designed to support people of marginalized identities in learning from one another, continuing to grow, and challenging an oppressive system with their dignity intact.

Primary DEI Goal: Diversity, Inclusion, Equity

STAFF

Strategic Objective (4):

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

Metrics:

We will measure the success of this objective via yearly and longitudinal assessment of the:

1. Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these self-identified groups;
2. # of applicants from each of these groups in the applicant pools;
3. Quantity of fiscal resources allocated to strategies aimed at retention of, among others, staff of color (e.g., as a percentage of overall operational budget);
4. # of staff searches implementing *dije*-related hiring practices;
5. # of participants in staff peer mentorship program;
6. Implementation of a plan for holistic analysis of compensation and awards/recognitions across social identity groups;
7. Implementation of standardized protocols for nominations of staff for internal awards/recognitions;
8. # of staff and faculty involved in staff hiring who have completed *dije* onboarding; and
9. # of participants in professional development opportunities.

Actions:

1. Y1-Y3: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records.
2. Y1-Y5: Continue to consult with U-M's Central HR as needed to identify barriers and implement strategies to overcome barriers to recruitment of staff from these groups.
3. Y1-Y5: In consultation with Staff HR and the Office of General Counsel, continue to implement *dije*-related staff hiring practices.
4. Y2-Y5: Develop and implement staff peer mentorship program with particular attention to the needs of marginalized groups where possible.
5. Y1-Y5: Conduct analysis of staff participation in internal service, awards/recognitions, and compensation across social identity groups.
6. Y1-Y2: Develop standardized protocols for nominations of staff for internal awards/recognitions.
7. Y1-Y2: Continue to develop and implement *dije* onboarding for staff and faculty involved in staff hiring that explicitly attends to experiences of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.
8. Y1-Y5: Continue to consult with Organizational Learning and other university entities to identify professional development opportunities for staff focused on racism, sexism, ableism, and other forms of marginalization.

Primary DEI Goal: Diversity, Inclusion, Equity

PROCESS (Create an Equitable and Inclusive Campus Climate)

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

ALL CONSTITUENCIES

Strategic Objective (5):
Improve physical and digital accessibility throughout the Marsal School.

Metrics:
1. Engagement with "*dije* considerations" event/course planning tool;
2. Engagement in accessibility checking in instructional materials;
3. # of reports of lack of physical or digital accessibility; and
4. Quantity of fiscal resources allocated to increasing accessibility at Marsal.

Actions:
1. Y1-Y5: As part of Standard Operating Procedures, establish and implement centrally housed, school-wide planning tool for events and course planning purposes that raise awareness of accessibility, religious holidays, and other considerations.
2. Y1-Y5: Partner with IT to conduct accessibility audits of instructional technology available at the Marsal School.
3. Y1-Y5: Consult with IT, CRLT, and other external partners at U-M (e.g., library's Digital Scholarship and Digital Accessibility) to develop a digital accessibility guide.
4. Y1-Y5: Partner with entities such as the Council for Disability Concerns to conduct accessibility audits of Marsal School's physical environment.
5. Y1-Y3: By Y3, conduct feasibility study for updating current elevator and/or addition of a second elevator to the building.
6. Y1: Request that central facilities add ADA push buttons to all exterior entry/exit and internal hallway/fire doors that do not have them.
7. Y1-Y5: Monthly review of placement of tables/areas designated as wheelchair accessible within all classrooms.
8. Y1-Y3: Explore feasibility of partnering with another unit (e.g., SSW) to share a Disability Navigator staff member based on LSA's model, or of alternative options such as reapportioning current staff members' time to this work.
9. Y1-Y2: Work with SSD to obtain a primary liaison.
10. Y1-Y2: Execute plan to construct accessible, multi-user gender inclusive restroom on 2nd floor.

Primary DEI Goal: Inclusion, Justice

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.

Metrics:

1. Feedback on "*dije* considerations" event/course planning tool;
2. # of professional learning activities and communities of practice.;
3. # of participants in professional learning activities and communities of practice; and
4. Increase in shared perceptions of commitment to *dije* across social identity groups in student, staff, and faculty climate assessments.

Actions:

1. Y1-Y5: As part of Standard Operating Procedures, establish and implement centrally-housed, school-wide planning tool for events (and courses) that raise awareness of accessibility, religious holidays, and other considerations.
2. Y1-Y5: Provide resources to support professional learning activities focused on recognizing and intervening on microaggressions as well as how to proactively engage in microaffirmations.
3. Y1-Y5: Provide resources to support the development of grassroots communities of practice focused on intervening on microaggressions as well as proactively engaging in microaffirmations.
4. Y1: Collaboratively develop—with the partnership of the *dije* Student Advisory Board, HR, Executive Committee, Marsal School student, staff, and faculty ombuds, and other university partners—a climate support team and process that is not grounded in a carceral logic of surveillance and punishment (and might thus be weaponized) but is instead aimed at restoring community trust and wellbeing.

Primary DEI Goal: Inclusion, Justice

ALL STUDENTS

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.

Metrics:

1. Quantity of funding allocated to student-led *dije*-related activities as a proportion of overall spending on *dije* activities;
2. Presence of larger physical space, as available, for the *dije* Office to accommodate more informal engagement with students of broadly diverse social identities;
3. Range of areas of expertise/lived experience reflected in *dije* Student Advisory Board composition;
4. Implementation of new gender identity and expression procedures in reporting of student matters by Office of Student Affairs and Program Chairs;
5. # of students on faculty search committees who complete "STRIDE-like" training;
6. Quantity of funding allocated to compensate students engaged in *dije*-related service activities (e.g., SAB, EDAC); and
7. Quantity of funding allocated to support student organizations in the Marsal School that focus on *dije*-related issues.

Actions:

1. Y1-Y5: Provide financial support for grassroots student-initiated and student-led *dije* activities.
2. Y1: Expand the physical space for the *dije* Office to accommodate more engagement with students of broadly diverse social identities.
3. Y1: Restructure *dije* Office Student Advisory Board (SAB) to clarify purpose, expectations, and roles.
4. Y1-Y5: Ensure *dije* Office Student Advisory Board includes a critical mass of students with whom to consult on disrupting anti-Blackness, disrupting ableism, and serving students who are international, undocumented, parents, first generation, and LGBTQIA+.
5. Y1-Y5: Consult and follow Rackham's new, more inclusive procedures regarding how to use data on diverse gender identities and expressions in our reporting on (all) students.
6. Y1-Y5: Continue to offer "STRIDE-like" training about inclusive hiring practices for students serving on faculty search committees.
7. Y1: Establish guidelines for compensating student involvement in *dije*-related committee work (e.g., EDAC, SAB) in the Marsal School.
8. Y1-Y5: Compensate students who are involved in *dije*-related committee work (e.g., SAB, EDAC) in the Marsal School.
9. Y1-Y5: Establish baseline funding for university-designated student organizations in the Marsal School that focus on *dije*-related issues.

Primary DEI Goal: Justice, Equity

STAFF

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.

Metrics:

1. Quantity of funding allocated to staff-led *dije*-related service activities;
2. Implementation of a plan for holistic analysis of staff compensation and awards/recognitions across social identity groups;
3. Reduction of any inequities in staff compensation and awards/recognitions across social identity groups; and
4. Reduction of any inequities in staff compensation and awards/recognitions across staff based on their contributions to advancing *dije* at the Marsal School.

Actions:

1. Y1-Y5: Provide financial support for grassroots staff-initiated and staff-led *dije* activities (e.g., professional development, communities of practice).
2. Y1-Y5: Ongoing analysis of participation in internal service, awards/recognitions, and compensation across staff across diverse social identity groups.
3. Y2-Y5: Collect data on invisible service as part of staff annual reviews.
4. Y1-Y5: Develop plan—with input from EDAC, HR, and staff advocates at the Marsal

School—for how best to use data collected on invisible service.
5. Y1-Y3: Establish expectations and specific, role-related descriptions and practices for how *dije* work can be integrated into all staff roles.

Primary DEI Goal: Justice, Equity

<u>**FACULTY**</u>

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.

<u>**Metrics:**</u>

1. Quantity of funding allocated to faculty-led *dije*-related service activities;
2. Implementation of a plan for holistic analysis of faculty compensation and awards/recognitions across social identity groups;
3. Reduction of any inequities in faculty compensation and awards/recognitions across social identity groups; and
4. Reduction of any inequities in faculty compensation and awards/recognitions across staff based on their contributions to advancing *dije* at the Marsal School.

<u>**Actions:**</u>

1. Y1-Y5: Provide financial support for grassroots faculty-initiated and faculty-led *dije* activities (e.g., professional development, communities of practice).
2. Y1-Y5: Ongoing analysis of equity in distribution of internal service, awards/recognitions, and compensation across faculty from diverse social identity groups.
3. Y1-Y5: Collect data on invisible service as part of faculty annual reviews.
4. Y1-Y5: Develop plan to address any inequities—with input from EDAC, HR, and the Executive Committee at the Marsal School—using data collected on invisible service.

Primary DEI Goal: Justice, Equity

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

<u>**FACULTY**</u>

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.

Metrics:

1. Rate of participation in curriculum audits;
2. Changes in curriculum based on audits and ongoing professional development; and
3. Quantity of financial and human resources dedicated to this objective.

Actions:

1. Y1: Establish process for conducting curriculum audits—including but not limited to exploration of syllabus self-reflection tools—within each academic program.
2. Y1-Y5: Conduct curriculum audits within academic programs and map capacities (affordances already present) in terms of knowledge grounded in antiracism, Indigenous epistemologies, LGBTQIA+ studies, disability studies, and/or the intersection of these fields.
3. Y1-Y5: Partner with CRLT and other university entities as appropriate to provide ongoing professional development to faculty engaged in curriculum development and mapping within academic programs.
4. Y1-Y3: Explore feasibility of implementing a schoolwide Equity and Justice course requirement at the undergraduate and graduate levels.

Primary DEI Goal: Inclusion, Justice

Strategic Objective (11):
Support and value public engagement and scholarship by Marsal School faculty.

Metrics:

1. Resources allocated to this objective; and
2. Presence of explicit expectations about how public scholarship will be evaluated as part of the Marsal School tenure and promotion guidelines.

Actions:

1. Y1-Y5: Encourage the pursuit of scholarly products easily accessible to external and community partners.
2. Y1-Y5: Engage in an iterative process to establish expectations—in consultation with external community partners—about how to evaluate public scholarship alongside established evaluative criteria in the faculty tenure and promotion process.

Primary DEI Goal: Inclusion

FUNDRAISING

ALL CONSTITUENTS

Strategic Objective (12):
Establish and integrate *dije* fundraising priorities within our overall Marsal strategic development priorities.

Metrics:

1. Number of meetings that address *dije* funding needs and priorities; and
2. Number of gifts that incorporate *dije* priorities.

Actions:

1. Y1: Dean and *dije* AD meet every week and discuss *dije* funding needs and priorities in the unit as needed; Dean meets every week with Chief Development Officer to ensure that these needs and priorities are routinely integrated into the overall priorities.
2. Y1: Dean and Chief Development Officer meet every week to ensure that *dije* funding needs and priorities in the unit are consistently integrated into fundraising conversations; meet with *dije* AD as needed to review funding needs stemming from these discussions.
3. Y1-Y5: Dean and Chief Development Officer work to increase the diversity of perspectives represented in the Marsal donor pool and Dean's Advisory Council.
4. Y1-Y5: Routinely review and report on successful *dije* fundraising efforts.
5. Y2-Y5: Work in partnership with our unit Chief Development Officer and fundraising team to continually clarify our the *dije* dimensions of our fundraising priorities, which are extensive.

Primary DEI Goal: Equity, Justice

Goal-related Metrics – *Marsal Education* Measures Tracked Over Time

University wide Metrics:

Undergraduate Students

Demographic Composition:
- Headcount
- Race/ethnicity
- Sex

Graduation Rates:
- 4-Year
- 6-Year

Enrollment:
- Entry status (new, continuing)
- Student class level (freshman, sophomore, junior, senior)

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with overall U-M climate/environment
- Semantic aspects of the general climate of U-M campus overall
- Semantic aspects of the DEI climate at U-M campus overall
- Feeling valued at U-M campus overall
- Feeling of belongingness at U-M campus overall

- Assessment of U-M institutional commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success at U-M campus overall
- Feeling able to perform up to full potential at U-M campus overall
- Feelings of academic growth at U-M campus overall
- Feelings of discrimination at U-M campus overall

Graduate Students

Demographic Composition:
- Headcount
- Race/ethnicity
- Sex

Enrollment:
- Student class level (Graduate-Masters/Doctoral/Professional)

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

Staff

Demographic Composition:
- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit
- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

Faculty

Demographic Composition:
- Headcount
- Race/ethnicity
- Sex
- Tenure status

Climate Survey Indicators (sample indicators listed below):
- Satisfaction with climate/environment in department of School/College
- Assessment of semantic aspects of the general climate in department of School/College
- Assessment of semantic aspects of the DEI climate in department of School/College
- Feeling valued in department of School/College
- Feeling of belongingness in department of School/College
- Assessment of department in School/College commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in department of School/College
- Feeling able to perform up to full potential in department of School/College
- Feelings of academic growth in department of School/College
- Feelings of discrimination in department of School/College

School, College or Unit Metrics:

One of our unit-specific actions is to establish a census of self-reported social identities in the Marsal School that, for various reasons, may not be reflected accurately in centrally-provided Metrics Reports. Using this new information, we will identify discrepancies between centrally-provided demographic data (including that which may be unavailable due to suppression) and our local, self-designated demographic information to track participation in, and impact of, specific *dije* 2.0 activities.

Action Planning Tables with Details and Accountabilities

PEOPLE *(Recruitment, Retention & Development)*

Vital Strategy	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person responsible
Key Constituency: Undergraduate Students **Primary DEI Goal:** Diversity, Inclusion				
Climate Enhancement	(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.	Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these groups. Growth in # of applications to undergraduate programs from these self-identified groups over time. Growth in # of matriculated undergraduate students from these self-identified groups over time.	Y1-Y3: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records.	Dean, Chief of Staff, AD for *dije*, *dije* Office
Recruitment			Y1-Y5: In consultation with the Office of General Counsel as needed, all undergraduate programs (EdMinor, EPP, LEAPS) will continue to outline key strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, and international communities. Y1-Y5: Continue to identify and build innovative recruitment strategies that leverage resources in terms of people, time, and funding found within our institution, as well as within our community partnerships, to reach beyond our current application pool for EPP (Teacher Education), in particular. For example, we will explore how we might partner with our existing undergraduate program alumni (and teaching partners in the case of EPP), particularly those who are members of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, undocumented, and international communities as ambassadors and to build supportive mentorship opportunities for our undergraduates. The	AD for Undergraduate Education & Educator Preparation, Director of Recruitment, Director of LEAPS Program

			challenge of recruiting students of color, in particular, into the teaching profession is evident nationally, and counteracting these national trends at U-M will require significant creativity, innovation, and investment of resources. Y1-Y5: Beginning in Y1, all undergraduate academic programs (EdMinor, EPP, LEAPS) will continue to implement at minimum 1-2 best practices/strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, and international communities. Y1-Y5: The Detroit-based LEAPS Program will engage in focused recruitment to attract undergraduate students who are first-generation college students, those who have a deep commitment to community-engaged work and racial justice, and who live in Detroit.	
Recruitment		Quantity of financial resources, including scholarships, allocated per year to rewarding applicants' enactments of their commitment to *dije*.	Y1-Y3: As a collaboration of the offices of admissions, financial aid, and *dije*, develop a list of experiences and activities that may help identify applicants' enactments of their commitment to *dije* and/or develop a question on the application form that points to this. Y1-Y5: Establish and implement system to track number and quantity of scholarships that are need-based and those that are designated to rewarding applicants' enactments of their commitment to *dije*.	OSA/Director of Recruitment
Recruitment		# of staff and faculty who have completed *dije* onboarding.	Y1-Y5: Continue to develop and implement *dije* onboarding for staff and faculty involved in student recruitment that explicitly attends to experiences of racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.	*dije* Office staff, HR

Key Constituency: Graduate Students			
Primary DEI Goal: Diversity, Inclusion			
Climate Enhancement	(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.	Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these self-identified groups.

Growth in # of applications to Master's and PhD programs from these self-identified groups over time.

Growth in # of matriculated graduate students from these self-identified groups over time. | Y1-Y3: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records. | Dean, Chief of Staff, AD for *dije*, *dije* Office |
| Recruitment | | | Y1-Y5: In consultation with the Office of General Counsel as needed, each graduate program will continue to outline strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities.

Y1-Y5: Beginning Y1, each graduate program will implement at minimum 1-2 best practices/strategies to enhance the number of applications and matriculations of students from, in particular, diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, first generation, undocumented, and international communities. They will revise their approach as needed. | AD for Research & Graduate Education, Director of Recruitment |
| Climate Enhancement | | Reduction of perceived inequities in quality of graduate mentoring and advising across social identity groups.

Reduction of perceived inequities in quality of graduate mentoring and advising across academic programs. | Y1-Y3: All graduate programs will identify and implement at minimum 1 key professional development and/or other strategy to address any inequities in quality of advising and mentorship. | AD for Research & Graduate Education, AD for *dije* |
| Recruitment | | Quantity of financial resources, including scholarships, allocated per year to rewarding applicants' enactments of their commitment to *dije*. | Y1-Y2: As a collaboration of the offices of admissions, financial aid, and *dije*, develop a list of experiences and activities that may help identify applicants' enactments of their commitment to *dije* and/or develop a question on the application form that points to this. | OSA/Director of Recruitment |

			Y1-Y5: Track number and quantity of scholarships that are need-based and those that are designated to rewarding applicants' enactments of their commitment to *dije*.	
Recruitment		# of staff and faculty who have completed *dije* onboarding.	Y1-Y5: Continue to develop and implement *dije* onboarding for staff and faculty involved in student recruitment that explicitly attends to experiences of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.	*dije* Office staff, HR
Key Constituency: Faculty **Primary DEI Goal:** Diversity, Inclusion, Equity				
Climate Enhancement, Recruitment	(3) Continue to improve recruitment and retention of faculty who are from diverse racially minoritized, LGBTQIA+, disability, and international communities.	Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these self-identified groups.	Y1-Y5: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records. Y1-Y5: Continue to consult with U-M's Office of General Counsel to identify and implement strategies to overcome barriers to recruitment of faculty from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities.	Dean, Chief of Staff, AD for *dije*, *dije* Office
Recruitment		# of staff and faculty involved in faculty hiring who have completed *dije* onboarding.	Y1-Y5: Continue to develop and implement *dije* onboarding for staff and faculty involved in faculty hiring that explicitly attends to experiences of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.	*dije* Office staff, HR
Hiring & Selection		Growth in # of applicants from each of these groups in our	Y1-Y5: In consultation with Academic HR and the Office of General Counsel as needed, continue to	AD for *dije*, HR

		faculty applicant pools.	implement *dije*-related faculty hiring practices in open and person-specific searches.	
Recruitment		# of faculty recruited who have expertise in Indigenous, LGBTQIA+, and disability studies.	Y1 or Y2: Encourage academic programs to consider how Indigenous, LGBTQIA+, and disability studies may intersect with program hiring needs as they prepare hiring proposals.	Dean
Climate Enhancement		# of senior faculty mentors in assistant professor (LAUNCH) committees.	Y1-Y5: Continue to implement first-year faculty mentorship (LAUNCH) program with all first-year assistant professors, including clinical faculty.	AD for *dije*
		# of participants in Associate Professor mentoring initiative.	Y1-Y5: Continue to develop and implement a mentorship/career development initiative for faculty in Associate Professor rank.	AD for *dije*
		Implementation of a plan for holistic analysis of faculty workload. Implementation of a plan to collectively establish norms for equitable workload across social identity groups, faculty ranks, and academic programs.	Y1-Y5: Continue to conduct analyses of participation in internal service, awards/recognitions, and compensation across faculty from diverse social identity groups.	*dije* Office, AD for *dije*
Career Advancement		Quantity of fiscal resources allocated to strategies aimed at retaining, among others, faculty of color (e.g., as a percentage of overall operational budget).	Y1-Y5: Continue to partner with the Provost Office and Vice Provost for Equity & Inclusion to cultivate resources to retain faculty who advance *dije* at the school.	Dean
Diversity Skills		# of participants in professional development opportunities.	Y1-Y5: Continue to consult with ADVANCE and CRLT to identify professional development opportunities for Marsal School faculty focused on antiracism, sexism, ableism, and other forms of marginalization.	AD for *dije*, *dije* Office
Career Advancement			Y1-Y5: Explore new models of mentorship that, though open to all faculty, are designed to support people of marginalized identities in learning from one another, continuing to grow, and challenging an	AD for *dije, dije* Office

			oppressive system with their dignity intact.	
Recruitment	(4) Improve recruitment and retention of staff who are from diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities.	Growth in # and types of strategies implemented over time to overcome barriers to recruitment of these self-identified groups; # of applicants from each of these groups in the applicant pools. Quantity of fiscal resources allocated to strategies aimed at retention of, among others, staff of color (e.g., as a percentage of overall operational budget).	Y1-Y3: Continue iteratively designing and implementing an inclusive, community-informed census of self-reported social identity experiences represented in the Marsal School to fill in the gaps of information not available via university administrative records. Y1-Y5: Continue to consult with U-M's Central HR as needed to identify barriers and implement strategies to overcome barriers to recruitment and retention of staff from these groups.	AD for *dije*, Chief of Staff, HR
Hiring & Selection		# of staff searches implementing *dije*-related hiring practices.	Y1-Y5: In consultation with Staff HR and the Office of General Counsel, continue to implement *dije*-related staff hiring practices.	Chief of Staff, HR
Climate Enhancement		# of participants in staff peer mentorship program.	Y2-Y5: Develop and implement staff peer mentorship program with particular attention to the needs of marginalized groups where possible.	Chief of Staff, HR
		Implementation of a plan for holistic analysis of compensation and awards/recognitions across social identity groups.	Y1-Y5: Conduct analysis of staff participation in internal service, awards/recognitions, and compensation across social identity groups.	AD for *dije*, Chief of Staff, HR
		Implementation of standardized protocols for nominations of staff for internal awards/ recognitions.	Y1-Y2: Develop standardized protocols for nominations of staff for internal awards/recognitions.	AD for *dije*, Chief of Staff, HR

Climate Enhancement		# of staff and faculty involved in staff hiring who have completed *dije* onboarding.	Y1-Y2: Continue to develop and implement *dije* onboarding for staff and faculty involved in staff hiring that explicitly attends to experiences of diverse racially minoritized, LGBTQIA+, disability, economically disadvantaged, and international communities as well as anti-Blackness, heterosexism, cisgenderism, and ableism, specifically.	*dije* Office staff
Diversity Skills		# of participants in professional development opportunities	Y1-Y5: Continue to consult with Organizational Learning and other university entities to identify professional development opportunities for staff focused on racism, sexism, ableism, and other forms of marginalization.	*dije* Office, Chief of Staff, HR

PROCESS *(Promoting & Equitable & Inclusive Community)*

Vital Strategy	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person responsible
**Key Constituency**: All Constituencies **Primary DEI Goal:** Inclusion, Justice
Climate Enhancement	(5) Improve physical and digital accessibility throughout the Marsal School.	Engagement with "*dije* considerations" event/course planning tool.	Y1-Y5: As part of Standard Operating Procedures, establish and implement centrally housed, school-wide planning tool for events and course planning purposes that raise awareness of accessibility, religious holidays, and other considerations.	*dije* Office
		Engagement in accessibility checking in instructional materials.	Y1-Y5: Partner with IT to conduct accessibility audits of instructional technology available at the Marsal School. Y1-Y5: Consult with IT, CRLT, and other external partners at U-M (e.g., library's Digital Scholarship and Digital Accessibility) to develop a digital accessibility guide.	Chief of Staff, IT, Program Chairs, AD for *dije*, *dije* Office
		# of reports of lack of physical or digital accessibility.	Y1-Y5: Partner with entities such as the Council for Disability Concerns to conduct accessibility audits of Marsal School's physical environment. Y1-Y3: By Y3, conduct feasibility study for updating current elevator and/or addition of a second elevator to the building. Y1: Request that central facilities add ADA push buttons to all exterior entry/exit and internal hallway/fire doors that do not have them. Y1-Y5: Monthly review of placement of tables/areas designated as wheelchair accessible within all classrooms.	AD for *dije*, *dije* Office, Facilities
		Quantity of fiscal resources allocated to increasing	Y1-Y3: Explore feasibility of partnering with another unit (e.g., SSW) to share a Disability Navigator staff	Dean, Chief of Staff, AD for *dije*

		accessibility at Marsal.	member based on LSA's model, or of alternative options such as reapportioning current staff members' time to this work. Y1-Y2: Work with SSD to obtain a primary liaison. Y1-Y2: Execute plan to construct accessible, multi-user gender inclusive restroom on 2nd floor.	
Diversity Skills	(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.	Feedback on "*dije* considerations" event/course planning tool.	Y1-Y5: As part of Standard Operating Procedures, establish and implement centrally-housed, school-wide planning tool for events (and courses) that raise awareness of accessibility, religious holidays, and other considerations.	*dije* Office
		# of professional learning activities and communities of practice.	Y1-Y5: Provide resources to support professional learning activities focused on recognizing and intervening on microaggressions as well as how to proactively engage in microaffirmations.	AD for *dije*, *dije* Office
		# of participants in professional learning activities and communities of practice.	Y1-Y5: Provide resources to support the development of grassroots communities of practice focused on intervening on microaggressions as well as proactively engaging in microaffirmations.	AD for *dije*, *dije* Office
Pathways for Conflict Resolution		Increase in shared perceptions of commitment to *dije* across social identity groups in student, staff, and faculty climate assessments.	Y1: Collaboratively develop—with the partnership of the *dije* Student Advisory Board, HR, Executive Committee, Education Diversity Advisory Committee (EDAC), Marsal School student, staff, and faculty ombuds, and other university partners—a climate support team and process that is not grounded in a carceral logic of surveillance and punishment (and might thus be weaponized) but is instead aimed at restoring community trust and wellbeing.	AD for *dije*, *dije* Office, Chief of Staff, HR, EDAC
Key Constituency: All Students **Primary DEI Goal:** Justice, Equity				
Climate Enhancement	(7) Reduce the burden of responsibility on, and increase rewards and recognition for, Marsal students whose work makes	Quantity of funding allocated to student-led *dije*-related activities as a proportion of overall spending on *dije* activities.	Y1-Y5: Provide financial support for grassroots student-initiated and student-led *dije* activities.	AD for *dije*

	the school more inclusive and equitable.	Presence of larger physical space, as available, for the *dije* Office to accommodate more informal engagement with students of broadly diverse social identities.	Y1: Expand the physical space for the *dije* Office to accommodate more engagement with students of broadly diverse social identities.	Dean, AD for *dije*
		Range of areas of expertise/lived experience reflected in *dije* Student Advisory Board composition.	Y1: Restructure *dije* Office Student Advisory Board (SAB) to clarify purpose, expectations, and roles. Y1-Y5: Ensure *dije* Office Student Advisory Board includes a critical mass of students with whom to consult on disrupting anti-Blackness, disrupting ableism, and serving students who are international, undocumented, parents, first generation, and LGBTQIA+.	*dije* Office, AD for *dije*
Diversity Skills		Implementation of new gender identity and expression procedures in reporting on student matters by Office of Student Affairs and Program Chairs.	Y1-Y5: Consult and follow Rackham's new, more inclusive procedures regarding how to use data on diverse gender identities and expressions in our reporting on (all) students.	AD for Undergraduate Education & Educator Preparation, AD for Research & Graduate Studies, OSA, Program Chairs
		# of students on faculty search committees who complete "STRIDE-like" training.	Y1-Y5: Continue to offer "STRIDE-like" training about inclusive hiring practices for students serving on faculty search committees.	AD for *dije*
Climate Enhancement		Quantity of funding allocated to compensate students engaged in *dije*-related service activities (e.g., SAB, EDAC).	Y1: Establish guidelines for compensating student involvement in *dije*-related committee work (e.g., EDAC, SAB) in the Marsal School. Y1-Y5: Compensate students who are involved in *dije*-related committee work (e.g., SAB, EDAC) in the Marsal School.	AD for *dije*
		Quantity of funding allocated to support student organizations in the Marsal School that focus on *dije*-related issues.	Y1-Y5: Establish baseline funding for university-designated student organizations in the Marsal School that focus on *dije*-related issues.	AD for *dije*, EDAC

Key Constituency: Staff Primary DEI Goal: Justice, Equity				
Diversity Skills	(8) Reduce the burden of responsibility on, and increase rewards and recognition for, staff whose work makes the Marsal School more inclusive and equitable.	Quantity of funding allocated to staff-led *dije*-related service activities.	Y1-Y5: Provide financial support for grassroots staff-initiated and staff-led *dije* activities (e.g., professional development, communities of practice).	AD for *dije*
Career Advancement		Implementation of a plan for holistic analysis of staff compensation and awards/recognitions across social identity groups.	Y1-Y5: Ongoing analysis of participation in internal service, awards/recognitions, and compensation across staff across diverse social identity groups.	AD for *dije*, EDAC
Climate Enhancement		Reduction of any inequities in staff compensation and awards/recognitions across social identity groups. Reduction of any inequities in staff compensation and awards/recognitions across staff based on their contributions to advancing *dije* at the Marsal School.	Y2-Y5: Collect data on invisible service as part of staff annual reviews.	Chief of Staff, HR
			Y1-Y5: Develop plan—with input from EDAC, HR, and staff advocates at the Marsal School—for how best to use data collected on invisible service.	AD for *dije*, Chief of Staff, HR, EDAC, Directors Cabinet
			Y1-Y3: Establish expectations and specific, role-related descriptions and practices for how *dije* work can be integrated into all staff roles.	Chief of Staff, HR, EDAC, Directors Cabinet
Key Constituency: Faculty Primary DEI Goal: Justice, Equity				
Diversity Skills	(9) Reduce the burden of responsibility on, and increase rewards and recognition for, faculty whose work makes the Marsal School more inclusive and equitable.	Quantity of funding allocated to faculty-led *dije*-related service activities.	Y1-Y5: Provide financial support for grassroots faculty-initiated and faculty-led *dije* activities (e.g., professional development, communities of practice).	Dean, AD for *dije*
Career Advancement		Implementation of a plan for holistic analysis of faculty compensation and awards/recognitions across social identity groups.	Y1-Y5: Ongoing analysis of equity in distribution of internal service, awards/recognitions, and compensation across faculty from diverse social identity groups.	Dean, AD for *dije*

| Climate Enhancement | | Reduction of any inequities in faculty compensation and awards/recognitions across social identity groups.

Reduction of any inequities in faculty compensation and awards/recognitions across faculty based on their contributions to advancing *dije* at the Marsal School. | Y1-Y5: Collect data on invisible service as part of faculty annual reviews.

Y1-Y5: Develop plan to address any inequities—with input from EDAC, HR, and the Executive Committee—using data collected on invisible service. | Dean, AD for *dije*, Executive Committee, HR |

PRODUCTS *(Education, Scholarship & Service)*

Vital Strategy	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person responsible
Key Constituency: Faculty **Primary DEI Goal:** Inclusion, Justice				
Climate Enhancement	(10) Continue to improve inclusion of courses that address theory and research grounded in antiracism, anti-Blackness, Indigenous epistemologies, LGBTQIA+ studies, disability studies, and/or the intersection of these fields.	Rate of participation in curriculum audits. Changes in curriculum based on audits and ongoing professional development. Quantity of financial and human resources dedicated to this objective.	Y1: Establish process for conducting curriculum audits—including exploration of syllabus self-reflection tools—within each academic program. Y1-Y5: Conduct curriculum audits within academic programs and map capacities (affordances already present) in terms of knowledge grounded in antiracism, Indigenous epistemologies, LGBTQIA+ studies, disability studies, and/or the intersection of these fields.	AD for *dije*, AD for Undergraduate Education & Educator Preparation, AD for Research & Graduate Studies, Program Chairs
Diversity Skills			Y1-Y5: Partner with CRLT and other university entities as appropriate to provide ongoing professional development to faculty engaged in curriculum development and mapping within academic programs.	*dije* Office
Climate Enhancement			Y1-Y3: Explore feasibility of implementing a schoolwide Equity and Justice course requirement at the undergraduate and graduate levels.	Dean, Executive Committee, Program Chairs
Key Constituency: Faculty **Primary DEI Goal:** Inclusion				
Career Advancement	(11) Support and value public engagement and scholarship by Marsal School faculty.	Resources allocated to this objective. Presence of explicit expectations about how public scholarship will be evaluated as part of the Marsal School tenure and promotion guidelines.	Y1-Y5: Encourage the pursuit of scholarly products easily accessible to external and community partners. Y1-Y5: Engage in an iterative process to establish expectations—in consultation with external community partners—about how to evaluate public scholarship alongside established evaluative criteria in the faculty tenure and promotion process.	Dean, Executive Committee

FUNDRAISING

Vital Strategy	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person responsible
**Key Constituency:** ALL **Primary DEI Goal:** Inclusion, Justice			
ALL	(12) Establish and integrate *dije* fundraising priorities within our overall Marsal strategic development priorities.	Number of meetings that address *dije* funding needs and priorities. Number of gifts that incorporate *dije* priorities.	Y1: Dean and *dije* AD meet every week and discuss *dije* funding needs and priorities in the unit as needed; Dean meets every week with Chief Development Officer to ensure that these needs and priorities are routinely integrated into the overall priorities. Y1: Dean and Chief Development Officer meet every week to ensure that *dije* funding needs and priorities in the unit are consistently integrated into fundraising conversations; meet with *dije* AD as needed to review funding needs stemming from these discussions. Y1-Y5: Dean and Chief Development Officer work to increase the diversity of perspectives represented in the Marsal donor pool and Dean's Advisory Council. Y1-Y5: Routinely review and report on successful *dije* fundraising efforts. Y2-Y5: Work in partnership with our unit Chief Development Officer and fundraising team to continually clarify our the *dije* dimensions of our fundraising priorities, which are extensive.	Dean, Chief Development Officer, AD for *dije*

Plans for Supporting, Tracking and Updating the Strategic Plan

The key contact for stewardship of the *dije* 2.0 Strategic Plan is the Associate Dean for Diversity, Inclusion, Justice, and Equity. They will be assisted by the members of the Steering Committee, which includes the Dean, Chief of Staff, and *dije* Office professional staff, in tracking and supporting the plan implementation.

This group will be responsible for conducting an annual review of the plan, which will include gathering feedback on progress and new ideas from relevant constituencies that we might implement throughout the first year or in following years. A status report on progress will be presented to the Education Diversity Advisory Committee, Executive Committee, Directors Cabinet, and *dije* Office Student Advisory Board prior to the end of the academic year, and a final evaluation of yearly progress, along with any revisions and updates to the plan, will be shared with the entire Marsal School community prior to the next plan implementation year.