

Diversity, Equity and Inclusion Strategic Plan Five-Year Strategic Objectives, Measures and FY18 Actions

I. Diversity Equity and Inclusion Strategic Plan: Overview

The U-M President's Diversity Charge

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

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

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

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

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

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

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

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

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

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

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

SOE DEI/dije Principles

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

II. Planning Process Used

Planning Lead(s)

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

Planning Team

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

Planning Process Summary

- Sources of data

The major sources of SOE *dije* data include:

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

- Process used to collect data

Our data collection processes include:

- aggregation and disaggregation of data regarding student enrollment and student, faculty, and staff demographics
- survey and poll administration by department chairs, program chairs, and executive staff

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- members
- The holding of a variety of meetings and colloquia by Dean Moje, Implementation Lead Wilson, and other planning team members
- the availability of online links for identified or anonymous feedback.
- Data analysis & action idea generation activities

Dean Moje and Implementation Lead Wilson have monthly *dije* implementation planning meetings to analyze and discuss SOE *dije*-related feedback gathered from discussions, email messages, and online postings. Moje and Wilson also use this time to discuss upcoming *dije* programming, organizational issues, and community member needs.

Implementation Lead Wilson meets with the *dije* GSSA and educational intern each week to plan *dije*-related programming and projects (e.g. newsletter, curriculum guide), and also review SOE community feedback. The *dije* intern is charged with logging and thematically analyzing the SOE community feedback that is specifically emailed to Wilson.

In addition, Wilson serves as an ex-officio member on the EDAC, and as an elected representative on the Dean's Executive Committee, which respectively meets monthly and bi-weekly. This year the EDAC is reviewing staff climate survey data and using such data to inform their drafting of new, *dije*-infused staff hiring protocols. The Dean's Executive Committee (EC) addresses a wide gamut of faculty, student, community relations, and overall SOE climate issues. EC regularly considers relevant discussion, survey, and poll data.

Ideas for *dije* action items are generated in all the meetings mentioned above. Wilson is particularly involved in multiple, *dije* leadership spaces where important discussions, planning sessions, data analysis, and decision-making transpires. She regularly corresponds with Assessment & Reporting Coordinator Shalaby and CSHPE *dije* coordinator Bowman too. Wilson meets with them as needed to consider data collection and assessment needs and to ensure that our multiple *dije* initiatives are aligned with our strategic plan and our Year Two strategic objectives.

Dean Moje also meets biweekly with Associate Dean/Faculty Instructional Liaison Saunders, and with program chairs in order to advance strategic objectives by incorporating *dije* into faculty members' responsibilities in teaching and research. Saunders and program chairs create a framework for faculty to evaluate existing curriculum and syllabi to include diverse and inclusive perspectives that address issues related to justice and equity, and to support and train faculty members in this work.

- Summary of engagement activities

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

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

III. Data and Analysis: Key Findings

Summary of Data

A) Recruitment, Retention & Development Data

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

- At the start of the 2017-2018 academic year, 693 students are enrolled in the School of Education, consisting of 235 undergraduate and 458 graduate students. Within the student body, 59% of students are Female, 21% are Underrepresented Minority Students (includes Black, Hispanic, Native American, and identifying as two or more races), and 7% International Students.
- In the span of the Victors for Michigan Campaign, the School of Education has raised \$11.3 million in Student Support. In the 2016-2017 academic year, the School of Education awarded \$1.3 million in scholarship funds that make a degree in education more accessible and affordable.
- SOE continued its relationship with Washtenaw Community College, and we expanded our community college transfer initiative to Schoolcraft Community College. Fifteen community college transfer students matriculated into our Teacher Education programs in 2016-2017.

B) Education and Scholarship Data

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

- In a survey of undergraduate students asking if they would be interested in a School of Education Minor titled *Education for Empowerment*, 60% responded Yes and 21% responded Maybe. Within the proposed foci of the minors, students indicated that they were Very Interested in Youth Development and Learning (48%), Education and School Reform (44%), Education Policy (39%), College Access (30%), and Athletic Leadership

- and Coaching (15%).
- Qualitative discussion data from graduate students conveyed their desire for assistance in pinpointing *dije*-related courses, particularly non-SOE courses that fulfill their cognate requirements. At a recent dean’s fireside chat, Dean Moje discussed with graduate students how to make our course offerings more appealing and how to build a more inclusive environment. Students indicated a desire for more faculty of color and for greater attention to diversity, inclusion, justice, and equity in our course content. We continue to work toward these goals, although faculty hiring opportunities are limited due to budget constraints.

C) Promoting an Equitable and Inclusive Environment Data

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

- Our recently released staff climate survey results show that more than 89% of our staff agreed with the statement, “my unit has a strong commitment to diversity, equity, and inclusion.” This result was over 20 points higher than the number of staff who agreed with the statement at U-M, overall, which suggests our success in the effort to highlight and make our work on *dije* explicit within our unit. Still climate survey data and informal feedback received at staff meetings convey a need for improvement when it comes to increasing staff members’ sense of investment and inclusion in implementing *dije* initiatives.
- Some results from the 2017 All Staff Campus Climate Survey on DEI support the need for our staff-related strategic objective. Below, for instance, are data showing the rate at which SOE staff respondents agreed with survey statements.
 - From Table 18 (re: workload distribution and perceptions by sex/gender)
 - “My ideas are seriously considered in my unit.”
(female: 50% / male: 69.2%)
 - “I have a voice in the decision-making that affects my work in my unit.”
(female: 48% / male: 69.2%)
 - “The workload is fairly and equitably distributed in my unit.”
(female: 38% / male: 46.2%)
 - From Table 20 (re: workload compensation, support, & recognition)
25% to 46% of calculated SOE staff members agreed that:
 - “There are fair and equitable processes for determining compensation in my unit.”
 - “Support is provided fairly and equitably in my unit.”
 - “Rewards for work performance are fairly and equitably distributed in my unit.”

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D) Service Data

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

- Implementation Lead Wilson (a nine-month faculty member) offered feedback throughout Year One about the help needed to fully comply with DEI office reporting and assessment mandates and the help needed to coordinate and implement *dije*-related programming on a larger scale that would be aligned with the breadth and depth of our DEI strategic plan. This feedback, along with Dean Moje's additional observations informed Dean Moje's decision to expand our *dije* organizational infrastructure.

Key Findings, Themes and Recommendations Based on Year One

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

- Dean Moje's consistent highlighting and integration of *dije*-related matters and agendas in all SOE business and priorities.
- Major school-wide *dije* efforts and commitments that pre-dated U-M's strategic plan for DEI, thus we had an equity-oriented climate and community largely oriented to doing this work. The U-M DEI initiative, however, was welcomed and helpful. It has increased our *dije* capacity-building efforts, coordination, resources, and the opportunities we have to advance the work we started several years ago. Having a university-wide mandate has also helped in that it affirms unit-level directives and foci. It also assists SOE leadership in holding any resistant faculty, staff, or students accountable for engaging in the work.
- A distributed leadership model for *dije* initiatives in addition to the continued activity and organizing efforts of our diverse, equity-oriented student groups proved very valuable too.
- The "branding" of our diversity, inclusion, *justice*, and equity efforts as "*dije*" helped us cultivate common SOE language, boost our organizational culture, and increase our community's sense of ownership for SOE-customized, DEI efforts.
- The increasing visibility of *dije*/DEI initiatives, programming, and dialogue among faculty, students, and staff, versus just from administrative leadership. This reflected the willingness of faculty, students, and staff to be proactive in initiating or suggesting additional *dije* activities.

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

- **Undergraduate Program and Curriculum Development**

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The SOE Associate Dean for Undergraduate and Teacher Education began coordinating efforts with LSA to establish an education minor for undergraduate students. The title of the overall minor is *Education for Empowerment*. The minor will allow students to choose among four curricular pathways that relate to: youth, policy, coaching, and international/global education. Emphases on *dije* will be integrated throughout the minor's curriculum. For instance, the following courses have been approved to count towards LSA's Race and Ethnicity (R&E) requirements:

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

We will also be applying for many additional courses in the minor to satisfy the R&E requirement.

• Graduate Curriculum Development

A new course, EDUC 719 Pedagogies of Diversity, Inclusion, Justice, and Equity, was created to provide guidance and instructional development for graduate student instructors in the SOE and across campus. An existing course, EDUC 790 Foundations of Schooling, was also thoroughly revamped to include greater attention to educational equity debates, policies, practices, histories, and resistance of efforts of U.S. populations from a variety of racial, ethnic, religious, immigration, and gender identity backgrounds (e.g. boarding schools for Native Americans, discriminatory practices targeting African American and GLBTQIA teachers, legal cases related to the segregation of Mexican Americans, etc.) This course is required for all entering doctoral students in Educational Studies, SOE's largest academic program.

• *dije*-related Staff Development

SOE staff participated in the U-M DEI professional development series during Year One, which included sessions on: Developing Deeper Connections Across Difference (Dec 2016); Change it Up! (Bystander training) (Feb 2017); and, Unconscious Bias Training (March 2017). SOE staff engagement efforts were coordinated by the SOE Staff Development Committee Chair. In addition, DEI activities were incorporated into whole staff meetings throughout the year, including an activity that had staff pinpoint at least one concrete step they can take to advance DEI. Once doing so, staff members discussed their ideas and personal commitments in staff role groups.

• *dije*-related Faculty Development

Approximately 25 of our Educational Studies faculty participated in a workshop provided by CRLT's Teresa Braunschneider on developing more inclusive classrooms, while our CSHPE faculty participated in a faculty retreat devoted to the same topic. Faculty development is supported in an on-going manner through multiple opportunities for engagement around *dije* topics available in numerous seminars with guest speakers from around the world.

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

DEI/*dije* Implementation Lead Wilson spearheaded the development of the following programming and offerings.

Graduate Student Opportunities

The Educational Justice Internship & Independent Study (EJIS) was created for graduate students, and the first intern was selected by EDAC and served during the winter 2017 semester. This internship will be offered each semester to a SOE graduate student who is able to intern with, and receive mentoring from, our implementation lead. The intern receives course credit for their service and learning. They assist with *dije*-related programming and projects, and they work with our implementation lead to co-design a personalized learning plan that includes *dije*-based reading and the completion of a final paper.

Colloquia and Related Resources

An important highlight of SOE's *dije*-related programming during the 2016-17 school year was a colloquium on *Fostering Safety, Inclusion and Justice for Immigrant, Refugee, and Other Vulnerable Students*, which SOE and the U-M Law School co-sponsored. The March 2017 colloquium was an event organized to advance our *dije* commitments and respond to community needs during tense and uncertain political times. It was also an event that followed up on a SOE Community Conversation event held in February on the same topic, which nearly 50 students, staff, and faculty members attended. The March Colloquium featured a panel of student, staff, and faculty speakers who drew upon their professional expertise, and in some cases their first-hand experiences, with immigration matters in education, law, and policy. The panelists offered powerful insights that spurred a provocative and educative dialogue about pressing educational, political, and legal issues pertaining to federal initiatives related to undocumented immigrants. A video of the colloquium was posted on SOE's website for future viewing. In addition, our implementation lead and *dije* intern developed a resource guide on *Fostering Safety, Inclusion and Justice for Immigrant, Refugee, and Other Vulnerable Students*, which was also posted on our website.

dije Newsletter "Expansions"

A new School of Education newsletter called "Expansions" was created to solely focus on reporting and advancing our *dije* work. The first issue, published during the 2017 spring/summer term, offered spotlights on *dije* programming, initiatives, SOE *dije* awards, Year 2 *dije* plans and goals, and relevant faculty, staff, student accomplishments. The next issue of "Expansions" is planned for the winter 2018 term.

In addition, our students organized events like one called "Outspoken."

Student-Organized Events

Outspoken is an exciting event held each year that showcases the perspectives and talents of SOE's diverse community. It occurs during SOE's Campus Visit Day in March. The event is sponsored by SOE's student organization *Becoming Educators of Tomorrow* (BET). During *Outspoken*, students, staff, faculty members, and audience members convey their talents, critical reflections, and social commentary through performing short skits, singing, poetry, spoken word, storytelling, etc.

Graduate student representatives on the Dean's Executive Committee worked with multiple graduate student groups to assess students' needs related to diversity, inclusion, justice, and equity. As a result, we are launching two initiatives: a *dije* report card and the *dije* colloquium. We also developed a number of faculty-organized events. Examples of faculty-organized events included *dije*-related book clubs.

Faculty Organized Events

A program chair and faculty member started and facilitated our SOE-wide *dije* book club. SOE community members read *dije*-focused novels throughout the year and met to discuss insights the books offered for better addressing *dije* issues, better understanding those with various marginalized identities, and furthering *dije*-related, SOE work. A second book club, geared toward faculty professional development, was organized specifically for faculty to examine readings related to *dije*-based pedagogies and then reflect upon and discuss implications for their teaching practice.

- **Partnership Development**

SOE leadership staff initiated a formal partnership agreement with City Year, a non-profit organization that hires Americorps members to work on anti-poverty initiatives in education. The partnership is geared toward attracting City Year alumni to our MA programs.

SOE leadership, faculty, and staff also began communications to establish formal partnerships with Washtenaw International High School and Middle Academy to recruit students of diverse backgrounds and *dije*-related commitments into teaching. Likewise, conversations commenced with leaders of historically Black colleges and universities like Spelman College, Clark Atlanta University, and Tennessee State University to aid in recruiting teacher education students from diverse populations.

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

- **Recruitment & Holistic Admissions Review**

We revised teacher education admission essay prompts, résumé requirements, and admission evaluation rubrics to integrate *dije*-related items. All these changes were designed to signal to applicants that we value previous academic, professional, and volunteer experiences related to

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promoting equity. The changes were made with the consultation and approval of SOE program chairs.

Furthermore, we continued our relationship with Washtenaw Community College, and we expanded our community college transfer initiative to Schoolcraft Community College. Fifteen community college transfer students matriculated into our Teacher Education programs in 2016-2017 (Year 1).

The Raising Interest in Studying Education (RISE) Scholars Program was also created. SOE staff and faculty interviewed and offered RISE Scholars positions to six students who represent a range of diverse racial, ethnic, class, and gender identity backgrounds and will collaborate with U-M student organizations aligned with DE&I/*dije* goals during Fall 2017 to encourage students of diverse backgrounds to enroll in our programs.

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

Scholarship Assistance

We created four named scholarships with DE&I related criteria. We also offered tuition scholarships to incoming students with financial need to eliminate and/or reduce their need for work study awards.

SOE *dije* Awards

In May 2017, the first School of Education *dije* awards were given to students, faculty, and staff members to recognize their demonstrated commitment to advancing diversity, inclusion, justice, and equity in all aspects of their professional work. Their efforts benefit the SOE community and/or broader campus and local communities in significant ways that align with the SOE mission. Award winners were nominated by others and chosen by members of the SOE Education Diversity Advisory Council (EDAC) who reviewed and deliberated over an impressive pool of nominees. This was the inaugural year of the SOE *dije* Awards, which will now be presented annually.

Key Limitations

Our key challenges included: lack of financial resources to address all of our key priorities, initial ambiguity about the reach of the implementation lead role, the significant amount of start-up time and organizational adaptations needed to coordinate our *dije* leadership team and new *dije* efforts, and confusion about assessment and reporting requirements. We were also hampered by receiving our reporting metrics after we had enacted our year's activities (and thus did not know to collect certain kinds of data), and we were limited by the fact that reporting work was designed to occur during the summer months, when our faculty leads would typically devote their time to advancing their research. We hope that we will be in a better position to report our activities in a timely fashion in the coming year as a result of what we hope can become a permanent staff position. We respectfully request that any new metrics be presented to us before

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in the very near future to allow us to collect the requested data. We also ask that the reporting site be opened by May 1, to allow for our faculty leads to participate in reporting. Finally, we hope that the report can be due after September 1, again to allow for faculty involvement.

In addition, SOE was adapting to a leadership transition as we embarked on Year One with a new dean. Some of the challenges we experienced are part of starting any new, major initiative. Limited financial resources remain a challenge, and we are working to be thoughtful and creatively efficient in how we handle the reporting and assessment requirements (and the summer deadlines attached to them). This year we have expanded our *dije* leadership and organizational infrastructure to respond to such challenges.

Another challenge to advancing *dije* work proved to be the nation's divisive political climate and various political leadership and policy shifts. These shifts brought about many, rapid political and policy changes affecting both the education of our SOE students and the sociopolitical and schooling climates of the K-12 and postsecondary students we serve, research, and collaborate with in other educational settings. The work is simultaneously all-the-more critical and all-the-more exhausting as a result of this sociopolitical environment.

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

The SOE plan for advancing diversity, inclusion, justice, and equity (*dije*) efforts includes pursuing the strategic objectives listed below for Year Two/FY 2017. These objectives align with the overarching goals detailed in our Five-year DEI Statement and Strategic Plan: i) diversifying who we are, ii) cultivating inclusive curricular and pedagogical practices, iii) facilitating an equitable and inclusive environment, iv) securing and sustaining the requisite leadership, v) and implementing and assessing the outcomes.

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

Year Two/FY 2017 Strategic Objectives

A. Recruitment, Retention and Development

1. Continue and Enhance *dije*-based Partnership Development for Diverse Student recruitment

B. Education and Scholarship

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2. Continue and Enhance *dije*-based Curriculum Development
3. Continue the Evaluation and Seeking of Funds to Increase *dije*-Related Student Assistance & Initiatives
- C. Promoting an Equitable and Inclusive Community
 4. Enhance Staff Equity & Inclusion Initiatives
 5. Offer Ongoing and Enhanced *dije* Programming
- D. Service
 6. Continue and Enhance *dije*-based Partnership Development to Offer Educational Outreach and Increased Learning Opportunities
 7. Expand Organizational Infrastructure to Support and Sustain *dije*

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

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

IV. A. Recruitment, Retention and Development

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

1. Continue and Enhance *dije*-based Partnership Development for Diverse Student Recruitment

Undergraduate and Master's Students

We will continue our partnerships with community colleges in the region to offer increased educational access to diverse students who are prospective U-M transfer students and prospective SOE teacher education students. Currently, we have vibrant partnerships with Washtenaw Community College and Schoolcraft Community College. We also continue to seek formal partnerships with local high schools and historically Black colleges and universities (HBCUs) to aid in recruiting teacher education students from diverse populations.

Measures of Success (for Objective 1):

- The establishment of new formal partnerships with schools that have a large number of diverse students and/or students from groups underrepresented at U-M and in the teaching profession
- Increased number of collaborative, *dije*-related events at or with SOE that attracts a more diverse pool of prospective students
- Over time, increased numbers of teacher education students from currently

underrepresented groups

FY18 Actions:

Formally establish new partnerships with Washtenaw International High School and Middle Academy (or comparable schools) and with at least one HBCU.

Continue and enhance U-M SOE event offerings that attract students from other schools/units to consider taking SOE courses.

Primary DE&I Goal: Diversity

Other applicable domain: n/a

IV. B. Education and Scholarship

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

2. Continue and Enhance *dije*-based Curriculum Development

Given that we began making significant curriculum development gains last academic year, we are committed to continuing those developments and assessing their impact. Our efforts will include the planning of our new, undergraduate minor program that we will launch in fall 2018, and assessing the Year One changes made to our teacher education programs' recruitment, application, and admission review processes. We will also take new steps to seek feedback from our graduate students and collaborate with them to plan curricular enhancements.

Undergraduate & Graduate Students

Measures of Success (for Objective 2):

- The submission of our application for the new undergraduate minor, in which a *dije*-related focus is central to its design, goals, and course offerings
- Concrete examples of new, *dije*-related course offerings and/or syllabus changes and enhancements at the undergraduate and/or graduate level
- Student survey data, and/or other documented feedback, about recent changes to our teacher education program and its application and admissions processes.
- Documented feedback from graduate students' regarding their *dije*-related curricular recommendations and program experiences.

FY18 Actions:

- Finalization of undergraduate program minor for fall 2018 launch
- Seek graduate student feedback via forums, *dije* conversations, and *dije* cognate guide development

Primary DE&I Goal: Inclusion

Other applicable domain: Recruitment, Retention, & Development

3. Continue the Evaluation and Seeking of Funds to Increase *dije*-Related Student Assistance & Initiatives

One of the key limitations we experienced during Year One related to financial constraints that impaired our ability to provide additional financial support and incentives for *dije* work. For instance, we were unable to fund at least one initiative mentioned in our plan, the Dean's Scholars Program for MA and PhD students who have demonstrated a commitment to working in diverse and/or underserved settings and/or on problems of research or practice that advance diversity, equity, and inclusion as pathways to achieving social justice.

(NOTE: We were also unable to fund a staff position to support *dije*/DEI work, especially reporting efforts. SOE leadership has secured, with the help of the Chief Diversity Officer, additional funding to partially support a staff member, Dr. Carla Shalaby. We will continue to strategize about how to gain increased fiscal resources to fund these and other initiatives described in our DE&I Statement and Strategic Plan.)

Undergraduate and Graduate Students

Measures of Success (for Objective 3):

- New secured funding

FY18 Actions:

Dean Moje and SOE leadership will continue with fundraising efforts

Primary DE&I Goal: Equity

Other applicable domain: Recruitment, Retention, & Development

IV. C. Promoting an Equitable and Inclusive Community

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

4. Enhance Staff Equity & Inclusion Initiatives

To enhance staff equity and develop additional, staff-related inclusion initiatives, Dean Moje and our Chief of Staff and Strategic Advisor to the Dean, Ryan Noel, will implement a variety of policies and initiatives. All of our efforts will be informed by the results of our staff's feedback to the U-M Staff Climate Survey completed during Year One.

Staff

Measures of Success (for Objective 4):

- Due to the particular focus of our FY18 actions, we would expect to see higher levels of agreement with the statements in Tables 18 & 20 of the U-M Staff Climate Survey with regard to perceptions of workload distribution, compensation, support, and recognition.
- Creation of baseline data points to ongoingly measure staff involvement in *dije* programs and activities.

FY18 Actions:

- Clarify and address salary equity matters
- Review and adjust (as needed) the staff hiring protocols that EDAC proposes to Dean Moje to help assess job candidates' *dije*-related experience and commitments;
- Boost staff morale
- Facilitate staff members' increased involvement and sense of investment in SOE *dije* initiatives and programs

Primary DE&I Goal: Equity

Other applicable domain: Recruitment, Retention & Development

5. Offer Ongoing and Enhanced *dije* Programming

Dean Moje, Implementation Lead Wilson, and many SOE faculty, student, and staff members will continue offering *dije*-centered programming. We will draw upon a variety of data and feedback to determine programming foci and priorities.

All-school

Measures of Success (for Objective 5):

- Consistent and increasing numbers of attendees at *dije*-related events
- New *dije*-related programs, events, or offerings
- Documented feedback and/or survey data from students, faculty, and staff about the quality and helpfulness of *dije*-related events and programs

FY18 Actions:

Continue programming *dije*-related colloquia, symposia, and book clubs. In addition, continue to publish our *dije* newsletter "Expansions" and select a graduate student, education justice intern during fall and winter semesters. Begin hosting regular *dije* "community conversations" that are open to all SOE community members and serve as an information sharing and dialogue session about SOE *dije* efforts.

Primary DE&I Goal: Inclusion

Other applicable domain: Education & Scholarship

IV. D. Service

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

6. Continue and Enhance *dije*-based Partnership Development to Offer Educational Outreach and Increased Learning Opportunities

We will continue our efforts to expand our Ann Arbor-based partnerships that now include Mitchell Elementary School and Scarlett Middle School by incorporating Huron High School.

In addition to our Ann Arbor partnership, we have a long-term (Year 9) partnership with Detroit School of Arts (a Detroit Public Schools Community District (DPSCD) school). That partnership continues, with plans to enhance the partnership under the new superintendent's leadership. We also have signed on to multi-institutional partnership (with Wayne State, Eastern Michigan, and Michigan State Universities) to assist in maintaining the 24 DPSCD schools that were slated for closure earlier in 2017. Additionally, we have new planned, partnership in Detroit that will soon be announced. That partnership will be extremely robust and have university-wide support. It will provide opportunities for Grow-Your-Own program development in a number of fields. We also have several partnerships with high-quality charter schools and afterschool programs, including James S. and Grace Lee Boggs School, University Preparatory Academy, Voyageur College Prep, FATE, and Mosaic Youth Theatre. Finally, we place teaching interns and student teachers across Detroit schools. Having such partnerships allow SOE community members to contribute to the quality and equitable improvement of K-12 school communities.

Our K-12 partnerships also benefit our students' career advancement by providing additional space and relationships that lend to student learning and professional development. Internship experiences in diverse community settings allow students the opportunity to learn the necessary skills to teach effectively in a variety of contexts. Courses such as EDUC 719, The Pedagogies of *dije*, and the training faculty provide in socio-emotional learning prepare our graduate students and teacher candidates to excel in *dije*-related work as they go on to teach in postsecondary and K-12 schools. They graduate with both the credentials and experience to equitably teach all students, particularly those in urban and rural settings.

Greater Community & Undergraduate and Graduate Students

Measures of Success (for Objective 6):

- Solidifying the Huron High School partnership
- Evidence of the development of new partnerships in Detroit, including those serving as potential field sites for SOE's newly proposed undergraduate minor
- Increased numbers of U-M students participating in partnership experiences in the surrounding community

FY18 Actions:

Seek the formal establishment, or formal expansion of, K-12 partnerships through collaborating and securing the approval of area superintendents, principals, other school and district leaders.

Ensure our current undergraduate and graduate students have an appropriate and respectful level of access to our partnership sites for learning, professional development, research, and community service purposes.

Primary DE&I Goal: Equity

Other applicable domain: Education & Scholarship

7. Expand Organizational Infrastructure to Support and Sustain *dije*

SOE's pursuit of *dije* advancement relies on a distributed leadership model devised by Dean Elizabeth Moje. Supplementing Dean Moje's *dije*-focused leadership during Year One, the distributed leadership model included the work of our implementation lead, Dr. Camille Wilson (a tenured faculty member) who worked to coordinate *dije* communication, information sharing, and program planning. Wilson stayed in steady touch with Dean Moje and also collaborated with the co-chairs of SOE's Education Diversity Advisory Council (EDAC). EDAC is an important *dije* leadership body consisting of several faculty, staff, and student members. The two EDAC co-chairs were (and continue to be) Dr. Matt Diemer, a tenured faculty member, and SOE Assistant Dean for Recruitment, K-16 Relations, and Special Projects Dr. Henry Meares. Another essential member of the *dije* leadership team was the SOE Faculty Liaison for Inclusive Teaching Dr. Shari Saunders, who was and continues to be SOE Associate Dean for Undergraduate and Teacher Education. SOE department and program chairs were also vital in advancing *dije* in SOE. Furthermore, the SOE Educational Justice Intern assisted Lead Wilson and in return received course credit.

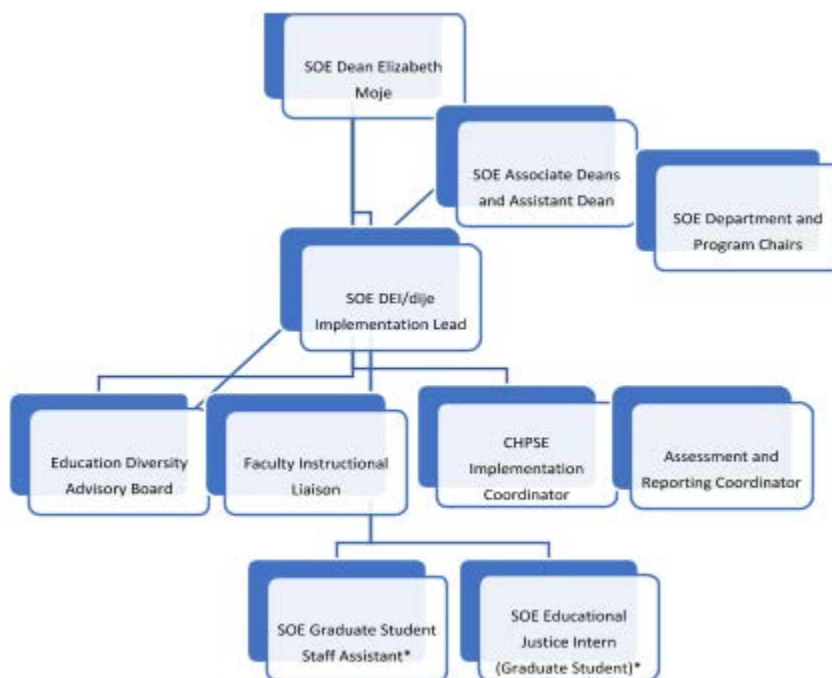
For Year Two, Dean Moje has developed an expanded and more wide-reaching organizational infrastructure to support and sustain *dije* policies, programming, and initiatives. In addition to those mentioned above, the new roles created for Year Two and beyond, include a *dije* Assessment and Reporting Coordinator (Dr. Carla Shalaby) and our Center for Higher and Post-Secondary Education (CSHPE) *dije* implementation coordinator (Dr. Phillip Bowman). Our new

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Graduate Student Staff Assistant (master’s student Ms. Eloise Reid) assists our implementation lead and the EDAC co-chairs.

Our current *dije* leadership team and support staff positions are illustrated in the SOE *dije* Organizational Chart below. See Table 1.

Table 1: Year Two SOE *dije* Organizational Chart



* The GSSA and Educational Justice Intern are supervised by our implementation lead.

Our new Assessment & Reporting Coordinator Dr. Carla Shalaby will assist our SOE implementation lead by:

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- refining our *dije* organization chart and position descriptions as needed
- writing an executive summary of our Year 1 report & Year 2 plan for SOE community members
- helping to further analyze staff climate data and pinpoint its implications
- developing common assessment forms that department chairs, program chairs, and others can use to chart and tally *dije*-related data
- seeking and analyzing information and data for Year 2 report
- writing Year 2 report.

Our CSHPE *dije* implementation coordinator Dr. Phillip Bowman, a CSHPE professor, will assume the lead in facilitating and assisting with *dije*-related programming in CSHPE, while also being the main point person for students, staff, and faculty members who wish to share CSHPE-specific ideas, comments, and concerns on *dije* matters. (Camille Wilson, our SOE DEI/*dije* Implementation Lead, is a professor in our Educational Studies department. She remains the point person (outside of the department chair) for Educational Studies.)

Our Graduate Student Staff Assistant, Ms. Eloise Reid, will assist our implementation lead by: 1) helping to coordinate and facilitate SOE colloquia and programming on DEI matters, 2) interviewing and writing entries for *Expansions*, the SOE *dije* newsletter launched in Winter 2017, 3) managing an online *dije* calendar of events, 4) offering assistance for DEI and EDAC projects (e.g., collaborating with SOE graduate students to create and update entries for a SOE graduate peer advising guide for *dije*-related cognate courses); and, 5) helping to gather and format SOE data for annual reporting and assessments.

With additional support to implement the SOE DEI/*dije* plan, we are able to enhance and improve transparency within the school when it comes to *dije* issues. One of our priorities for Year Two is to increase clarity regarding the pathways available for conflict resolution. We, for instance, will increase the ease of locating information about the SOE ombuds on our website so students and faculty members are more aware of who they can contact to confidentially raise questions, complaints, and concerns about the climate and functioning of the SOE or U-M and share information about any academic or workplace conflicts they may have encountered.

All-school

Measures of Success (for Objective 7):

- Development of a *dije* leadership organization chart (Completed fall 2017)
- Expanded *dije* implementation leadership team and staff support (Completed fall 2017)

FY18 Actions:

Hiring of GSSA and the appointments of an assessment and reporting coordinator, a CSHPE *dije* coordinator, and the continued selection of educational justice interns

Onboarding of new *dije* implementation team members by our SOE DEI/*dije* implementation lead.

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

V. Goal-related Metrics

DEI/*dije*: School of Education Metrics

SOE Diversity, Inclusion, Justice & Equity

Diversity

Our goal for the upcoming year is to increase the diversity of our student population and, in particular, the undergraduate and graduate students enrolled in our teacher education programs. Our main strategy for doing so involves developing and strengthening new partnerships with local high schools serving large numbers of underrepresented populations, community colleges, as well as HBCUs and other minority-serving colleges and universities.

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

1. The number of partnerships initiated and the record of efforts related to recruitment at those partner institutions;
2. The number of *dije*-related events at or with SOE sponsored in partnership with other schools and units at U-M, aimed at attracting a more diverse pool of prospective students to the SOE;
3. The number of students transferring to the SOE's teacher education programs from community colleges;
4. The total numbers of matriculating teacher education students from currently underrepresented groups.

Inclusion

Our primary strategy for fostering an increased experience of inclusion involves developing *dije*-related programming that addresses a wide range of perspectives, reflects a wide range of identities, and includes a wide range of types of events. To that end, we plan to continue *dije*-related colloquia, symposia, and book clubs. In addition, we will continue to publish our *dije* newsletter, "Expansions." In all of these efforts, we intentionally account for populations and issues that are too often left out of unit programming, including (dis)ability and mental health, LGBTQI concerns, work on elitism and privilege, and questions of linguistic and religious diversity.

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

1. The number and diversity of *dije*-related programs and events;
2. The numbers of attendees at *dije*-related events;
3. Documented feedback and/or survey data from students, faculty, and staff about the quality and helpfulness of *dije*-related events and programs.

Justice

As a school of education, we feel particularly responsible for our role in facilitating the work of justice in and through teaching, service, and advocacy with and for our local youth and communities. This is perhaps our most robust commitment for the upcoming year, and our strategy includes building new partnerships that promote justice in and around our immediate community, as well as strengthening the preparation our teacher education students receive in areas related to social justice and education as a tool for social change.

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

1. The successful proposal of a new minor in education that seeks to offer stronger and more deliberate preparation for those students in other schools or units that currently work with youth or plan to work with youth;
2. Evidence of the development of new partnerships in Detroit, including those serving as potential field sites for the newly proposed minor;
3. Increased numbers of U-M students participating in partnership experiences in the surrounding community;
4. Qualitative evidence of the impact of our current K-12 school partnerships on advancing justice;
5. Evidence of educational efforts to strengthen the *dije*-related preparation of our teacher education students, including attention to this preparation on course syllabi;
6. Feedback from completion surveys of our teacher education students in which they are asked to report the degree to which they feel prepared to address questions of social justice in their future roles as educators.

Equity

We are primarily focusing our equity efforts in Year 2 on our staff. We plan to clarify and address salary equity matters and questions of workload distribution, as well as matters regarding the sense among our staff that their work is fairly supported and recognized. Our main strategy for doing so involves collaboration between Dean Moje and the SOE's new Chief of Staff and Strategic Advisor to the Dean, Ryan Noel.

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

1. Levels of agreement with the statements in Tables 18 & 20 of the U-M Staff Climate Survey with regard to perceptions of workload distribution, compensation, support, and recognition. We will be paying particular attention to differences in these levels by

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gender, since there is currently a 10-point gap between the levels of agreement among women and men;

2. Our own internal staff climate survey distributed in fall 2017, redistributed at a later date to note changes in results.

VI. Action Planning Tables with Details and Accountabilities

SOE Action Planning Tables

VI. A. Recruitment, Retention and Development

Table 1.

Recruitment, Retention and Development						
<i>SOE Strategic Objective</i>	<i>U-M Vital Strategy</i>	<i>Key Constituency</i>	<i>Measures of Success</i>	<i>Detailed Actions Planned</i>	<i>Group/ persons accountable for implementation</i>	<i>Resources needed (if applicable)</i>
Continue and Enhance <i>dije</i>-based Partnership Development for Diverse Student Recruitment	Recruitment	Students, K-12 and/or postsecondary partners	The establishment of new formal partnerships with schools that have a large number of diverse students and/or students from groups underrepresented at U-M and in the teaching profession.	Formally establish new partnerships with Washtenaw International High School and Middle Academy (or comparable schools) and with at least one HBCU.	Dean Moje, Assistant Dean, Department & Program Chairs, Lead Partnership Faculty	None at the time



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Continue and Enhance <i>dije</i>-based Partnership Development	Recruitment	Students, K-12 and/or postsecondary partners	Increased number of collaborative, <i>dije</i> -related events at or with SOE that attracts a more diverse pool of prospective students	Continue and enhance U-M SOE event offerings that attract students from other schools/units to consider taking SOE courses.	Dean Moje, Associate Deans, Department & Program Chairs, Lead Partnership Faculty, ILead	Funding for hosting at events; these funds currently come from our DEI funding from FY 16 and from one-time funds granted the dean for new initiatives. These funds will soon be depleted.
Continue and Enhance <i>dije</i>-based Partnership Development	Recruitment	Students, Faculty, Staff	Over time, increased numbers of teacher education students from currently underrepresented groups	Continue seeking formal partnerships with historically Black colleges & universities to aid in recruiting teacher education students from diverse populations.	Dean Moje, Associate Dean, Assistant Dean, Department & Teacher Education Program Chairs	Funding for recruitment travel to HBCUs. We currently have a very limited travel budget for Assistant Dean Henry Meares. Increased recruitment would be possible with a small increase in funding on this score.



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VI. B. Education and Scholarship

Table 2.

Education and Scholarship						
<i>SOE Strategic Objective</i>	<i>U-M Vital Strategy</i>	<i>Key Constituency</i>	<i>Measures of Success</i>	<i>Detailed Actions Planned (measurable, specific)</i>	<i>Group/ persons accountable</i>	<i>Resources needed (if applicable)</i>
Continue and Enhance dije-based Curriculum	<i>Diversity Skills & Climate enhancing</i>	All School	The submission of our application for the new undergraduate minor, in which a <i>dije</i> -related focus is central to its design, goals, and course offerings	Finalization of undergraduate program minor for fall 2018 launch	Assoc. Dean/Faculty Instr. Liaison, Dept & Program Chairs, Faculty	None needed
Continue and Enhance dije-based Curriculum	<i>Diversity Skills & Climate enhancing</i>	Students	Documentation of new, <i>dije</i> -related course offerings and/or syllabus changes and enhancements at the undergraduate and/or graduate level	Seek graduate student feedback via forums, <i>dije</i> conversations, and <i>dije</i> cognate guide development	Dean Moje, ILead, Department & Program Chairs, Faculty	None needed
Continue and Enhance dije-based Curriculum	<i>Diversity Skills & Climate enhancing</i>	Students	Student survey data, and/or other documented feedback, about recent changes to our teacher	We will also take new steps to seek feedback from our graduate students and collaborate	ILead, Assessment Coordinator, Department & Program Chairs	None needed



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			education program and its application and admissions processes.	with them to plan curricular enhancements		
Continue the Evaluation and Seeking of Funds to Increase dije-Related Student Assistance & Initiatives	<i>Career Advancement & Climate enhancing</i>	Faculty and Staff	New secured funding	Dependent on funding	Dean Moje & Assoc. Deans	Increased Funding for the Dean's Scholars Program for MA and PhD students who have demonstrated a commitment to working in diverse and/or underserved settings and/or on problems of research or practice that advance diversity, equity, and inclusion as pathways to achieving social justice.

VI. C. Promoting an Equitable and Inclusive Community

Table 3.

Promoting an Equitable and Inclusive Community						
<i>SOE Strategic Objective</i>	<i>U-M Vital Strategy (6 possible)</i>	<i>Key Constituency</i>	<i>Measures of Success</i>	<i>Detailed Actions Planned (measurable, specific)</i>	<i>Group/ persons accountable</i>	<i>Resources needed (if applicable)</i>
Enhance Staff Equity & Inclusion Initiatives	<i>Climate enhancing</i>	Faculty and Staff specifically All School generally	Due to the particular focus of our FY18 actions, we would expect to see higher levels of	Clarify and address salary equity matters	Dean Moje, Chief of Staff and Strategic Advisor to	none required unless we determine that equity challenges



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			agreement with the statements in Tables 18 & 20 of the U-M Staff Climate Survey with regard to perceptions of workload distribution, compensation, support, and recognition.		the Dean, & EDAC	demand increased staff salaries across the board (we do not predict this to be the case based on preliminary benchmarking analysis)
Enhance Staff Equity & Inclusion Initiatives	<i>Diversity Skills & Climate enhancing</i>	All School	Create a baseline to measure staff involvement in <i>dije</i> programs and activities.	Review and adjust (as needed) the staff hiring protocols that EDAC proposes to Dean Moje to help assess job candidates' <i>dije</i> -related experience and commitments	Dean Moje, Chief of Staff and Strategic Advisor to the Dean, EDAC, & Assessment & Reporting Coordinator	Funding for a full-time <i>dije</i> staff position
Enhance Staff Equity & Inclusion Initiatives	<i>Climate enhancing</i>	Staff	Create a baseline to measure staff involvement in <i>dije</i> programs and activities.	Boost staff morale and facilitate staff members' increased involvement and sense of investment in SOE <i>dije</i> initiatives and programs	Dean Moje, EDAC, Assessment & Reporting Coordinator	Funding for a full-time <i>dije</i> staff position (to assist with encouraging individuals to participate in such activities) Financial support for staff



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						professional development and for community-building outings and activities
Offer Ongoing and Enhanced <i>dije</i> Programming	<i>Diversity Skills & Climate enhancing</i>	All School	Consistent and increasing numbers of attendees at <i>dije</i> -related events	Continue programming <i>dije</i> -related colloquia, symposia, and book clubs	Dean Moje, ILead, Assoc. Deans, Dept. & Program Chairs	Full-time <i>dije</i> staff position is needed
Offer Ongoing and Enhanced <i>dije</i> Programming	<i>Diversity Skills & Climate enhancing</i>	All School	Newsletter publishing & intern selection	Continue to publish our <i>dije</i> newsletter “Expansions” and select a graduate student, education justice intern during fall and winter semesters.	ILead & EDAC	Full-time <i>dije</i> staff position is needed
Offer Ongoing and Enhanced <i>dije</i> Programming	<i>Diversity Skills & Climate enhancing</i>	All School	Documented feedback and/or survey data from students, faculty, and staff about the quality and helpfulness of	Begin hosting regular <i>dije</i> “community conversations” that are open to all SOE community members and serve as an information	Dean Moje, ILead, EDAC, Assessment Coordinator	See above (to help facilitate events)



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			<i>dije</i> -related events and programs	sharing and dialogue session about SOE <i>dije</i> efforts.		
Offer Ongoing and Enhanced <i>dije</i> Programming	<i>Recruitment, Career Advancement, Diversity Skills Climate enhancing</i>	Faculty, Staff, and Students	Calendar submission and text	Highlight <i>dije</i> -related events, including those that faculty, staff, and students submit, on SOE's online calendar.	ILead and other SOE <i>dije</i> event organizers	See above

VI. C. Service

Table 4.

Service						
<i>SOE Strategic Objective</i>	<i>U-M Vital Strategy (6 possible)</i>	<i>Key Constituency</i>	<i>Measures of Success</i>	<i>Detailed Actions Planned (measurable, specific)</i>	<i>Group/ persons accountable</i>	<i>Resources needed (if applicable)</i>
Continue and Enhance <i>dije</i>-based Partnership Development to Offer Educational Outreach and Increased Learning Opportunities	<i>Diversity Skills & Climate enhancing</i>	K-12 school communities, Students	Solidifying the Huron High School partnership and Increased numbers of U-M students participating in partnership	Seek the formal establishment or formal expansion of K-12 partnerships through the collaborating and securing the approval	Dean Moje & Teacher Education Program Chairs & Mitchell Scarlett Teaching & Learning	Community engagement funds



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			experiences in the surrounding community	of area superintendents, principals, other school and district leaders.	Collaborative	
Continue and Enhance <i>dije</i>-based Partnership Development to Offer Educational Outreach and Increased Learning Opportunities	<i>Diversity Skills & Climate enhancing</i>	K-12 school communities, Students	Evidence of the development of new partnerships in Detroit, including those serving as potential field sites for the newly proposed minor; Increased numbers of U-M students participating in partnership experiences in the surrounding community	Ensure our current undergraduate and graduate students have an appropriate & respectful level of access to our partnership sites for learning, professional development, research, and community service purposes.	Dean Moje & Teacher Education Program Chairs & Mitchell Scarlett Teaching & Learning Collaborative	Transportation support funds for students, staff, and in some cases, faculty. The Detroit Connector is helpful but does not yet take students to the neighborhoods where we do our work
Expand Organizational Infrastructure to Support and Sustain <i>dije</i>	<i>Diversity Skills & Climate enhancing</i>	All School	Development of a <i>dije</i> leadership organization chart	Hiring of GSSA and appointments of assessment and reporting coordinator; CSHPE <i>dije</i> coordinator, and educational justice interns	Dean Moje, ILead, & EDAC (COMPLETED)	Funding to support these hires
Expand Organizational Infrastructure	<i>Diversity Skills & Climate enhancing</i>	All School	Expanded <i>dije</i> implementation leadership	Onboarding of new <i>dije</i> implementation team	ILead (COMPLETED)	Funding for a full-time <i>dije</i> staff member

to Support and Sustain <i>dije</i>			team and staff support	members		
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VII. Plans for Supporting, Tracking and Updating the Strategic Plan

The SOE DEI/*dije* Implementation Lead, Camille Wilson, will continue to act as the key contact and steward of our FY18 plan. She continues to work in close partnership with Dean Moje on supporting and updating the strategic plan, and will now also receive support from our Educational Justice Intern and our new Graduate Student Staff Assistant. Additionally, our new *dije* implementation coordinator for our Center for Higher and Post-Secondary Education, Phillip Bowman, will act as steward for the plan in that program, and Carla Shalaby will assist in our overall *dije* tracking, measuring, and reporting.

Several of these new staff members joined our *dije* team very recently, so we are just now in the process of creating new infrastructures to support the tracking and measurement of our *dije* goals. Our current thinking includes keeping our individual program chairs and department leads updated on the all-school, partnership, and staff-related progress we are making in pursuing our Year Two strategic objectives, while also soliciting their updates and feedback about the departmental/unit progress they are leading. Such discussions will occur at department and program meetings with Dean Moje, and in faculty meetings as appropriate. We will also seek and document their input about any additional or revised forms of data tracking and measuring needed, and request their feedback about supports they need to accomplish program and unit specific objectives. In February we will solicit an initial round of reports on their activities and evidence of progress, and identify any areas requiring targeted support. A final evaluation of Year Two will be conducted in late April/early May.